

2019 Interprofessional Leadership Development Program (ILDP)

*Engaging Senior Administrators and Campus-Wide IPE Leaders
To Advance IPE and Collaborative Practice*

February 6-8, 2019

Association of American Medical Colleges (AAMC)
Learning Center (LC) Room 200
655 K Street, Washington, DC 20001

Tuesday, February 5 Renaissance Washington, DC Hotel, 999 9th Street NW, Washington, DC 20001	
3:00 PM – ON	Hotel Check-in Early arrivals may check-in based on availability (NOTE: lunch and dinner on this day is on your own)
Wednesday, February 6 (Day 1) AAMC LC-200	
7:00 AM – 8:00 AM	Breakfast and Registration
8:00 AM – 8:45 AM	1.1 Welcome and Overview of the ILDP <i>Facilitator:</i> N. Karl Haden , PhD, President, Academy for Advancing Leadership, Atlanta, GA <i>Learning Objectives:</i> <ul style="list-style-type: none"> • Explain the purpose and structure of the ILDP • Differentiate leadership competencies required to lead IPE initiatives effectively (Part I) • Learn about other colleagues participating in the ILDP
THEME: PERSONAL AND INTERPERSONAL COMPETENCIES FOR LEADERSHIP	
8:45 AM – 10:45 AM	1.2 Talent Insights Assessment <i>Facilitator:</i> N. Karl Haden , PhD <i>Learning Objectives:</i> <ul style="list-style-type: none"> • Appraise one's personal behavior preferences, motivators, and how they shape interactions with others • Apply emotional intelligence to foster collaboration and productivity • Develop an action plan to improve IPE leadership by addressing personal behavior change (Part I)
10:45 AM – 11:00 AM	Morning Break

11:00 AM – 12:00 PM	<p>1.2 Leadership Practices Inventory (LPI)</p> <p><i>Facilitator:</i> N. Karl Haden, PhD</p> <p><i>Learning Objectives:</i></p> <ul style="list-style-type: none"> • Differentiate leadership competencies required to lead IPE initiatives effectively (Part II) • Develop an action plan to improve IPE leadership by addressing personal behavior change (Part II) • Examine one's leadership behaviors based on feedback from others
12:00 PM – 1:00 PM	<p>Lunch and Learn</p> <p>Discussion topic: What have been your best and worst experiences implementing IPE?</p>
1:00 PM – 2:00 PM	<p>Leadership Practices Inventory, continued</p>
2:00 PM – 2:15 PM	<p>Afternoon Break</p>
<p>THEME: STRATEGIC IPE LEADERSHIP</p>	
2:15 PM – 4:30 PM	<p>1.3 Strategic Thinking and Acting</p> <p><i>Facilitator:</i> Rory Hume, DDS, PhD, AAL Senior Consultant; Dean of School of Dentistry and Associate Vice President of Academic Affairs and Education at Health Sciences Center, University of Utah, Salt Lake City, UT</p> <p><i>Learning Objectives:</i></p> <ul style="list-style-type: none"> • Plan ways to integrate IPE into the school and university's strategic plan • Explain institutional finance and budget issues as they relate to securing resources for IPE • Defend strategies to gain support for IPE from senior administration
4:30 PM – 4:45 PM	<p>Afternoon Break</p>
4:45 PM – 5:30 PM	<p>1.4 The Exceptional IPE Leader: Discussion and Application</p> <p><i>Facilitator:</i> N. Karl Haden, PhD</p> <p>By institutional team, or by role for those participants who do not have other team members present, participants will discuss learning from Day One. Specifically, discussion should focus on what was learned about one's leadership practices and behaviors applicable to improving effectiveness as an IPE leader. Each participant will specify one to two actions he or she plans to take to develop a new behavior or approach and anticipated outcomes related to IPE leadership.</p>
5:30 PM – 7:00 PM	<p>Networking Reception (Rooftop, weather permitting)</p>

Thursday, February 7 (Day 2) AAMC LC-200	
7:15 AM – 8:00 AM	Breakfast
8:00 AM – 9:15 AM	<p>2.1 Project Planning: Force Field and Gap Analysis</p> <p>Prior to the IPEC ILDP, each institution will submit an IPE project. The project submission will include the name of the institution, title of the project, objectives of the project, and anticipated outcomes. During this session, teams (or individuals working in dyads or triads, if they are attending without a team) will conduct a force field analysis to determine the factors supporting and in opposition to the IPE project. Following the force field analysis, participants will conduct a gap analysis of the project to determine what steps must be taken to move from the current state to achieve of the project objectives. Templates will be provided.</p> <p><i>Facilitator:</i> N. Karl Haden, PhD</p> <p><i>Learning Objectives:</i></p> <ul style="list-style-type: none"> • Apply strategy tools to IPE planning • Differentiate between supporting and opposing forces associated with the institution's IPE enterprise • Conduct a gap analysis to move from the present state to achieve the desired IPE outcomes
9:15 AM – 10:15 AM	<p>2.2 Leadership During Institutional and Cultural Change</p> <p><i>Facilitator:</i> Sharon K. Hull, MD, MPH, ACC, Professor of Community and Family Medicine, Duke University School of Medicine; Chief Executive Officer and Professional Executive Coach, Metta Solutions, Durham, NC</p> <p><i>Learning Objectives:</i></p> <ul style="list-style-type: none"> • Explain the psychological transition process that underlies all human change • Defend key evidence-based practices that improve the likelihood of sustainable change • Compare and contrast tools to address common challenges in change associated with IPE
10:15 AM – 10:30 AM	Morning Break
10:30 AM – 11:45 AM	2.2 Leadership During Institutional and Cultural Change, continued
11:45 AM – 12:45 PM	<p>Lunch and Learn</p> <p>Discussion Topic: Identify one external partnership (e.g., community based, with another institution outside of your university, business, etc.) your institution has built to foster IPE and collaborative practice. What have you learned through this experience that you could share with others?</p>
12:45 PM – 3:00 PM	<p>2.3 Managing Conflict Effectively</p> <p><i>Facilitator:</i> Sharon K. Hull, MD, MPH, ACC</p> <p><i>Learning Objectives:</i></p> <ul style="list-style-type: none"> • Differentiate sources of conflict associated with IPE • Utilize two tools that can be used immediately to enhance ability to accurately diagnose conflict situations and engage in skillful conversation that move toward resolution • Define recurrent patterns of behavior in conflict situation
3:00 PM – 3:15 PM	Afternoon Break

