



Penn Medicine Office of Continuing Medical and Interprofessional Education

Guide sheet for Designing Accredited Interprofessional Education (IPE) Programs

Objective: Ensure that educational programs are genuinely interprofessional, fostering collaboration among healthcare professionals to improve patient outcomes.

Key Elements of a Truly Interprofessional Program

1. Collaborative Planning

- **Involve Multiple Professions:** Engage representatives from at least two different healthcare professions in the planning process.
Example – Engaging a pediatrician and an internist to plan and teach a course on adolescent medicine does not meet the expectation of interprofessional collaboration because they are both physicians. A truly interprofessional activity would need to include physicians with nurses, or pharmacists, or physician assistants.
- **Shared Decision-Making:** Ensure all professions have an equal voice in the development and implementation of the program.

2. Learning Objectives

- **Interprofessional Competencies**: Develop learning objectives that address competencies relevant to multiple professions.
- **Patient-Centered Goals**: Focus on improving patient care through enhanced team collaboration.

3. **Educational Design**

- **Interactive Learning**: Incorporate activities that promote interaction and teamwork among participants from different professions.
- **Real-World Scenarios**: Use case studies and simulations that reflect real-world interprofessional practice.

4. **Addressing Barriers to Change**

- **Identify Barriers**: Recognize obstacles that prevent effective interprofessional collaboration, such as hierarchical structures or lack of communication.
- **Implement Strategies**: Develop and apply strategies to overcome these barriers. For example, teach how to create interprofessional committees to foster open dialogue and mutual respect among team members

5. **Adherence to ACCME Standards for Integrity and Independence**

- **Disclosure Process**: Disclosures of all financial relationships with ineligible companies for all members of the planning committee must be completed, reviewed, and mitigated before any planning takes place.
- **Mitigation Process**: Ensure there is at least one non-conflicted member of the planning committee.
- **Exclude employees and owners**: Employees and owners of ineligible companies cannot control the content of any aspect of accredited continuing education. Owners of stock of privately held ineligible companies are considered owners

Practical Tips for Implementation

- **Needs Assessment:** Conduct a thorough needs assessment to identify gaps in interprofessional practice and tailor the program accordingly. The gap to bridge is the best practice of the team as opposed to the current practice of the team.
- **Faculty Development:** Train faculty members on interprofessional education principles and collaborative teaching methods.
- **Evaluation and Feedback:** Implement robust evaluation methods to assess improvement of the competency and performance of the health care team as a unit or from the perspective of members of a team and gather feedback for continuous improvement.
- **Identify Potential Collaborators:** Look within your organization for colleagues who share an interest in IPE. For example, a stroke inpatient prevention team might include a neuro-intensivist, critical care nursing, and pharmacy to elevate early detection management, and treatment.
- **Understand Learners' Needs:** Survey learners to identify gaps in their competencies as team members. Tailor IPE activities to address these gaps, ensuring they are relevant and practical
- **Set Clear Learning Outcomes:** Focus on [IPEC Core Competencies](#) such as roles and responsibilities, communication, and teamwork. For instance, an IPE activity might involve a case study where learners from different professions collaborate on a patient management plan
- **Design Authentic IPE Experiences:** Use real-life scenarios to make learning meaningful. For example, a disaster simulation exercise where students role-play as responders and victims can teach collaboration and crisis management
- **Facilitate Effective Teamwork:** Encourage open communication and mutual respect among team members. Role modeling interprofessional leadership can help students appreciate the value of collaborative practice