



ADEA CCI Summer 2013 Liaisons Meeting

June 11-13, 2013

Portland, Oregon

Preliminary Program

Interprofessional Education: Aligning Forces, Advancing Healthcare

Tuesday, June 11

7:00 a.m. – 3:00 p.m.

Registration and Information

8:00 – 9:00 a.m.

Networking Breakfast

9:00 – 9:30 a.m.

Welcome Remarks and Overview

Stephen K. Young, D.D.S., M.S.
ADEA Chair of the Board

Vickie Kimbrough-Walls, RDH, Ph.D.
ADEA CADPD Chair

Richard W. Valachovic, D.M.D., M.P.H.
ADEA President and CEO

Eugene L. Anderson, Ph.D.
ADEA Chief Policy Officer and Managing Vice President

9:30 – 10:30 a.m.

Keynote Address
Interprofessional Education: Why Now?

Judith A. Buchanan, D.M.D., Ph.D., M.S.
Professor, Division of Prosthodontics
Department of Restorative Sciences at the
University of Minnesota School of Dentistry

Interprofessional education has never been as important to dentistry as it is today. New members of the oral health care team are emerging, and the team approach to oral health care is critical

to ensure proper usage of new members and improve patient care. Interprofessional education and collaboration are crucial for the changes that are necessary for health care reform and optimal patient care. It is important to understand dentistry's role, responsibilities, and obligations in both intra- and interprofessional education and collaboration initiatives, and why timing is critical.

CE Credit: 1.0

Learning Objectives

Upon completion of the program, participants will be able to:

- Understand the impact of new emerging dental providers on the current structure for delivering oral health care.
- Understand and appreciate the national momentum for interprofessional education and collaboration.
- Understand the importance for dentistry to be part of interprofessional initiatives.

10:30 – 10:45 a.m.

Networking Break

10:45 – 11:45 a.m.

The Critical Role of Academic Leaders in Establishing IPE Initiatives: A Conversation with ADEA Leadership

Stephen K. Young, D.D.S., M.S.
ADEA Chair of the Board

Richard W. Valachovic, D.M.D., M.P.H.
ADEA President and CEO

Susan H. Kass, RDH, Ed.D.
ADEA Board Director for Allied Dental Program Directors

Moderator: N. Karl Haden, Ph.D.
Founder and President, Academy for Academic Leadership

11:45 a.m. – Noon

Closing of the ADPDC

Susan H. Kass, RDH, Ed.D.
ADEA Board Director for Allied Dental Program Directors

Richard W. Valachovic, D.M.D., M.P.H.
ADEA President and CEO

Noon – 1:00 p.m.

Networking Lunch

1:00 – 1:30 p.m.

Where are We with IPE?

Anthony M. Palatta, D.D.S., M.A.
ADEA Senior Director for Education Resource Development

1:30 – 2:30 p.m.

Teaching and Learning in Teams

Integrating a Modified TeamSTEPPS Curriculum into Interprofessional Education

Diane Brunson, RDH, M.P.H.
Director of Public Health at The University of Colorado School of Dental Medicine

The University of Colorado has developed a multi-year curriculum for interprofessional education (IPE) that encompasses medicine, dentistry, pharmacy, physician assistant, physical therapy, and public health programs. Students are assigned to IPE teams their first week of school and participate in orientation, fundamentals, ethics for the health professions, working with standardized patients, and clinical integrations. In working with standardized patients, a modified TeamSTEPPS curriculum has been developed with multiple case scenarios for teams of students to work through. This presentation will look at the curriculum and how all 700 health professions students rotate through the cases.

CE Credit: 1.0

Learning Objectives

Upon completion of the program, participants will be able to:

- Describe the purpose of utilizing a modified TeamSTEPPS curriculum to develop student competency in team communication skills and situational monitoring;
- Discuss the development of cases involving various health professions for use with standardized patients.

2:30 - 3:00 p.m.

Small Group Discussion on Teaching and Learning in Teams

Summary and Closing Comments

3:00 – 4:00 p.m.

Afternoon Reception

Dinner on your own

Wednesday, June 12

7:00 a.m. – 3:00 p.m.

Registration and Information

8:00 – 9:00 a.m.

Connecting with Colleagues Breakfast

9:00 – 10:00 a.m.

