Program	Scope of Research	Summary	Competencies	Future Initiatives
CAIPE : The Centre for the Advancement of Interprofessional Education (Centre for the Advancement of Interprofessional Education, 2020)	Edu./ Med.	CAIPE is a UK-based charity with international outreach whose members (individuals, service users, students and corporate organisations) work together to promote and develop the health and wellbeing of individuals, families and communities through interprofessional education, collaborative practice and related research facilitating the development of a workforce fit for purpose. Since its launch in 1992 following an initiative by the Centre for the Advancement of Interprofessional Education (CAIPE) and published in the UK, the Journal continues in promoting collaboration, practice and research in education, health and social care and related fields worldwide. The Journal has retained its focus on education, health and social care and encouraged contributions from other fields where closer collaboration is critical to improve the quality of life for individuals, families and communities, and to establish and sustain a healthier	1) Focuses on the needs of individuals, families and communities to improve their quality of care, health outcomes and wellbeing, 2) Applies equal opportunities within and between the professions and all with whom they learn and work, 3) Respects individuality, difference and diversity within and between the professions and all with whom they learn and work, 4) Sustains the identity and expertise of each profession, 5) Promotes parity between professions in the learning environment, & 6) Instils inter-professional values and perspectives throughout in-professional and multi-professional learning.	• CAIPE's future initiatives include the aspiration to be a national and international authoritative voice respected equally by governments, academia and in the workplace in regards to IPE • CAIPE strives to support students, educators, researches and practitioners by providing engagement in mutual support, access to online IPE national and international resources , research, and journals, provide working groups, and access to funding opportunities.
Interprofessional Education at the Harris College of Nursing and Health (Interprofessional Education, 2020)	Med.	Students majoring in kinesiology, nursing, nurse anesthesia, social work, and speech-language pathology have opportunities to learn with, about, and from students and faculty in related health care disciplines as part of their undergraduate or graduate educational experience. These experiences occur during multi-institutional case-based activities as well as smaller, interdepartmental experiences which bring students and faculty together to learn how other health care professions think and act when caring for similar populations	Collaborative practice competencies fit well within several common heath care domains: professionalism, communication, and systems-based practice. The Interprofessional Education Collaboratives four IPE Competency Domains offer a framework to structure the knowledge, attitudes, and behaviors necessary for effective collaboration across health care professions. The competencies can be delivered to students in a variety of learning contexts and should include opportunities for students from two or more professions to come together to learn about, from, and with each other and to practice collaboration skills.	The Interprofessional Education at the Harris College of Nursing and Health offers IPP and IPE resources, research and education on their website.

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St. Louis University Center for IPE and Research (Saint Louis University Center for Interprofessional Education and Research, 2020)	Med.	This website provides information on St. Louis University's center for Interprofessional Education and Research (CIER). Their goal is to develop a health care workforce that is prepared to practice and teach effective team-based care and Interprofessional collaborative practice by integrating research-inspired, high-value, humanistic care. 5 IPE domains, as outlined by SLU, are: Interprofessional practice, integrated patient-centered care, wellness, patient safety and quality care, and social justice.	Competency 1: Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice), Competency 2: use the knowledge of ones own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations. (Roles/Responsibilities), Competency 3: Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease. (Interprofessional Communication) & Competency 4: apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. (Teams and Teamwork)	Future research could work to evaluate these objectives and competencies of health professions graduates to see how individuals contribute to organizational learning and change once in the field.
UCSF Program for Interprofessional Practice and Education (Program for Interprofessional Practice and Education, 2018)	Med.	UCSF offers framework and competencies of IPE, core principles, a glossary, publications and presentations on IPE, External resources, IPE collaboration development framework, and a quarterly newsletters. UCSFs framework to guide the Interprofessional Education activities at UCSF, which is represented visually in the graphic below. The framework includes three key concepts:	The six general areas of competency in interprofessional collaboration include: Understanding teams, Knowledge of roles and responsibilities, Effective delegation and follow-up, Usual and crisis communication, Conflict management, & Continuous learning	The UCSF Interprofessional practice and education website offers an insight to the frame work and competencies, core principles, presentations, publication and journals, external resources, developmental frameworks, and newsletters regarding inter professional education

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University of South Carolina, Creating IPP/ IPE Experiences for Distance Learning Programs (Creating IPP/IPE Experiences for Distance Learning Programs, Murphree-Holden) (Interprofessional Initiatives, 2020)	Edu./ Med.	PPT of Creating IPP/IPE Experiences for Distance Learning Programs from MUSC. Article discusses the 1) what IPE/IPP is, 2) the challenge in IPE/IPP, 3) professions involved in IPE/IPP, 4) transforming IPE/IPP for the future. Office MUSC aims to integrate students and professionals across the college with goals of improving, satisfaction, efficiency, etc. while using IPE	1) Work with individuals of other professions to maintain a climate of mutual respect and shared values. (IPEC VE) Use the knowledge of ones own role and those of other professions to appropriately assess and address the healthcare needs of patients and populations served. (IPEC RR), 2) communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease. (IPEC CC), and 3) apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient- /population-centered care that is safe, timely, efficient, effective, and equitable. (IPEC TT)	The Office aims to integrate students and professionals across Colleges with the goal of improving satisfaction, efficiency, profitability, value, innovation, marketability and scientific rigor in all educational, clinical and research activities.
University of WA - Faculty development IPE training toolkit (Faculty Development IPE Training Toolkit, 2020)	Edu.	This site provides a toolkit intended for educators involved in training other educators to be IPE facilitators and/or IPE-competent educators. Its purpose is threefold: 1) to be a resource for educators involved in creating IPE faculty development curriculum by providing instructional methods to achieve competency-based/ACGME-linked learning objectives, 2) to provide engaging learning activities in which faculty in training can learn IPE competencies together, and 3) to provide activities in which faculty in training can develop and utilize different teaching methods for IPE.	Four competency domains: Values/Ethics for Interprofesional Practice, Roles/Responsibilities, Interprofessional Communication, and Teams and Teamwork.	n/a

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