



IPEC[®]

Interprofessional Education Collaborative
Connecting health professions for better care

May 23-25, 2023

INSTITUTE

AGENDA

*Interprofessional Education:
Building a Framework for Collaboration*

Zoom and IPEC Connect



Full Institute Agenda: Asynchronous and Synchronous

Registered attendees will receive details to view modules on IPEC Connect and join the live activities below.
Content in Gray Shaded Boxes indicate Asynchronous Pre-work to be viewed prior to the Synchronous Sessions.

DAY 1 ■ TUESDAY, MAY 23, 2023

Log into IPEC Connect to view module and complete related pre-readings:

ASYNCHRONOUS PREWORK TO COMPLETE PRIOR TO MAY 23, 2023

INTRODUCTION MODULE: Success in this Institute

Shelley McKearney, Associate Director, Interprofessional Education Collaborative (IPEC)/American Association of Colleges of Nursing (AACN); Secretary, Board of Directors, IPEC

This learning module will explain the IPEC Institute format and provide a demo on the Institute websites, pre-conference assignments, and materials.

Learning Objectives:

- Explain the Institute program, purpose, and design.
- Explain the IPEC Connect platform and Institute pre-surveys and assignments.

12:00 - 12:10 P.M. ET

PREP FOR SYNCHRONOUS E-LEARNING: Setting up for Success

Login to ensure you are connected.

12:10 - 1:00 P.M. ET

OPENING PLENARY: Advancing IPE for Collaborative Practice

Deborah E. Trautman, PhD, RN, FAAN, President and Chief Executive Officer, American Association of Colleges of Nursing (AACN); Member, Board of Directors, IPEC

Vicki R. Deal-Williams, MA, CCC-SLP, FASAE, CAE, Chief Executive Officer, American Speech-Language-Hearing Association (ASHA)

Join IPEC leaders for a live discussion about the Interprofessional Education Collaborative (IPEC), the Core Competencies, and the importance of interprofessional education for collaborative practice (IPECP).

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 and improved population health outcomes.
- Summarize how IPE generates and improves positive outcomes for members of the health team, patients, and communities.

1:00 - 1:30 P.M. ET

ONBOARDING: Welcome to the Institute

Shelley McKearney, Associate Director, IPEC/AACN; Secretary, Board of Directors, IPEC

Kathy McGuinn, MSN, RN, CPHQ, FNAP, Director of Interprofessional Education and Practice Partnerships and Special Advisor Quality Initiatives, American Association of Colleges of Nursing (AACN); Institute Co-Chair, IPEC Planning and Advisory Committee; Member, 2021-2023 IPEC Core Competencies Revision Advisory Group

Kelly Ragucci, PharmD, FCCP, BCPS, Vice President of Professional Development, American Association of Colleges of Pharmacy (AAP); Institute Co-Chair, IPEC Planning and Advisory Committee; Member, 2021-2023 IPEC Core Competencies Revision Advisory Group

Join for a review on how the IPEC Institute will benefit you and your educational practices and a demo on Institute websites and materials.

Learning Objectives:

- Review the Institute program, purpose, and design.
- Explain how to benefit from the Institute.

1:30 - 2:30 P.M. ET

KEYNOTE ADDRESS: The Evolving Importance of Interprofessional Education for Collaborative Healthcare

Lynne Sinclair, MA (Adult Ed), BScPT, Physical Therapist and Senior Consultant: Partnerships & Innovation at the Centre for Advancing Collaborative Healthcare & Education (CACHE), University of Toronto (UT); Assistant Professor, Department of Physical Therapy, Temerty Faculty of Medicine, UT; Board of Directors, Canadian Interprofessional Health Collaborative (CIHC)

Join to have your questions answered about why IPE and collaborative practice are vital to the improvement of health care and patient outcomes.

Learning Objectives:

- Understand changes to teams, education and practice considering the pandemic and the current state of health and social care.
- Describe the need for alignment between IPE and Collaborative Healthcare.
- Recognize competency-based practices for teams and emerging health professionals.

2:30 - 2:45 P.M. ET

BREAK

3:30 - 3:30 P.M. ET

THEORY BURST #1: Planning for Successful IPE and Program Evaluation

Jane Kirschling, PhD, RN, FAAN, Bill and Joanne Conway Dean, Professor, University of Maryland School of Nursing; Director, Interprofessional Education, University of Maryland, Baltimore; American Association of Colleges of Nursing (AACN) Representative, 2021-2023 IPEC Core Competencies Revision Working Group

Join to have your questions answered about planning for successful IPE and program evaluation.

