



Interprofessional Education Collaborative
Connecting health professions for better care

IPEC SYMPOSIUM



INTEGRATING THE IPEC COMPETENCIES: FOSTERING INNOVATION THROUGH INTERPROFESSIONAL COLLABORATION

Agenda

February 25, 2026



AUDIENCE

- Leaders, directors, and program coordinators 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 new IPEC core competencies into new or existing IPE programs.
3. Identify strategies for adapting current IPE curricula to include the new IPEC core competencies.
4. Develop an assessment plan for your own program and its adoption of the IPEC core competencies.

OVERVIEW

The IPEC Symposium is designed to cultivate champions who will strengthen interprofessional curricula, learning experiences, and assessments. Faculty, learners, leaders, and partners from diverse professions will come together to explore how to embed **interprofessional education for collaborative practice (IPECP)** and **competency-based education (CBE)** into their programs and initiatives.

Through interactive sessions and collaborative planning, participants will gain strategies and tools to design, implement, and assess IPECP and CBE within their home institutions. This Symposium emphasizes turning ideas into action—preparing attendees to lead sustainable, scalable efforts that advance teamwork, improve learning, and support high-quality, person-centered care and health outcomes.

Symposium Topics Include:

- **Embedding Competency-Based Education:** Integrating CBE frameworks to strengthen interprofessional learning and practice
- **Enhancing Interprofessional Curricula:** Designing meaningful learning experiences that prepare learners for collaborative practice
- **Strengthening Partnerships:** Building academic-community collaborations to enrich education and improve health outcomes
- **Implementing and Sustaining Change:** Developing adaptable approaches that align with institutional priorities
- **Assessing for Impact:** Using outcomes-based assessment to evaluate learner progress and program effectiveness



AGENDA

WEDNESDAY, FEBRUARY 25, 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 AM

PREP FOR SYNCHRONOUS E-LEARNING • Setting up for Success

Prepare to navigate the virtual environment and engage fully in the symposium's live sessions and activities.

11:00 – 11:05 AM

WELCOME REMARKS • Launching the Symposium Experience

Hear opening remarks that welcome you to the symposium, 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:

- Recognize the goals and structure of the IPEC Symposium.
- Describe the purpose of IPEC's interprofessional programming.

11:05 – 11:30 AM

OPENING PLENARY • Building Stronger Teams: The Power of IPE in Improving Health Outcomes

Explore how interprofessional education (IPE) and competency-based learning strengthen health teams, improve communication, and enhance outcomes for patients and communities.

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:

- Identify key ways that IPE for collaborative practice (IPECP) can strengthen teamwork and communication among health professionals.
- Describe how competency-based education (CBE) supports collaborative practice and contributes to improved health and population outcomes.

11:30 AM – 12:15 PM

KEYNOTE ADDRESS • Competency-Based Education: Transforming Excellence in Health Professions Education

Explore how a shared competency-based framework can drive the transformation of health professions education and enhance learner outcomes. Discover strategies to align education, assessment, and practice for lasting impact.

Lisa Howley, PhD, MEd, Senior Director for Transforming Medical Education, Association of American Medical Colleges (AAMC)

Mark Speicher, PhD, MHA, Senior Vice President, Learning, Innovation and Research, American Association of Colleges of Osteopathic Medicine (AACOM)

Objectives:

- Identify key elements of a CBE framework used in health professions education.
- Recognize how CBE can contribute to meaningful reform and improved outcomes in health systems and training.



12:15 - 12:20 PM

STRETCH & REFLECT • 5-Minute Break

12:20 - 12:50 PM

COLLABORATION HUB #1 • Promoting Values and Ethics

In facilitator-led breakout groups, examine how the Values and Ethics sub-competencies of the IPEC Core Competencies foster mutual respect, shared values, and ethical team-based care across health professions.

John Tegzes, MA, VMD, Dipl. ABVT, ★ Dean, College of Veterinary Medicine, Western University of Health Sciences

Objectives:

- Identify examples of how the Values and Ethics sub-competencies can be integrated into IPE programs.
- Describe common challenges in adopting, implementing, and assessing values-based competencies in health professions education.

12:50 - 1:20 PM

COLLABORATION HUB #2 • Aligning Roles and Responsibilities

In facilitator-led breakout groups, explore how the Roles and Responsibilities sub-competencies of the IPEC Core Competencies support effective team dynamics and clarify professional contributions in interprofessional collaboration

Jo Ann R. Regan, PhD, MSW, Dean, National Catholic School of Social Service, The Catholic University of America

Objectives:

- Identify strategies for integrating the Roles and Responsibilities sub-competencies into IPE programs.
- Describe common challenges in adopting, implementing, and assessing the Roles and Responsibilities sub-competencies in team-based care and education.

1:20 - 1:55 PM

LUNCH BREAK • 35-Minute Break

1:55 - 2:25 PM

COLLABORATION HUB #3 • Fostering Communication

In facilitator-led breakout groups, discuss how the Communication sub-competencies of the IPEC Core Competencies promote open dialogue, mutual respect, and shared understanding to strengthen interprofessional teamwork and improve health outcomes.

