IPEC®
Interprofessional Education Collaborative

IPEC INSTITUTE

INTERPROFESSIONAL EDUCATION:

BUILDING A FRAMEWORK FOR COLLABORATION

MAY 5, 7, 12, AND 14, 2026

Agenda

AUDIENCE

- Faculty, learners, leaders, and partners responsible for the development, implementation, and assessment of campus-wide interprofessional education (IPE) initiatives
- Institutional leaders responsible for overseeing the school's/program's academic programs and policies, including curriculum design and management

GOALS

1. Describe the core components of competency-based education.
2. Design an implementation plan for integrating the IPEC core competencies into new or existing IPE programs.
3. Identify strategies for adapting current IPE curricula to include the IPEC core competencies.
4. Develop an assessment plan for your own program and its adoption of the IPEC core competencies.

OVERVIEW

The IPEC Institute is designed to cultivate champions who will advance interprofessional education for collaborative practice (IPECP) across health professions. Faculty, learners, leaders, and partners from diverse disciplines come together to explore strategies for embedding IPECP into curricula, learning experiences, and learner assessments.

Through interactive sessions and collaborative planning, participants gain practical tools and approaches to design, implement, and evaluate IPECP initiatives within their home institutions. The Institute emphasizes turning collaboration into action and preparing attendees to lead sustainable, scalable efforts that enhance teamwork, strengthen learning, and advance high-quality, person-centered and community care and improved population health outcomes.

Institute Focus Areas Include:

- **Advancing Interprofessional Curricula**: Enhancing learning experiences that prepare learners for collaborative practice
- **Strengthening Partnerships**: Building faculty and organizational teams to support IPECP initiatives
- **Implementing and Sustaining Change**: Creating adaptable strategies to successfully integrate IPECP across programs
- **Assessing for Impact**: Using outcomes-based approaches to evaluate learner development and program effectiveness

DAY 1 ▪ TUESDAY, MAY 5, 2026

Registered attendees will receive Zoom access details for the live virtual sessions listed below. All times are in Eastern Time.

10:50 - 11:00 A.M. ET

PREP FOR SYNCHRONOUS E-LEARNING • Setting up for Success

Login to ensure you are connected.

11:00 – 11:10 A.M. ET

INSTITUTE INSIGHTS • Getting Started: Institute Orientation

Hear opening remarks that welcome you to the Institute, highlight its purpose, and set the tone for an engaging and collaborative learning experience.

Shelley McKearney, IPEC Administrative Director, Interprofessional Education Collaborative (IPEC), American Association of Colleges of Nursing (AACN)

Objectives:

- Identify the main features of the Institute.
- Recognize how to access and navigate sessions and materials.

11:10 - 11:40 A.M. ET

WELCOME REMARKS • Coming Together: Overview and Audience Insights

Learn how IPE and competency-based learning strengthen health teams and review the Institute program, audience, and pre-assessment survey insights to understand participants' shared learning needs.

Elizabeth M. Weist, MA, MPH, CPH, Director of Education, Association of Schools and Programs of Public Health (ASPPH)

Megan Fujita, PhD, MSW, Vice President of Education, Council on Social Work Education (CSWE)

Objectives:

- Describe how IPE and competency-based learning support team collaboration and outcomes.
- Summarize key elements of the Institute program and audience composition.

11:40 A.M. - 12:10 P.M. ET

OPENING PLENARY • Building Stronger Teams: The Importance of IPE

Explore the value of IPE in improving team collaboration, communication, and health outcomes, with leadership perspectives on its impact for learners, faculty, and organizations.

Lee Vermeulen, BSPharm, MS, FCCP, FFIP, Executive Vice President and CEO, American Association of Colleges of Pharmacy (AACP); Chair, IPEC Executive Board of Directors

Shelley McKearney

Objectives:

- Explain the value of IPE for team performance and health outcomes.
- Identify examples of IPE that strengthen collaboration in practice settings.

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

KEYNOTE ADDRESS • Transforming Education: Competency-Based Learning and Collaboration

Discover how competency-based learning and interprofessional collaboration can transform health professions education and prepare learners for effective team-based practice.

Tina Patel Gunaldo, PhD, DPT, MHS, Founder, Collaborate for Health

Objectives:

- Describe the principles of competency-based learning in health professions education.