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 resources and commitments necessary to facilitate successful IPECP at one's institution.

3:30 - 4:15 P.M. ET

TEAM MEETING/STRATEGY SESSION #1: Planning

Join your teammates in a virtual room to develop and enhance 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.

4:15 - 4:30 P.M. ET

AFTERNOON DEBRIEF: Daily Summary and Assessment

Kathy McGuinn, MSN, RN, CPHQ, FNAP

Full Institute Agenda: Asynchronous and Synchronous

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DAY 2 ■ WEDNESDAY, MAY 24, 2023

12:00 - 12:05 P.M. ET

DAILY HUDDLE: Assessment Results and Schedule Overview

Kelly Ragucci, PharmD, FCCP, BCPS

12:05 - 12:50 P.M. ET

COHORT ACTIVITY: Building Pathways

Kelly Ragucci, PharmD, FCCP, BCPS

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.

12:50 - 1:35 P.M. ET

THEORY BURST #2: Building Learning Upon IPEC's Core Competencies

Tina Patel Gunaldo, PhD, DPT, MHS, Inaugural Director, Center for Interprofessional Education and Collaborative Practice, Louisiana State University Health Sciences Center at New Orleans (LSUHSCNO)

Join to have your questions answered about building learning upon IPEC Core Competencies.

Learning Objectives:

- List the Interprofessional Education Collaborative Core Competencies.
- 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.

1:35 - 2:20 P.M. ET

TEAM MEETING/STRATEGY SESSION #2: Building

Join your teammates in a virtual room to develop and enhance your curricular project plan. IPEC leaders will be available to answer questions and enter the room as needed for coaching.

Learning Objectives:

- 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.

2:20 - 2:30 P.M. ET

BREAK

2:30 - 3:00 P.M. ET

SPECIAL SESSION: Assessment Tools to Support and Advance IPE at Your Institution

Kelly Ragucci, PharmD, FCCP, BCPS

Mark Speicher, PhD, MHA, Senior Vice President, Learning, Innovation and Research, American Association of Colleges of Osteopathic Medicine (AACOM); Member, IPEC Planning and Advisory Committee; Member, 2021-2023 IPEC Core Competencies Revision Advisory Group; Immediate Past Chair, Interprofessional Professionalism Collaborative (IPC)

Learn about the two resources that could help enhance your IPECP program.

- The *IPEC Institutional Assessment Instrument* is designed to identify institutional characteristics associated with successful implementation of high-quality programmatic IPE and can help identify strengths and deficits at an institution to guide planning efforts.
- The *Interprofessional Professionalism Collaborative (IPC) Interprofessional Professionalism Assessment (IPA)* measures observable behaviors of healthcare professionals-in-training and can be applied in both academic and practice settings to promote interprofessional professionalism and collaborative care models.

Learning Objectives:

- Summarize the development and validation of the IPEC Institutional Assessment Instrument.
- Explain the multi-phase process leading to the creation and testing of the IPA Instrument.

3:00 - 3:45 P.M. ET

THEORY BURST #3: Assessing IPE Learners

Amy Blue, PhD, Associate Vice President for Interprofessional Education; Clinical Professor, College of Public Health and Health Professions, University of Florida

Join to discover specific measurement tools and strategies that can be used to evaluate the impact of IPECP activities and programs on student learning.

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.

3:45 - 4:30 P.M. ET

TEAM MEETING/STRATEGY SESSION #3: Assessing

Join your teammates in a virtual room to develop and enhance your curricular project plan. IPEC leaders will be available to answer questions and enter the room as needed for coaching.

Learning Objectives:

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

4:30 - 5:15 P.M. ET

SPECIAL SESSION: Introducing the 2021-2023 IPEC Core Competencies

Shelley McKearney

Tanya Smith Brice, MSW, PhD, Vice President of Education, Council on Social Work Education (CSWE); Member, IPEC Planning and Advisory Committee; Member, 2021-2023 IPEC Core Competencies Revision Advisory Group

Amy Akerman, MPAS, PA-C, Assistant Professor, Department of Pediatrics, University of Colorado (CU); Assistant Director, CU Center for Interprofessional Practice and Education; Physician Assistant Education Association (PAEA) Representative, 2021-2023 IPEC Core Competencies Revision Working Group

During this session, IPEC leaders will provide an overview of this collaborative project, describe the review and revision process, and outline changes and new elements of the revised IPEC Core Competencies.

