IPEC®
Interprofessional Education Collaborative
Connecting health professions for better care

DRAFT AS OF 2/11/21

BUILDING A FRAMEWORK FOR INTERPROFESSIONAL EDUCATION FOR COLLABORATIVE PRACTICE & HEALTH EQUITY

*** Content in Gray Shaded Boxes indicate Asynchronous Prework
to be viewed prior to the Synchronous Sessions**

*** Content in Blue Shaded Boxes indicate Synchronous Sessions**

DAY 1 ▪ TUESDAY, MAY 18, 2021

ASYNCHRONOUS PREWORK	*View Online Cohort Building Prep Module.*
Cohort Building	**Who's Here? Via IPEC Connect** Mark R. Speicher, PhD, MHA, Senior Vice President for Medical Education and Research, American Association of Colleges of Osteopathic Medicine Elizabeth M. Weist, MA, MPH, CPH, Director of Education, Association of Schools and Programs of Public Health Learning Objectives: • Identify other colleagues participating in the Institute. • Recognize aspects of IPECP projects that may be similar and/or relevant to one's interests.
12:00 – 12:30 PM	**PREP FOR SYNCHRONOUS E-LEARNING: Setting up for Success** *Login to ensure you are connected.*
ASYNCHRONOUS PREWORK	*View Virtual Welcome Message and Keynote Address; Complete Readings, Pre-Institute Survey and Workbook Entry.*
Opening Plenary	**Welcome! An Intro to the Institute** Laura Magaña, PhD, President and CEO, Association of Schools and Programs of Public Health; Vice Chair, IPEC Board of Directors Robert A. Cain, DO, FACOI, FAODME, President and CEO, American Association of Colleges of Osteopathic Medicine; Member-At-Large, IPEC Board of Directors

Draft Learning Objectives:
- Describe the background, context, and history of IPEC.
- Discuss the IPEC competencies and the benefits of creating safe, high-quality, accessible, person-centered care, improved population health outcomes, and increased health equity.
- Explain the Institute program, purpose, and design.

Keynote Address

Advancing Interprofessional Clinical Prevention and Health Professions Education

Susan M. Meyer, PhD, FNAP, Director, Interprofessional Center for Health Careers; Co-director, Pitt Center for Interprofessional Practice and Education; and Professor, Pharmacy and Therapeutics, University of Pittsburgh, Pittsburgh, PA

Draft Learning Objectives:
- Describe the role of Interprofessional Education for Collaborative Practice (IPECP) in improving the delivery of health care, patient outcomes, and health equity.
- Summarize national trends in policy and implementation of IPECP.
- Describe the need for alignment between IPE and CP.
- Discuss the value of IPECP for emerging health professionals.

12:30 – 1:15 PM

SYNCHRONOUS INTRODUCTORY SESSION: Hello and Welcome
Join IPEC leaders for a live discussion about the IPEC Institute, the IPEC Competencies and how this virtual certificate program will benefit you and your educational practices.

1:15 – 2:00 PM

KEYNOTE DISCUSSION: Live with Dr. Meyer
Join to have your questions answered about why IPE and collaborative practice are vital to the improvement of health care and patient outcomes.

ASYNCHRONOUS PREWORK
Theory Burst #1

View Theory Burst #1 Online Module. Complete Pre-Readings.

Planning for Successful IPE & Program Evaluation
Jo Ann R. Regan, PhD, MSW, Dean, National Catholic School of Social Service

Draft Learning Objectives:
- Describe best practices in IPECP curriculum planning and program evaluation design.
- Identify the audience targeted by the IPECP project and audience factors according to level of learning, practice experience, and learning environment.
- Categorize institutional resources and commitments necessary to facilitate successful IPECP that builds health equity.

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2:00 – 2:30 PM	**Break**

2:30 – 3:15 PM   **THEORY BURST #1 DISCUSSION: Live with Dr. Regan**
Join Dr. Regan to have your questions answered about planning for successful IPE and program evaluation.

3:15 – 4:30 PM   **SYNCHRONOUS TEAM MEETING/STRATEGY SESSION #1: Planning**
Join your teammates in a virtual room to develop your curricular project plan. IPEC leaders will be available to answer questions and enter the room as needed for coaching.

