Louisiana State University Health New Orleans' (LSUHNO) faculty and students selected Interprofessional Education (IPE) as the focus of its Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Quality Enhancement Plan (QEP). A QEP is a required component of the institution accreditation process. In the spring of 2015, SACSCOC approved LSUHNO's QEP focusing on integrating and sustaining IPE with three main goals:

1. Develop and support a robust infrastructure that includes an empowered centralized office for IPE.
   - In response to Goal One, the Center for Interprofessional Education and Collaborative Practice (CIPECP) was established in April 2015. The purpose of the CIPECP is coordinating student education by utilizing a team-based, patient-centered approach which delivers the highest quality of care resulting in improved health outcomes. The CIPECP is supported by a director, coordinator, and one faculty member from each of the six schools. In addition to this organizational structure, an advisory council was appointed. The CIPECP also supports the Interprofessional Student Alliance (IPSA). Click here to view the organization structure.

2. Facilitate faculty participation in IPE.
   - In response to Goal Two, the CIPECP has surveyed faculty to determine their IPE knowledge, willingness to develop IPE experiences, and input on how to best implement IPE experiences. Click here to view the results of the 2015 faculty survey. The CIPECP also collaborates with the Office of Medical Education Research and Development (OMERAD) to provide IPE faculty education sessions during each semester (Fall, Spring, and Summer). Additionally, the CIPECP assists faculty in developing IPE experiences. Click here to view a list of current and future IPE experiences. For a list of the IPEC competencies addressed by the courses, click here.

3. Increase meaningful IPE opportunities that promote learner-centeredness and involve students in patient care teams.
   - In response to Goal Three, the CIPECP adopted the definition from the World Health Organization that states IPE occurs "when students of two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes" (WHO, 2010 Framework for action on Interprofessional Education & Collaborative Practice. Geneva: World Health Organization). The Center also uses the four Interprofessional Education Collaborative core competencies (Roles and Responsibilities, Teams and Teamwork, Communication, and Values and Ethics) and sub-competencies as a basis for student learning objectives. Click here to view a list of these competencies.
   - In order to measure student learning objectives, the CIPECP distributes an annual survey to all students. This survey gauges students' understanding, perception of importance, and competence in IPE skills. Comprehensive results from this survey will be available Fall 2016. An additional method of measuring student learning objectives is the utilization of pre- and post-surveys utilized by faculty leading IPE experiences. These surveys and outcome data are tracked through the CIPECP. Finally, LSUHNO has engaged large student groups in an annual IPE event in 2014 and 2016. These events

featured a keynote speaker followed by students collaborating in interprofessional groups.

- Student-led IPE experiences are coordinated through the Interprofessional Student Alliance (IPSA). IPSA unites service projects under one name due to a unique feature they all share: each project is run and staffed by an interprofessional student volunteer base and is a vital part of how each project performs its mission. IPSA's *mission* is to address health disparities in the greater New Orleans area through interprofessional teams of LSUHNO students serving local underserved communities. The *purpose* of IPSA is to function as a student-run initiative incubator, providing interprofessional leadership development to service projects. For more information about IPSA and its programs, click here.