

3-2-1 IPE Course Application 2025-26**Submission Deadline: 12:00 pm noon AST, Wednesday April 30, 2025**

Applicants will be notified of decisions and/or requested revisions by June 4, 2025.

The Faculty of Health has long supported a robust offering of interprofessional education (IPE) and interprofessional collaborative (IPC) opportunities offered by faculty members, students, staff, and practice colleagues across the Faculties of Health, Medicine and Dentistry. In 2025-26, delivery opportunities are being updated to a **NEW 3-2-1 IPE format** to expand IPE opportunities. Applicants can now apply for one of the following IPE formats:

The **NEW 3-2-1 IPE format** to expand IPE opportunities. Applicants can now apply for one of the following IPE formats:

- **3** = 3 delivery times in IPE time. The requirements are the same as previous 'mini' courses. The course is 7 - 9 hours in total (includes preparation work and face-to-face interaction time). The minimum number of participants for funding consideration is 50 students. The maximum funding based upon design, facilitation model and student number = \$2570.00
- **2** = 2 delivery times in IPE time. The course is 4 - 5 hours, typically with an IPE/IPC preparation module and then a face-to-face interaction. The minimum number of participants for funding consideration is 75 students. The maximum funding based upon design, facilitation model and student number = \$1500.00
- **1** = One 2 hour delivery in IPE time formatted as a healthcare team challenge. The minimum number of participants is 75-100 students. The maximum funding based upon design, facilitation model and student number = \$1000.00

Participation in an approved IPE Course may count towards satisfying the IPE requirement for Faculty of Health students (IPHE 4900 or 5900) and the IPE requirements in the Faculty of Medicine. Please check with your program coordinator to ensure your participation meets your discipline's requirements. Please note, programs should be aware that priority registration is for students from Health, Medicine and Dentistry. Programs should also be aware that there are times that IPE courses are cancelled due to operational changes, low enrollment, or unforeseen circumstances. For this reason, programs should not rely on or require particular IPE courses to meet home program curricular needs.

Please review the application instructions carefully. If you have questions regarding the proposal, please send your questions to IPE@dal.ca

Application Form and Submission Instructions:

The 2025-26 IPE Course applications will be submitted online:

- **Part 1:** Applicants will complete the information in the **online Forms document** (<https://forms.office.com/r/qVMhwArxrV>)
- **Part 2:** Applicants will upload/attach your word (or pdf) to your Forms document.
 - **The MAX page limit is 5 pages** (you may delete sections that do not apply to you application)
- **Note:** Applications not adhering to the application or submission guidelines will not be considered for review, funding or listing as an approved IPE course.

Review Process

- Proposals will be reviewed by the Interprofessional Education/Simulation-enhanced IPE Academic and Research Steering Committee.

- Applications will be reviewed by the Tri-Faculty IPE Sim Committee by May 26, 2025. Applicants will be notified of application decisions and/or requested revisions by June 4, 2025. Final course programming and schedule will be posted to the website by end of August 2025.

Course Leadership

- The IPE course must be developed and led by Faculty Members or Health Care Partner (HCP) Members
- **Please note:** If there is a case to be made for student involvement in the course – there needs to be clear linkage with program level outcomes. Course leadership and administrative duties are the responsibility of the lead faculty or clinical partner member.

Funding Notes:

- **If the course is approved/funded, it is required that at minimum of one member of the design team of a successful 3-2-1 IPE course application complete the interprofessional facilitation training session** organized by the Interprofessional Education/Sim-IPE Academic and Research Steering Committee.
 - o Details of the workshop will be provided once the submissions have been reviewed. Virtual and in-person options will be available.
- Approved IPE course budget funding will be transferred from Faculty of Health to the designated Dalhousie unit (e.g. Faculty, School, Department) for dissemination of funds. Please ensure the correct administrator is identified in Part 1 of the Forms Application and Part 2 Table 2
 - All costs (e.g. supplies or salaries) will be paid directly by the unit. Non-Dalhousie faculty member information must be provided for honorarium processing. Receipts must be provided for other approved course costs. Please check with your program administrator to ensure your detailed calculations for salary is correct and in line with Dalhousie rates.
 - Once funds are distributed to the Faculty or School Department – it is the IPE course lead’s responsibility to work with your respective and identified administration person. Funds must be used by March 24, 2026 or they must be transferred back to the IPE account.
 - If the course does not take place for any reason, funds must be returned to the Faculty of Health.
 - Funding **cannot** be transferred from the unit to a research account.

3 -2 -1 IPE Course Application Notes

Design:

- Proposals must identify an interprofessional faculty and/or healthcare professional (HCP) facilitation team with representation from three or more different professions or professional programs.
- Proposals must clearly articulate the roles and responsibilities of each team member during the design, implementation, and facilitation of the IPE course.
- Proposals must be applicable for learners from three or more professions/disciplines – but most importantly the design/facilitation team also needs to be interprofessional. Disciplines need to be represented from design through to delivery (i.e., one discipline cannot design/deliver an IPE).
- If the proposal is open to all professions/disciplines please provide a note for how the design and facilitation team will ensure content, learning objectives, activities and evaluation applies to all professions/disciplines. Please consult with ipe@dal.ca if you have any questions regarding your design/facilitation team.
- Details outlining session by session activities and the evaluation plan for student learning outcomes must be included in Table 1 as applicable to the type of course (i.e., a session plan is required for every session of the IPE – see Part 2 of the application).