- Explain how interprofessional collaboration supports learner competency development.

1:10 – 1:55 P.M. ET

LUNCH BREAK • 45-Minute Break

1:55 - 2:00 P.M. ET

INSTITUTE INSIGHTS • Optimizing Strategy Sessions and Office Hours

Review how to use the team meeting and strategy session guides to support project planning, and learn the structure of office hours with speakers and staff to effectively seek feedback and guidance for your IPECP projects.

Shelley McKearney

2:00 - 2:45 P.M. ET

THEORY BURST #1 • Planning for Competency-Based Design in IPE

Explore foundational strategies for designing IPE programs that align with competency-based education principles, including curriculum planning, audience targeting, and resource identification.

Melissa Milner, DNP, MSN-Ed, RN, Director of Clinical Simulation USF Health, Center for Advanced Medical Learning and Simulation (CAMLS) and Assistant Professor Department of Medical Education, Morsani College of Medicine, University of South Florida

Objectives:

- Identify foundational strategies for planning and evaluating IPECP curricula.
- Describe key considerations when defining target audiences for IPECP projects.

2:45 - 3:15 P.M. ET

SPOTLIGHT SESSION • Planning Smart: Implementing IPECP with Limited Resources

Learn practical strategies for launching IPE projects when resources are constrained, including prioritizing activities and leveraging existing tools and partnerships.

Nora Kraemer, PhD, LAT, ATC, CSCS, Program Director, Master of Science in Athletic Training and Professor, Health, Exercise & Rehabilitative Sciences Department, Winona State University; Honorary Member, Bridges Health

Anne Vande Berg, DSW, MSW, LISW, Professor and BSW Program Field Director, Winona State University; Secretary, Board of Directors, Bridges Health

Objectives:

- Recognize approaches for implementing IPECP projects with limited resources.
- List essential project components that support efficient use of resources.

3:15 - 3:25 P.M. ET

AFTERNOON DEBRIEF • Reviewing the Day and Providing Feedback

3:25 - 4:00 P.M. ET

TEAM MEETING/STRATEGY SESSION #1 • Planning

In a virtual breakout room, collaborate with your team/colleagues develop and refine your IPECP curricular project plan, with guidance and coaching from IPEC leaders.

Objectives:

- Clarify your goals for participating in the Institute and project development.
- Outline next steps for implementing and evaluating your IPECP project.

DAY 2 ▪ THURSDAY, MAY 7, 2026

Registered attendees will receive Zoom access details for the live virtual sessions listed below. All times are in Eastern Time.

10:50 - 11:00 A.M. ET

DAILY HUDDLE • Sharing Assessment Results and Daily Plan

11:00 A.M. – 12:00 P.M. ET

PANEL DISCUSSION • Sustaining IPECP Programs: Insights from Award-Winning Institutions

Hear award-winning experts share practical strategies for sustaining competency-based IPECP programs, including embedding sequenced progression and overcoming implementation challenges.

Radhika Aravamudhan, PhD, EdD, Dean and Professor, Osborne College of Audiology, Salus at Drexel University

Mark Fitzgerald, DDS, MS, Senior Associate Dean and Professor, School of Dentistry, University of Michigan

Gene Migliaccio, DrPH, Captain (Ret), U.S. Public Health Service; Associate Dean for Applied Public Health, Professor of Global Health, and Director of Doctor of Public Health Program, Milken Institute School of Public Health, The George Washington University

Objectives:

- Identify strategies used to sustain competency-based IPECP programs.
- Describe common implementation challenges and approaches to addressing them.

12:00 – 12:45 P.M. ET

LUNCH BREAK • 45-Minute Break

12:45 - 1:00 P.M. ET

COHORT LAUNCH • Preparing for Collaboration and Networking

Learn about the structure and goals of the cohort networking session, meet fellow participants, and understand shared challenges and opportunities to guide your small group discussions.

1:00 - 2:00 P.M. ET

COHORT ACTIVITY • Building Your CBE Roadmap for IPECP Success

Collaborate with colleagues and IPEC leaders to review progress on your initiatives, share lessons learned, and develop strategies to advance CBE and IPECP implementation in your programs.

Objectives:

- Compare your project with others to identify shared goals and collaboration opportunities.
- List lessons learned from peer experiences to inform project planning.