3:15 PM – 4:30 PM	<p>2.4 Peer Coaching</p> <p>During this session, participants are divided into small groups based on their institutional positions and responsibilities. Discussion and feedback will focus on the individuals' projects.</p> <p><i>Learning Objectives:</i></p> <ul style="list-style-type: none"> • Practice giving and receiving feedback • Clarify ways to overcome obstacles to reaching desired project outcomes
4:30 PM – 5:30 PM	<p>2.5 Looking Forward: Discussion and Application to Participant Projects</p> <p>By institutional team or by role for those participants who do not have other team members present, participants will discuss learning from Day 2. Specifically, discussion will focus on the application of strategic acting and thinking and leading change to closing the gaps identified in the morning gap analysis exercise.</p>
5:30 PM	<p>Adjourn</p>

Friday, February 8 (Day 3) AAMC LC-200	
7:15 AM – 8:00 AM	<p>Breakfast</p>
8:00 AM – 9:30 AM	<p>3.1 Building Coalitions and Teams</p> <p><i>Facilitator:</i> John H. Tegzes, MA, VMD, DABVT, Director of Interprofessional Education and Professor of Toxicology, Western University of Health Sciences, Pomona CA</p> <p><i>Learning Objectives:</i></p> <ul style="list-style-type: none"> • Describe strategies for building local interprofessional teams to lead IPE efforts • Distinguish ways of building relationships with external stakeholders (e.g., community-based organizations, academic-practice partnerships, and sectors beyond health) as partners in IPE and collaborative practice • Appraise key public relational and communication strategies to support IPE
9:30 AM – 9:45 AM	<p>Morning Break</p>
9:45 AM – 11:15 AM	<p>3.2 Effective Practices for Outcomes Assessment</p> <p><i>Facilitator:</i> John H. Tegzes, MA, VMD, DABVT</p> <p><i>Learning Objectives:</i></p> <ul style="list-style-type: none"> • Formulate methods for conducting outcomes assessment of IPE • Critique evidence to support the case for IPE • Defend the need to expand local research on health professions interprofessional education
11:15 AM – 12:00 PM	<p>COLLABOREAT! Lunch is Served</p>
12:00 PM – 12:45 PM	<p>3.3 Looking Forward: Discussion and Application to Participant Projects and Beyond</p> <p>By institutional team or by role for those participants who do not have other team members present, participants will specific action steps they plan to take upon returning to their institutions to apply IPEC ILDP learning.</p>

12:45 PM – 2:00 PM	<p>3.4 How to Engage in National IPE Initiatives—Panel Discussion, with Q&A (IPEC Board)</p> <p><i>Panelists:</i> Laura Magaña, PhD, Board Member, IPEC; President and Chief Executive Officer, Association of Schools and Programs of Public Health, Washington, DC Lucinda L. Maine, PhD, RPh, President, IPEC; Executive Vice President and Chief Executive Officer, American Association of Colleges of Pharmacy, Arlington, VA Stephen C. Shannon, DO, MPH, Vice President, IPEC; President and Chief Executive Officer, American Association of Colleges of Osteopathic Medicine, Bethesda, MD Deborah E. Trautman, PhD, RN, FAAN, Treasurer/Secretary, IPEC; President and Chief Executive Officer American Association of Colleges of Nursing, Washington, DC Alison J. Whelan, MD, Vice-Board Chair, IPEC; Chief Medical Education Officer, Association of American Medical Colleges, Washington, DC</p> <p><i>Moderator:</i> N. Karl Haden, PhD</p> <p><i>Learning Objectives:</i></p> <ul style="list-style-type: none"> • Summarize national initiatives through IPEC and its members in which participants and participant institutions can engage • Plan how to apply experiences from exemplary IPE activities to local practices • Specify other resources to assist IPE leaders
2:00 PM – 2:15 PM	Final Program Evaluation
2:15 PM – 2:30 PM	Concluding Observations and Adjournment

IMPORTANT NOTE:

Participants are strongly urged not to depart the IPEC ILDP before its conclusion. As much of the curriculum is group and project based, early departure will impact both the individual participant and the group. Please schedule all outbound flights at least 2 hours after the program ends on Friday afternoon.