**Center to Advance Interprofessional Education & Practice**

**Strategic Plan 2024-2029**

**Background**

“UNE’s leadership in interprofessional healthcare education is a perfect example of the way we should be in other areas of society.”

Gregory Powell – Chairman, Harold Alfond Foundation

The Center to Advance Interprofessional Education and Practice (CAIEP), formerly the Center for Excellence in Collaborative Education, has provided interprofessional education to the UNE community since 2010. In collaboration with dedicated faculty, the CAIEP staff provides interprofessional leadership, facilitation, and consultation to a continuum of programming across the University and in the community. CAIEP’s interprofessional programs are clinically relevant, evidence-informed, and aligned with contemporary best practices . Embedded values of equity, social justice, cultural humility, inclusivity, empathy, and collaborative clinical competence inform all CAIEP programming.

Building and enhancing students’ skills for collaborative clinical and community practice and improving healthcare for all people are CAIEP’s foundational goals. At the heart of CAIEP’s accomplishments is a vibrant culture of collegial collaboration amongst faculty and professional staff. Students observe and experience teamness in implicit and explicit curricula, which readily translates into their future professional roles as healthcare and social care providers.1 Health systems are increasingly incorporating team-based models with aims to improve quality and patient safety, patient satisfaction,

1Crampsey, E. W., Rodriguez, K., Cohen Konrad, S., DeCarvalho, S., Pelletier, K., Jaeger, C., Rogers, D., Hall, C. (2023). The impact of immersive interprofessional learning on workplace practice. Journal of Interprofessional Education and Practice, 31, 100607. https://doi.org/10.1016/j.xjep.2023.100607

provider resilience, and health equity consistent with the quintuple aim2, 3. Individual, team, and

systems resilience is implicit within CAIEP’s programming and is actualized across relationships forged with faculty, professional staff, students, community partners, and Center allies.

Trends in health education parallel those in healthcare. Learning outcomes, competencies and accreditation standards across health disciplines mandate that curricula include “knowledge and skills in teamwork, communication, health information systems, quality, and process improvement, social

determinants of health, and population health4.” CAIEP supports programmatic IPE accreditation requirements and works closely with individual departments to ensure that such standards are met. Contemporary values and skills for health and social care align with competencies initially established in 2011 by the National Interprofessional Education Collaborative and revised in 2023 (IPEC, 2011,2016, 2023) (See sidebar5). Students graduating from programs that emphasize such foundational knowledge and skills are found to go to the front of the employability line.1, 6

*VALUES AND ETHICS*

Work with team members to maintain a climate of shared

values, ethical conduct, and mutual respect.

*ROLES AND RESPONSIBILITIES*

Use the knowledge of one’s own role and team members’ expertise to address health outcomes.

*COMMUNICATION*

Communicate in a responsive, responsible, respectful, and

compassionate manner with team members.

*TEAMS AND TEAMWORK*

Apply values and principles of team science to adapt one's own role in a variety of team settings.

2Nundy, S., Cooper, LA, Mate, KS. The quintuple aim for healthcare improvement: A new imperative to advance healthcare improvement. 2022: 327(6), 521-522.

3Khalili, H., Park, V., Daulton, B., Langlois, S., Wetzlmair, L. C., MacMillan, K. M., El-Awaisi, A., Green, C., Ballard, J., Pandey, J. Konrad, S. C. et al(2022). Interprofessional Education and Collaborative Practice (IPECP) in Post-COVID Healthcare Education and Practice Transformation Era – Discussion Paper. Joint Publication by InterprofessionalResearch.Global, American Interprofessional Health Collaborative & Canadian Interprofessional Health Collaborative, ISBN: 978-1-7366963-3-0. Available at [www.interprofessionalresearch.global](http://www.interprofessionalresearch.global)

4Earnest M, Brandt B. Aligning practice redesign and interprofessional education to advance triple aim outcomes. J Interprofessional Care. 2014 Nov;28(6):497-500. doi: 10.3109/13561820.2014.933650. Epub 2014 Jul 16. PMID: 25029535; PMCID: PMC4221006.

5Interprofessional Education Collaborative. (2023). Core competencies for interprofessional collaborative

practice: 2016 update. Washington, DC: Interprofessional Education Collaborative.

6Dow A, Blue A, Konrad SC, Earnest M, Reeves S. The moving target: outcomes of interprofessional education. Journal of Interprofessional Care, 27(5), 353-5. doi: 10.3109/13561820.2013.806449.

During the academic year, CAIEP offers a continuum of interconnected, interactive learning streams whereby students and trainees are exposed to, immersed in, demonstrate, and apply competencies through strategic, scaffolded, and sequential learning experiences. Longitudinal, developmental, and relevant learning depends upon the meaningful exchange of ideas between campus-based and clinical systems. Through its established advisory infrastructure and ongoing training initiatives, CAIEP works to foster and maintain such critical discourse. Equally important is the support of faculty, professional staff, and advanced students expertly trained to facilitate interprofessional programming.