An initiative to Prepare Adult Nurse Practitioners and Family Nurse Practitioners (ANP/FNP) and Dental Students for Deliberative Interprofessional (IP) Collaborative Practice

Theresa G. Mayfield, D.M.D.
Associate Dean for Clinical Affairs
University of Louisville School of Dentistry

This presentation will provide an overview of the collaborative between the University of Louisville Schools of Nursing and Dentistry to implement and evaluate an Interprofessional Education (IPE) model designed to prepare ANP/FNP and dental students for deliberative interprofessional collaborative practice. The educational collaborative incorporates the Interprofessional Education Collaborative (IPEC) core competencies as foundation for team-based learning to provide students with experience in collaborative practice to identify and manage oral-systemic diseases.

Using the Results of a Survey based on the IPEC Competencies to Plan and Assess Curriculum”

Alan Dow, M.D., M.S.H.A.
Macy Faculty Scholar
Assistant Vice President of Health Sciences for
Interprofessional Education and Collaborative Care
and
Assistant Dean of Clinical Curriculum
Associate Professor of Internal Medicine
Virginia Commonwealth University

The presenter and his research team created a survey based on the IPEC competencies and distributed it to over 3,000 health professional students at an integrated health science campus. The presenter will (1) review the results of the survey and discuss how the results have shaped curriculum planning and (2) review the findings from the second annual administration of the survey and what implications these findings have for the assessment of ongoing programs in interprofessional education.

CE Credit: 1.0

Learning Objectives

Upon completion of the program, participants will be able to:

- Understand how the IPEC core competencies can provide a foundation for team-based learning in an interprofessional collaborative between schools of nursing and dentistry.
- Understand some of the logistics and barriers in preparing for an interprofessional educational collaborative.
- Describe the utility of surveys of large populations of students for curriculum planning and assessment.
- Apply findings from a survey based on the IPEC competencies to interprofessional curriculum planning.

10:00 – 10:15 a.m.

Networking Break

10:15 – 11:00 a.m.

Campus IPE Roundtable Session I

11:00 – 11:45 a.m.

Poster Session

11:45 a.m. – 12:30 p.m.

Campus IPE Roundtable Session II

12:30 – 1:30 p.m.

Networking Lunch

1:30 – 2:30 p.m.

Action Planning Session (Small Groups)

Dinner on your own

Thursday, June 13

8:00 – 9:00 a.m.

Networking Breakfast

9:00 – 10:00 a.m.

Mega Topic #1: From Data Delivery to Collegial Conversations: Toward a Culture of Effective Feedback

Glenn Regehr, Ph.D.
Professor, Department of Surgery
Associate Director, Research
Centre for Health Education Scholarship
University of British Columbia, Vancouver, BC, Canada

Feedback is a perennial issue for health professional training programs. Students claim to want it and feel they don't get enough. Faculty claim to provide it and feel that students either

don't recognize it, ignore it, or explicitly reject it. Efforts to redress these issues have tended to focus on "best practice" behaviors designed to maximize effective delivery, but fail to make a dent in the recurrent complaints and concerns.

This talk will explore some potential reasons for the "failure" of feedback in the health professions by examining how it is currently constructed and enacted. It will describe the personal, relational, and situational complexities of the feedback context and discuss considerations for accommodating these "social" complexities when engaging in feedback interactions

Learning Objectives

Upon completion of the program, participants will be able to:

- Explore and appreciate the difficulties of feedback from the learner's perspective
- Explore and appreciate the difficulties of feedback from a teacher's perspective
- Examine how we might redress these difficulties to evolve a more effective model of feedback as a process of social interaction

10:00 – 11:00 a.m.

Mega Topic # 2: The Cognitive Science of Learning

Michael J. Friedlander, Ph.D.

Executive Director, Virginia Tech Carilion School of Medicine and Research Institute

The presenter will discuss some of the foundational scientific principles of "effective learning." Dr. Friedlander will consider classical and contemporary studies of strategies that most effectively engage the brain's biological learning machinery to facilitate learning and understanding that are likely to be resilient, accessible and long-lasting. The changes induced by such strategies in the brain's biology, structure and functional connectivity will be discussed. Experimental results from a variety of approaches including molecular biology, neurophysiology, functional brain imaging, and behavior will be integrated, focusing on how these findings can be applied in the classroom and mentor-trainee environment to be most useful.

CE Credit: 1.0

Learning Objectives

Upon completion of the program, participants will be able to:

- Identify 5-10 specific strategies that have strong biological validity for effective classroom teaching to facilitate learning.

- Use the principles of effective learning to facilitate learning in multiple settings ranging from large classrooms to small groups to individual mentoring.
- Develop effective learning strategies for their particular teaching settings and content by combining behavioral and technological approaches that create synergies of effectiveness based on an understanding of how learning and memory are best accessed.

11:00 a.m. – noon

Professional Development Spotlight

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