Learning Objectives:

- Summarize the rationale for and process of revising the IPEC Core Competencies for Collaborative Practice.
- Discuss the foundational elements and core concepts outlined in the revised IPEC Core Competencies.
- Learn where to access more information on the revision and share feedback.

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DAY 3 ■ THURSDAY, MAY 25, 2023

12:00 - 12:05 P.M. ET

DAILY HUDDLE: Assessment Results and Schedule Overview

Jeffery Stewart, DDS, MS, Senior Vice President for Interprofessional and Global Collaboration, American Dental Education Association (ADEA); Member, IPEC Planning and Advisory Committee; Member, 2021-2023 IPEC Core Competencies Revision Advisory Group

12:05 - 12:50 P.M. ET

THEORY BURST #4: Designing Effective Learning Experiences

Jennifer L. Brame, EdD, MS, BSDH, Professor and Director of the Graduate Dental Hygiene Education Program; Previous Director of Interprofessional Education and Practice, University of North Carolina, Chapel Hill, Adams School of Dentistry

Join for tips and best practices on designing engaging, effective IPECP learning experiences.

Learning Objectives:

- Explore learning experiences that match IPECP goals for the program and practice objectives for learners.
- List potential interprofessional activities where strategic collection of data that align with program-mediated changes in institutional culture, environment, and health outcome.

12:50 - 1:35 P.M. ET

TEAM MEETING/STRATEGY SESSION #4: Designing

Join your teammates in a virtual room to develop and enhance your curricular project plan. IPEC leaders will be available to answer questions and enter the room as needed for coaching.

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.

1:35 - 1:50 P.M. ET

BREAK

1:50 - 3:00 P.M. ET

CLOSING PANEL: Transforming a Vision for University-wide IPE into Sustained Institutional Excellence

Joseph A. Zorek, PharmD, BCGP, Associate Professor and Director Linking Interprofessional Networks for Collaboration (LINC), University of Texas Health Science Center San Antonio; American Association of Colleges of Pharmacy (AACP) Representative, 2021-2023 IPEC Core Competencies Revision Working Group

Deborah Conway, MD, Professor and Vice Dean for Undergraduate Medical Education, Joe R. and Teresa Lozano Long School of Medicine, University of Texas Health Science Center at San Antonio

Cynthia O'Neal, PhD, RN, Professor and Associate Dean for Undergraduate Studies, School of Nursing, University of Texas Health Science Center at San Antonio

Jacqueline L. Mok, PhD, Vice President for Academic, Faculty & Student Affairs, University of Texas Health Science Center at San Antonio

Join to hear ideas and insights for initiating, enhancing, and sustaining IPECP efforts at your institution.

Learning Objectives:

- Describe development and implementation of the university's IPECP model.
- Explore success integrating IPE into curricula.
- Highlight university-wide mechanisms to sustain institutional excellence in IPE.

3:00 - 3:45 P.M. ET**TEAM MEETING/STRATEGY SESSION #5: Communicating**

Join your teammates in a virtual room to develop and enhance your curricular project plan. IPEC leaders will be available to answer questions and enter the room as needed for coaching.

Learning Objectives:

- Communicate the value of your intended IPECP project/curricula/initiative.
- Address grassroots aspects of partner relationships that support reaching desired IPECP outcomes.

3:45 - 4:15 P.M. ET**COHORT ACTIVITY: Presenting/Practicing/Feedback IPE Elevator Pitches**

Lisa Howley, PhD, MEd, Senior Director of Strategic Initiatives & Partnerships in Medical Education, Association of American Medical Colleges (AAMC); Member, IPEC Planning and Advisory Committee; Member, 2021-2023 IPEC Core Competencies Revision Advisory Group

Join your cohort colleagues in sharing team elevation or pitches about your educational program or curricula.

Learning Objectives:

- Communicate IPECP needs and intended health and/or system outcomes for one's project in a short elevator pitch.
- Explore approaches to giving and receiving effective feedback.

4:15 - 4:30 P.M. ET**FINAL DEBRIEF: Summary of Phase I and Tools for Your IPE Journey**

Shelley McKearney

This closing session will review lessons learned, IPECP tools and resources, and next steps for Phase II.

Learning Objectives:

- Identify available resources and offerings to strengthen your IPECP projects and programs.
- 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.

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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.