OBJECTIVE
The main objective of this program is to define the IPE activities that meet the national competencies and share strategies for designing, implementing, and assessing IPE programs.

RESULTS AND DISCUSSION
• In 2013, a panel of administrators and faculty members, whose institutions offered IPE, funded by the Josiah Macy Jr. Foundation, shared best collaborative practice models at the American Association of Colleges of Pharmacy (AACP) Annual Meeting. These presenters subsequently collaborated to write a primer as guidance for other institutions interested in successfully implementing and continuously enhancing the quality of IPE programs.

• In this article, these IPE faculty members provided a rationale for creating IPE reforms, discussed successful strategies for innovative IPE programs, and shared “lessons learned” for implementing effective assessment tools. A structure and process for determining outcomes of IPE models were presented and strategies for exploring shared education opportunities across health professions and for integrating top-down and bottom-up methods for IPE programs were given.

CONCLUSIONS
Re-designing the education and training of health care professionals, to better meet national competencies, will reduce medication errors, enhance the quality of health care services, and ultimately improve health outcomes.