Jerry Carrino, PhD, MPH, ★ Dean, Julia Jones Matthews School of Population and Public Health, Texas Tech University Health Sciences Center

Objectives:

- Identify ways to integrate the Communication sub-competencies into IPE and practice.
- Describe common barriers to adopting, implementing, and assessing effective communication in team-based care.

2:25 - 2:55 PM

COLLABORATION HUB #4 • Enhancing Teams and Teamwork

In facilitator-led breakout groups, explore how the Teams and Teamwork sub-competencies of the IPEC Core Competencies enhance collaborative skills and strengthen team dynamics in diverse settings.

Donna Grant-Mills, DDS, MEd, RDH, FACD, FICD, Professor and Associate Dean for Student Affairs, College of Dentistry, Howard University

Objectives:

- Identify approaches for integrating the Teams and Teamwork sub-competencies into IPE programs.
- Describe common challenges in adopting, implementing, and assessing the Teams and Teamwork sub-competencies in health professions education.



STRECH & REFLECT • 5-Minute Break

3:00 – 3:30 PM

TRACK 1**Curriculum Mapping**

Discover how curriculum mapping can create a coherent, competency-based framework for IPECP. This session highlights approaches to identify content gaps, enhance learner progression, and foster faculty collaboration for more integrated, team-focused education.

John Ragsdale, MD, MS, FACP, Associate Dean for Curriculum, College of Medicine, University of Kentucky

Objectives:

- Recognize key benefits of curriculum mapping in IPECP.
- Explain basic tools and methods used to create and maintain effective curriculum maps.

TRACK 2**Faculty and Preceptor Development**

Learn strategies to strengthen faculty and preceptor skills that support effective teaching, mentorship, and assessment in clinical and academic settings. The session emphasizes integrating CBE and IPECP to cultivate collaborative learning and improve patient care outcomes.

Katie Eliot, PhD, RDN/LD, FAND, ★ Associate Professor, Department of Nutritional Sciences, College of Allied Health, The University of Oklahoma Health Sciences

Objectives:

- List effective strategies to support faculty and preceptor development in clinical education.
- Explain the role of IPECP and CBE in fostering collaborative learning and improving patient outcomes.

3:30 – 3:35 PM

STRECH & REFLECT • 5-Minute Break

3:35 – 4:05 PM

TRACK 1**Micro-Credentialing**

Examine how micro-credential programs can support interprofessional learning and competency-based approaches in healthcare education.

Julie Booth, DPT, PT, PCS, Director, Center for Interprofessional Healthcare Education and Clinical Associate Professor of Physical Therapy, Quinnipiac University

Objectives:

- Analyze strategies for integrating interprofessional and competency-based learning into educational programs.
- Evaluate approaches for fostering collaboration across disciplines through micro-credentialing.

TRACK 2**Simulation-IPE**

Investigate how simulation-based IPE can transform health professions education by providing immersive, experiential learning opportunities. This session highlights methods to enhance teaching and mentorship, strengthen team-based skills, and align simulation activities with CBE and IPECP goals.

Janice C. Palaganas, PhD, RN, NP, ANEF, FNAP, FAAN, FSSH, Founding Director, Center of Excellence in Healthcare Simulation Research; Principal Investigator, REBEL Lab; Professor, Health Professions Education; MGH Institute of Health Professions

Objectives:

- Identify key strategies for integrating simulation-based learning into faculty and preceptor development in clinical education.
- Discuss how Sim-IPE and CBE promote collaborative learning and improved patient outcomes.



PANEL DISCUSSION • Competency-Based Assessment: Measuring What Matters in IPE

Discover how a programmatic approach to assessment can move beyond one-time evaluations to capture learner growth and team performance over time. Panelists will share strategies for integrating formative and summative tools to strengthen interprofessional competence and improve IPE programs.

Joseph A. Zorek, PharmD, BCGP, FNAP, ★ Executive Director, Linking Interprofessional Networks for Collaboration (LINC), Office of the Vice President for Academic, Faculty and Student Affairs & Professor, School of Nursing, University of Texas Health Science Center at San Antonio; Co-Editor, Journal of Interprofessional Education & Practice

Anthony Breitbach PhD, ATC, FASAHP, FNAP, ★ Director of Interprofessional Education and Professor, Saint Louis University; President, National Academies of Practice (NAP)

Objectives:

- Identify promising practices for integrating formative and summative assessments to track interprofessional competence.
- Describe how assessment data can support learner growth, team development, and program improvement.

FINAL DEBRIEF • Charting Your IPE Path Forward

Reflect on key insights from the Symposium and explore actionable next steps to advance IPECP and CBE at your home institution.

Shelley McKearney

Objectives:

- Summarize major concepts and strategies highlighted during the Symposium.
- Identify resources and opportunities to support IPECP and CBE implementation and continuous improvement.

★ 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.

