# FULL AGENDA
## IPEC 2020 VIRTUAL INSTITUTE

### BUILDING A FRAMEWORK FOR INTERPROFESSIONAL EDUCATION FOR COLLABORATIVE PRACTICE

Total Possible C.E. Credits: 14

**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, DECEMBER 1, 2020

<table>
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<th>Time</th>
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| 12:00 – 12:30 PM | **PREP FOR SYNCHRONOUS E-LEARNING:** Setting up for Success<br>
Login to ensure you are connected. |

**ASYNCHRONOUS PREWORK**

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<td><strong>View Online Cohort Building Prep Module.</strong></td>
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**Cohort Building**

- Who’s Here? Via IPEC Connect<br>
Learning Objectives:<br>
- Identify other colleagues participating in the Institute.<br>
- Recognize aspects of IPECP projects that may be similar and/or relevant to one’s interests.<br>

**C.E. Credits:** 0.50

**Opening Plenary**

- **Welcome! An Intro to the Institute**<br>
  Karen P. West, DMD, MPH, President and Chief Executive Officer, American Dental Education Association and Member-At-Large, IPEC Board of Directors, Washington, DC<br>
  Alison J. Whelan, MD, Chief Medical Education Officer, Association of American Medical Colleges and Member-At-Large, IPEC Board of Directors, Washington, DC<br>
Learning Objectives:<br>
- Describe the background, context, and history of IPEC.<br>

**C.E. Credits:** 0.75

**LOGIN TO ACCESS ASYNCHRONOUS PREWORK**

*Register at www.ipecollaborative.org*
### AGENDA

**AS OF 9/2/20**

<table>
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| **Keynote Address** | Why IPE and Collaborative Practice?  
Lynne Sinclair, MA (AdEd), BScPT, Innovative Program and External Development Lead, Centre for Interprofessional Education, University of Toronto (UT); Assistant Professor, Department of Physical Therapy, UT Faculty of Medicine; Educational Consultant, EHPIC™ (Educating Health Professionals in Interprofessional Care), Toronto, Canada; and Adjunct Associate Professor, Faculty of Health & Behavioral Sciences, The University of Queensland, Australia  
Learning Objectives:  
- Describe the role of Interprofessional Education for Collaborative Practice (IPECP) in improving the delivery of health care and patient outcomes.  
- 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 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 ADDRESS DEBRIEF: Live with Dr. Sinclair  
Join Dr. Lynne Sinclair to have your questions answered about why IPE and collaborative practice are vital to the improvement of health care and patient outcomes. |

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

**Theory Burst #1**  
Planning for Successful IPE & Program Evaluation  
Stuart C. Gilman, MD, MPH, Director, Advanced Fellowships and Professional Development, Office of Academic Affiliations, U.S. Department of Veterans Affairs, Long Beach, CA  
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.
2:00 – 2:30 PM  Break

2:30 – 3:15 PM  THEORY BURST #1 DEBRIEF: Live with Dr. Gilman
Join Dr. Gilman 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.

C.E. Credits: 1.25

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, DECEMBER 3, 2020

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

Theory Burst #2  Building Learning Upon IPEC’s Core Competencies
Keith A. Mays, DDS, MS, PhD, Interim Dean and Associate Professor, Department of Restorative Sciences Division of Prosthodontics, School of Dentistry, University of Minnesota, Minneapolis, MN; Chair-Elect, Board of Directors, American Dental Education Association

C.E. Credits: 0.75

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
Jason M. Brunner, PhD, Assistant Dean for Assessment, University of Colorado Skaggs School of Pharmacy and Pharmaceutical Sciences, and Director of Assessment and Evaluation, the Center for Interprofessional Practice & Education, Aurora, CO

C.E. Credits: 0.75

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 #3 DEBRIEF: Live with Dr. Mays
Join Dr. Mays 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 DEBRIEF: Live with Dr. Brunner
Join Dr. Brunner 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.

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

Theory Burst #4  Designing Effective Learning Experiences
Wendy L. Ward, PhD, ABPP, FAPA, Professor, Director of Interprofessional Faculty Development, and Associate Director of Professional Wellness, University of Arkansas for Medical Sciences, Little Rock, AR
### Day 4 - Thursday, December 10, 2020

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| 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: Our IPE Journey at MUSC  
Mary P. Mauldin, EdD, Professor and Executive Director, Office of Instructional Technology and Faculty Resources and Associate Director of Education, Office of Interprofessional Initiatives, Medical University of South Carolina, Charleston, SC  
Holly H. Wise, PT, PhD, FNAP, Associate Director for Faculty Development, Office of Interprofessional Initiatives and Professor,       |
Division of Physical Therapy, College of Health Professions, Medical University of South Carolina, Charleston, SC

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**Learning Objectives:**
- List barriers, challenges, and successes related to interprofessional practice and education collaborations.
- 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)**

C.E. Credits: 0.75

**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.*

C.E. Credits: 0.75

**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.*

C.E. Credits: 0.75

**Learning Objectives:**
- Identify and describe available IPECP tools and resources.
- Offer examples of successes and barriers to interprofessional learning and engaging communities.
- Understand 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.