2:00 – 2:15 P.M. ET

STRETCH & REFLECT • 15-Minute Break

2:15 - 3:00 P.M. ET

THEORY BURST #2 • Building Learning Pathways and IPE Culture Through Faculty Roles

Explore strategies for advancing interprofessional education through faculty roles and initiatives that foster an interprofessional culture across health professions.

Matthew T. Theriot, PhD, Dean and Professor, College of Health Professions and Sciences, The University of Central Florida

Laurie Neely, PT, DPT, EdD, NCS, FNAP, Division Chair and Clinical Associate Professor, Division of Physical Therapy, College of Health Professions and Sciences, The University of Central Florida

Shari Norte, MS, ATC, PES, Associate Instructor and Undergraduate Internship Coordinator, School of Kinesiology and Rehabilitation Sciences, College of Health Professions and Sciences, The University of Central Florida

Learning Objectives:

- Describe strategies for using faculty roles to advance interprofessional education.
- Explain approaches to fostering an interprofessional culture across programs and disciplines.

3:00 - 3:15 P.M. ET

AFTERNOON DEBRIEF • Reviewing the Day and Providing Feedback

3:15 - 4:00 P.M. ET

TEAM MEETING/STRATEGY SESSION #2 • Building

In a virtual breakout room, collaborate with your team/colleagues and IPEC leaders to design a structured progression model for learners, align experiences with IPEC Core Competencies, and consider institutional capacity and learner needs.

Learning Objectives:

- Identify resources and strategies that support IPECP project development.
- Outline a learner progression model aligned with IPEC Core Competencies.

DAY 3 ▪ TUESDAY, MAY 12, 2026

Registered attendees will receive Zoom access details for the live virtual sessions listed below. All times are in Eastern Time.

10:50 - 11:00 A.M. ET

DAILY HUDDLE • Sharing Assessment Results and Daily Plan

11:00 - 11:45 A.M. ET

THEORY BURST #3 • Assessing IPE Learners and Program Outcomes

Explore practical methods, tools, and strategies for assessing IPE learners and program outcomes, including tracking competencies over time to support continuous development.

Charla Long, JD, President, Competency-Based Education Network

Objectives:

- Recognize learner behaviors associated with interprofessional competence.
- Describe assessment methods used to track learner progress.

11:45 A.M. - 12:45 P.M. ET

PANEL DISCUSSION • Shaping Interprofessional Competence: Assessment Tools for Learners and Teams

Hear experts share best practices and practical strategies for assessing interprofessional learners and programs, including tools for measuring collaboration, communication, and competency development.

Leah B. Mallory, MD, Associate Professor of Pediatrics, School of Medicine, Tufts University; Medical Director, Department of Medical Education, Hannaford Simulation Center, MaineHealth; Physician, Pediatric Hospital Medicine, The Barbara Bush Children's Hospital, Maine Medical Center Medicine

Kimberley J. Begley, PharmD, RPH, FNAP, Professor, School of Pharmacy and Health Professions; Director of Curriculum, Interprofessional Education Passport, Center for Interprofessional Practice, Education & Research (CIPER), Creighton University

Objectives:

- Identify key assessment and evaluation tools for IPE learners and programs.
- Explain strategies to use assessment data to enhance learner outcomes and program effectiveness.

12:45 – 1:30 P.M. ET

LUNCH BREAK • 45-Minute Break

1:30 - 2:15 P.M. ET

TEAM MEETING/STRATEGY SESSION #3 • Assessing

In a virtual breakout room, collaborate with your team and IPEC leaders to draft and refine an assessment framework for your CBE-based IPECP project.

Objectives:

- Outline a CBE-aligned assessment plan for your IPECP learners.
- Select assessment tools appropriate for your IPECP project goals.

2:15 - 2:45 P.M. ET

SPOTLIGHT • CBE Across the Health Professions

An environmental scan of CBE across the health professions highlights broad endorsement and growing experimentation, alongside shared early challenges in assessment, faculty capacity, and meaningful use of competency data.

Susan Corbridge, PhD, APRN, FAANP, FCCP, FAAN Chief Education Innovation Officer, Academic Nursing, American Association of Colleges of Nursing (AACN); Representative, FASHBP CBE Subgroup

Kelly Ragucci, PharmD, FCCP, FNAP, BCPS, Senior Vice President/Chief Academic Officer, American Association of Colleges of Pharmacy (AACP); Representative, FASHBP CBE Subgroup

Objectives:

- Identify trends in CBE across the health professions.
- Describe common considerations and learning opportunities in CBE implementation.