Learning Objectives:
- Review your goals for attending the Institute, as well as your areas of strength and opportunities for improvement.
- Identify how your IPECP project will facilitate curricular change.
- Develop an action plan for your IPECP project including its evaluation.

DAY 2 ▪ THURSDAY, MAY 20, 2021

ASYNCHRONOUS PREWORK   *View Theory Burst #2 and #3 Online Modules. Complete Pre-Readings.*

Theory Burst #2   **Building Learning Upon IPEC's Core Competencies**
        Elizabeth Andrews, DDS, MS, Assistant Dean for Academic Affairs and Assistant Professor, Western University, College of Dental Medicine

Draft Learning Objectives:
- Identify best practices in IPECP curriculum planning and design for use in one's program.
- Examine faculty resources and practices for better integrating the IPEC Core Competencies into curricula.

Theory Burst #3   **Assessing IPE Learners**
        Amy V. Blue, PhD, Associate Vice President for Interprofessional Education, UF Health Office and Clinical Professor, College of Public Health and Health Professions, University of Florida

Draft Learning Objectives:
- Define key measurable behaviors and outcome competencies for learners associated with the IPEC core competencies.
- Identify IPE assessment tools.
- Outline methods for capturing and analyzing outcomes data regarding learner assessments that will ensure the ability to engage in scholarly activity and dissemination of results.

12:00 – 12:30 PM   **PREP FOR SYNCHRONOUS E-LEARNING: Setting up for Success**
Login to ensure you are connected.

12:30 – 1:15 PM   **THEORY BURST #2 DISCUSSION: Live with Dr. Andrews**
Join Dr. Andrews to have your questions answered about building learning upon IPEC Core Competencies.

1:15 - 2:15 PM   **SYNCHRONOUS TEAM MEETING/STRATEGY SESSION #2: Building**

Learning Objectives:
- List the Interprofessional Education Collaborative Core Competencies.
- Identify IPECP resources to build your project.
- List potential learning experiences around the IPEC Core Competencies that are congruent with learner needs and institutional capacity.

2:15 – 2:45 PM   **SYNCHRONOUS COHORT MEETING: Collaborate and Exchange**
Join your colleagues and IPEC leaders to review progress to date and share lessons and questions related to project planning.

Learning Objectives:
- Identify other colleagues participating in the Institute.
- Recognize aspects of IPECP projects that may be similar and/or relevant to one's interests.

2:45 – 3:30 PM   **THEORY BURST #3 DISCUSSION: Live with Dr. Blue**
Join Dr. Blue to have your questions answered about assessing IPE learners.

3:30 – 4:30 PM   **SYNCHRONOUS TEAM MEETING/STRATEGY SESSION #3: Assessing**

Learning Objectives:
- Outline an assessment plan for your IPECP learners.
- Identify appropriate, existing learner assessment tools for use in your project.

DAY 3 ▪ TUESDAY, MAY 25, 2021

ASYNCHRONOUS PREWORK   ***View Theory Burst #4 Online Module. Complete Pre-Readings.***

Theory Burst #4   **Designing Effective Learning Experiences**
Vernell P. DeWitty, PhD, RN, Director for Diversity and Inclusion,

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American Association of Colleges of Nursing

Draft Learning Objectives:
- Describe strategies for understanding and mitigating bias in designing effective IPECP learning experiences.
- Explore cultural humility in designing IPECP learning activities for community engagement to achieve collective impact in health equity.

