

# Stony Brook

## IPE Activity Best Practices Planning Form

*This is a tool to assist educators as they work collaboratively to co-create meaningful interprofessional learning experiences for students. Please use the following outline and checklist to think through the essential elements of developing and delivering an IPE activity for students.*

**Title:**

**Faculty Designers/Authors:**

**Learning objectives:**

2-3 measurable objectives using the IPEC competencies (IPEC, 2023)

**Preparation activity for students to complete:**

For example: articles, online modules, videos, uni-professional pre-briefing

**Description of the learning activity:**

Provide a description of the learning activities using the following to guide the design and delivery.

1. Context relevant to all learners such as:
  - a. Health Information
  - b. Environmental issues/climate change
  - c. Social determinants of health
  - d. Health Equity (i.e. access, language, digital, cultural)
  - e. Population (i.e. LGBTQA+, aging, rural, illness)
  - f. Issue (i.e. fall prevention, lifestyle illness, SUD, MH, Long COVID)
2. How will the activity promote interprofessional team interactions for learners to demonstrate the IPEC competencies?
3. Does the learning activity include broad enough content and context that provides “on ramps” for all professions to engage and avoid too much focus on only 1 - 2 professions?
4. Are there opportunities for team building and learning with, from and about each other?
5. How will you include meaningful debriefing during the activity?

6. Where will the event be held? How will the room be arranged?
7. How will faculty collaboratively deliver and support the learning activity?

**Post-learning activities:**

1. How will you assess student learning outcomes? (ICCAS; SPICE-R; ICAR; faculty developed assessment tool; etc)
2. How will you evaluate the learning activity?
3. How will you encourage student reflection and critical thinking?
4. Plan for faculty debrief and followup?

***Once you have completed this IPE Activity Plan, please review the checklist below to ensure that you have addressed all of the areas in your design plan for the IPE activity.***

**Additional plans (Not required)**

**Plan for presenting this work?**

1. Which conferences will your team submit abstracts for?
2. What is the plan for collaboratively writing the abstract?
3. Which faculty will be responsible for writing sections of the abstract?
4. What will be the focus for the presentation (innovation, outcomes, process, unique partnerships, longitudinal results, etc)?
5. Who will be responsible for the final review and uploading the abstract?

**Plan for submitting a manuscript for publication?**

1. Have you submitted an IRB application and received approval or an exemption?
2. What is the plan for collaboratively writing the manuscript?
3. Which faculty will be responsible for writing sections of the manuscript?
4. What will be the focus for the article(innovation, outcomes, process, unique partnerships, longitudinal results, etc)?
5. Who will be responsible for the final review and uploading the manuscript to the publication?

## IPE Activity Checklist

CRITERIA	Met	Not Met	Notes
<b>Activity Development and Facilitation</b>			
Two or more professions are co-creating this activity and will provide facilitation			
Specific faculty members or professionals have agreed to participate.			
<b>Learners</b>			
Learners represent at least two different professions.			
Learner needs, level (novice, advanced), or role (student, clinician, researcher, administrator) has been identified.			
Time has been reserved on participants' calendars.			
<b>IPE Activity</b>			
Agenda or syllabus has been developed.			
Objectives and learning outcomes have been identified.			
Activity/course targets specific IPEC Core Competencies.			
Activity/course is appropriate for learner level and role.			
Activity/course includes opportunities for learners from two or more professions to interact.			
Activity/course is integrated into curriculum or organizational goals.			

Location, date, time, and other logistics have been addressed.			
Additional needed resources (e.g., food, supplies, equipment) have been identified and secured.			
<b>ASSESSMENT/EVALUATION</b>			
Process for assessing learning objectives has been defined.			
Process for evaluating the design, content and delivery of the IPE activity has been defined.			
Process for promoting self-reflection and critical thinking in learners has been included.			