2:45 - 3:00 P.M. ET

AFTERNOON DEBRIEF • Reviewing the Day and Providing Feedback

DAY 4 ▪ THURSDAY, MAY 14, 2026

Registered attendees will receive Zoom access details for the live virtual sessions listed below. All times are in Eastern Time.

10:50 - 11:00 A.M. ET

DAILY HUDDLE • Sharing Assessment Results and Daily Plan

11:00 - 11:45 A.M. ET

THEORY BURST #4 • Designing Interprofessional Competency-Based Learning Experiences

Explore practical strategies for designing engaging, competency-based learning experiences for IPECP, with a focus on aligning activities to program goals and supporting learner progression over time.

April Jones, LMSW, PhD, MEd, M.S, MSW, BA, Director of Internship Experience, College of Arts and Sciences, Department of Social Work, Bellevue University

Objectives:

- Recognize learning experiences that align with IPECP goals and interprofessional collaborative practice.
- Explain how competency-based learning activities support learner development and progression.

11:45 A.M. - 12:45 P.M. ET

TEAM MEETING/STRATEGY SESSION #4 • Designing

In a virtual breakout room, collaborate with your team and IPEC leaders to refine your curricular project plan by aligning learning experiences with competency expectations and learner progression.

Learning Objectives:

- Identify learning experiences that support competency development.
- Describe alignment between activities and competency expectations.

12:45 - 1:30 P.M. ET

LUNCH BREAK • 45-Minute Break

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

CLOSING PANEL • Sustaining Competency-Based IPE Initiatives for Long-Term Success

Examine challenges and solutions for sustaining competency-based IPE initiatives through real-world case examples, with an emphasis on partnerships, integration, and long-term impact.

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

Andrea Pfeifle, EdD, PT, FNAP, Associate Vice President, Interprofessional Practice and Education and Professor, Family and Community Medicine, Office of Interprofessional Practice and Education, The Ohio State University Wexner Medical Center

Learning Objectives:

- List strategies for establishing and sustaining IPE partnerships.
- Describe approaches to integrating IPE into health professions curricula.

2:30 - 3:15 P.M. ET

TEAM MEETING/STRATEGY SESSION #5 • Communicating

Join your teammates in a virtual meeting to refine your curricular project plan, ensuring alignment with CBE principles. IPEC leaders will provide guidance and coaching to help enhance your project communication and strategy.

Learning Objectives:

- Explain the value and impact of your IPECP project within a CBE framework.
- Identify partner relationships that support CBE and IPECP outcomes.

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

STRETCH & REFLECT • 15-Minute Break

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

COHORT LAUNCH • Setting the Stage for Our Cohort Activity

Prepare for the cohort activity by reviewing the format and goals of the breakout session and learning expectations for sharing and refining IPECP elevator pitches.

3:45 - 4:15 P.M. ET

COHORT ACTIVITY • Communicating IPECP Elevator Pitches for Feedback and Refinement

Practice delivering concise elevator pitches for your CBE-based IPECP projects and receive peer and facilitator feedback to strengthe clarity, impact, and messaging.

Objectives:

- Describe the intended outcomes of an IPECP project using an elevator pitch.
- Recognize characteristics of effective project communication.

4:15 - 4:45 P.M. ET

FINAL DEBRIEF • Charting Your Next Steps Through Reflection and Collaboration

Reflect on key lessons from Phase I, share your takeaways and A-ha moments with colleagues, and use these insights as building blocks to plan your next steps for Phase II.

Shelley McKearney

Objectives:

- Identify resources that support IPECP and CBE implementation.
- Describe expectations and next steps for Phase II certification.

Indicates individuals or programs who have received an IPEC COF Excellence in Interprofessional Education Collaboration Award or Poster Fair Award. This designation reflects recognition for outstanding contributions to interprofessional education for collaborative practice (IPECP).

Indicates individuals who have served as members of the IPEC Core Competencies Revision Working Group. This designation reflects their leadership and commitment to advancing the development of interprofessional collaborative practice competencies.