12:00 – 12:30 PM	**PREP FOR SYNCHRONOUS E-LEARNING: Setting up for Success** *Login to ensure you are connected.*
12:30 – 1:15 PM	**THEORY BURST #4 DISCUSSION: Live with Dr. DeWitty** *Join Dr. DeWitty to have your questions answered about planning for successful IPE and program evaluation.*
1:15 – 2:45 PM	**SYNCHRONOUS TEAM MEETING/STRATEGY SESSION #4: Designing** Learning Objectives: • Identify active learning experiences by applying effective teaching principles to curriculum design that places IPECP learners in the forefront. • Determine IPECP strategies at one's home institution(s) where design and outcomes data could advance IPECP objectives and improve program efficacy.
2:45 – 3:15 PM	**Break**
3:15 – 3:45 PM	**SYNCHRONOUS COHORT MEETING: Collaborate and Exchange** *Join your colleagues and IPEC leaders to review progress to date and share lessons and questions related to project planning.* Learning Objectives: • Identify other colleagues participating in the Institute. • Recognize aspects of IPECP projects that may be similar and/or relevant to one's interests.

DAY 4 ▪ THURSDAY, MAY 27, 2021

12:00 – 12:30 PM	**PREP FOR SYNCHRONOUS E-LEARNING: Setting up for Success** *Login to ensure you are connected.*
12:30 – 1:30 PM	**LIVE PANEL DISCUSSION:** Tamara L. Owens, PhD, MEd, CHSE, Founding Director, Clinical Skills and Simulation Centers, Howard University Health Sciences

Clinical Skills Center Team TBA

Draft Learning Objectives:
- List barriers, challenges, and successes related to interprofessional practice and education collaborations that build health equity .
- Strategize effective methods for implementing successful IPECP and to articulate strong messaging about IPECP aims and results.
- Appraise key partnerships and communication strategies to build or increase sustainability and outcomes.

1:30 – 2:15 PM

SYNCHRONOUS TEAM MEETING/STRATEGY SESSION #4: Designing (Continued)

Learning Objectives:
- Identify active learning experiences by applying effective teaching principles to curriculum design that places IPECP learners in the forefront.
- Determine IPECP strategies at one's home institution(s) where design and outcomes data could advance IPECP objectives and improve program efficacy.

2:15 – 2:45 PM   **Break**

2:45 – 3:30 PM

SYNCHRONOUS COHORT ACTIVITY: Presenting/Practicing/Feedback IPE Elevator Pitches
Join your cohort colleagues in sharing team elevator pitches about your educational program or curricula.

Learning Objectives:
- Practice advocating IPECP needs and intended health and/or system outcomes. [Elevator Pitch]
- Explore approaches to giving and receiving effective feedback.

3:30 – 4:15 PM

SUMMARY OF PHASE I AND NEXT STEPS: Your IPE Journey
Join your cohort colleagues and IPEC leaders to review lessons learned, tools and resources, and next steps for Phase II.
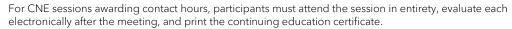
Learning Objectives:
- Identify and describe available IPECP tools and resources.
- Offer examples of successes and barriers to interprofessional learning and engaging communities towards building health equity.
- Describe the process and goals required for Phase II certification.

Continuing Education Credits

The American Association of Colleges of Nursing (AACN) is accredited as a provider of continuing nursing education (CNE) by the American Nurses Credentialing Center's Commission on Accreditation (ANCC). There are no known conflicts of interest concerning planners and presenters.

For CNE sessions awarding contact hours, participants must attend the session in entirety, evaluate each electronically after the meeting, and print the continuing education certificate.

Eligible attendees may receive Certified in Public Health (CPH) credits for participating in this program. The Association of Schools and Programs of Public Health (ASPPH) works with the National Board of Public Health Examiners (NBPHE) to provide CPH credits.

This continuing education activity has been planned and implemented in accordance with the standards of the ADA Continuing Education Recognition Program (ADA CERP) through joint efforts between the American Dental Education Association (ADEA) and the Interprofessional Education Collaborative (IPEC).

The American Dental Education Association is an ADA CERP Recognized Provider.

ADA CERP is a service of the American Dental Association to assist dental professionals in identifying quality providers of continuing dental education. ADA CERP does not approve or endorse individual courses or instructors, nor does it imply acceptance of credit hours by boards of dentistry.

The American Dental Education Association designates this activity for 14 continuing education credits.

All speakers agree that neither they nor members of their immediate family have any financial relationships with commercial entities that may be relevant to their presentation.

More details on CEs from nursing, public health, and dental is forthcoming.