Content:

- Content must focus on a topic with relevance to interprofessional practice among healthcare professionals who may form or engage with real-world teams (i.e., healthcare professionals who would plausibly work together).

- IPE courses must primarily design for students to work on selected interprofessional competencies as outlined in the Canadian Interprofessional Health Collaborative (2024). (CIHC Competency Framework for Advancing Collaboration 2024. www.cihc-cpis.com)
- IPE courses must integrate principles and practices of equity, diversity, inclusion, and accessibility in design, delivery, and facilitation. Priority communities/ populations and/or health inequities should be considered.

Pedagogy:

- Learning objectives must clearly describe what students will achieve from an interprofessional perspective (I.e. how the course advances interprofessional collaboration within and among teams)
- Learning activities must be clearly aligned with the learning objectives, must be interactive and provide opportunities for participants from different professions/disciplines to learn about, from, and with each other around the topic (World Health Organization, 2010)
- Learning activities must align with and indicate how they advance knowledge and performance of two or more of the following interprofessional collaboration competencies (www.cihc-cpis.com):
 - o Team Communication
 - o Relationship-Focused Care/Services
 - o Role clarification & Negotiation
 - o Team functioning
 - o Team Differences/Disagreements Processing
 - o Collaborative Leadership
- Learning activities must offer opportunities for small group student interaction while working on a joint task. Tasks are **preferable** for in-person or synchronous online.
- The facilitation plan for the learning activities must reflect IPC facilitation competencies of:
 1. Commitment to interprofessional education and practice
 2. Credibility in the content area while using interprofessional facilitation skills.
 3. Positive role modeling to establish an interprofessional learning environment.
 4. An understanding of interactive learning methods and confidence in application
 5. Culturally appropriate knowledge of group development and dynamics
 6. Confidence and flexibility in using professional differences creatively within groups (Banfield & Lackie, 2009)
- One source which may be of assistance for your design, delivery and evaluation: Interprofessional Health Education: A Resource for Educators. <https://caul-cbua.pressbooks.pub/ipe/>(MacKenzie, D., Sponagle, M., & Sibbald, K, 2024).

Logistics:

- In person and synchronous online course delivery is preferred, due to the interprofessional foundation of live, real-time interaction. Please also consider how the course can include distance student engagement. Dalhousie supports the following online platforms for content and live/recorded sessions: Brightspace and Microsoft Teams.

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- IPE 3-2-1 Course scheduling will occur on Tuesday and Thursday between 4:00 and 6:00 pm
- Applicants will be asked to rank their delivery time in the Fall and Winter IPE Course Schedule

Credit for completion:

- Proposals must have a clearly outlined structure for how learners will complete the IPE course for credit (typically, completion of tasks and participation) and/or how absence will be addressed (i.e., courses can make it mandatory for attendance to be considered for credit)

Student feedback & Evaluation of Interprofessional Collaborative (IPC) competencies

- All students completing IPE courses will be asked to provide feedback on the IPE course experience and attainment of IPC competencies.
- Feedback and participation in previously offered IPE courses will be considered by the Review Committee

Course Budget

- For IPE courses approved for funding, funds will be transferred from Faculty of Health to the designated Dalhousie unit (e.g., Faculty, School, Department) for dissemination of funds. The lead faculty member on the application is responsible for managing the budget that is transferred to the respective program administrator.
- The Faculty of Health funds to a maximum of \$2,570 for a 3, \$1500 for a 2 and \$1000 for a 1 for preparation and implementation.
 - o Funding cannot be transferred from the unit to a research account.
 - o If the course does not take place for any reason, funds must be returned to the Faculty of Health.
- Eligible expenses for the approved funds can be used for any reasonable purpose including the payment of administrative or instruction support personnel, course or workshop instructors (non-faculty), facilitators, simulated/standardized participants (patients/clients), or purchase of necessary supplies.
- Non-eligible expenses include catering for students and honoraria for design team members who are Dalhousie faculty members

References:

- Banfield, V. & Lackie, K. (2009). Performance-based competencies for culturally responsive interprofessional collaborative practice. *Journal of Interprofessional Care*, 23 (6), 611-620.
- Canadian Interprofessional Health Collaborative (2024). CIHC Competency Framework for Advancing Collaboration 2024. www.cihc-cpis.com
- MacKenzie, D., Sponagle, M., & Sibbald, K. (2024). *Interprofessional Health Education: A Resource for Educators*. <https://caul-cbua.pressbooks.pub/ipe/>
- World Health Organization. (2010). Framework for action on interprofessional education and collaborative practice. <https://www.who.int/publications/i/item/framework-for-action-on-interprofessional-education-collaborative-practice>