Planning for the next five years will concentrate on strengthening CAIEP’s programming in areas of direct clinical team-based practice with patients, clients, and communities and on quality improvements in its academic programs. The 2023-2029 strategic plan highlights these aims as the Center grows in capacity to work more closely with Maine’s clinical settings in urban and rural communities to meet the needs of underserved populations and to fill gaps in needed services.

**2023-2029 Strategic Plan**

“Not a day goes by that I don’t utilize my skillsets developed from my UNE IPE experiences. I will forever approach my work with ‘it takes a village’.”

UNE Alumna, 2019

**Vision:**

To build an interprofessional and collaborative clinical/community workforce that improves healthcare for all people.

**Mission:**

To prepare UNE’s health professions students with knowledge, values, and skills to be interprofessional practitioners and leaders in the evolving clinical workforce.

**Values:**

* **Safety and Quality:** Align with Quadruple7/Quintuple2 Aim goals for campus and clinical education.
* **Population Health**: Integrate concepts of social determinants of health, early adversity, health inequities, social justice, and cultural humility into academic and clinical programming. (SP IV).
* **Inclusivity**: Value diversity, identities, cultures, and all dimensions of human difference (SP IV).
* **Humility:** Accurately assess one’s abilities and limitations; incorporate curiosity and willingness to ask for help.
* **Empathy:** Practice trust, empathy, respect, and compassion for patients, clients, populations, teachers, mentors, and colleagues.
* **Relational/Person-Centered Practice**: Practice cultural humility and health promoting relationships with patients, clients, families, colleagues, and collaborators.
* **Fluid Leadership**: Practice respectful and communication and inclusion of all members of the team in problem-solving.
* **Relevance:** Stay current with trends in clinical health and social care assuring that activities and programming are meaningful, purposeful, and transferable to contemporary collaborative practices.
* **Resilience & Psychological Safety:** Operate from a shared framework that supports resiliency, well-being, psychological safety, and efficacy.

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**Key Strategic Domains:**

**1. Prepare students for success in clinical and community practice with transferable, interprofessional learning aligned with the 2023 national IPEC competencies. (SP I, II, IV)**

“Thank you, UNE IPE, for giving me the tools to have all conversations – even the hard ones.”

* UNE Alumni

**Goal 1: Provide a portfolio of high quality, interprofessional programs, service activities, and clinical experiences that add value for current students and faculty and generates interest among prospective students and collaborative partners. (SP I, II, and V)**

* Provide a wide-ranging state-of the art portfolio of interprofessional and interactive campus-based activities that readily translate to knowledge and skills for clinical workforce practice.
* Integrate complementary expertise and diverse perspectives into interprofessional curriculum including the social determinants of health (SP IV).
* Develop a roster of interprofessional simulations in collaboration with the Interprofessional Simulation Innovation Center (ISIC)

7 Bodenheimer T, Sinsky C. From triple to quadruple aim: care of the patient requires care of the provider. Ann Fam Med. 2014 Nov-Dec;12(6):573-6. doi: 10.1370/afm.1713. PMID: 25384822; PMCID: PMC4226781

8Cohen Konrad, S. C., Cavanaugh, J., Hall, K., Rodriguez, K., & Pardue, K. T. (2017). A five-session interprofessional team immersion program for health professions students. Journal of Interprofessional Education and Practice, 6, 49-54

* Refine and expand the virtual interprofessional team immersion (IPTI)8
* Advance the Interprofessional Honors Distinction badge (micro-credential) aligning it with 2023 IPEC competencies.
* (Aspirational) Create an integrated interprofessional health curriculum that can be taught as a course, certificate program, or master-level program.

**Goal 2: Curate and implement programming that explicitly links interprofessional campus-based learning with contemporary clinical practice.**

* Collaborate with internal and external clinical partners to develop collaborative practice opportunities for students across Maine’s healthcare settings.
* Engage with local and national healthcare partners to ensure relevancy of interprofessional education and training programs. (SP V)
* Expand sustainable interprofessional direct contact service learning rotations for interprofessional student teams.
* Maintain ongoing communication through the CAIEP Community Advisory Team, clinical site initiatives, cross-institutional research, and collaborative projects.

**Goal 3: Develop a cadre of interprofessional faculty leaders representative of UNE’s health professions programs in order to sustain and grow interprofessional teaching and learning, service, and research initiatives.**

* Provide ongoing IPE and Interprofessional Collaborative Practice (IPCP) professional development for campus and clinical faculty and community partners.
* Incentivize faculty IPE engagement through recognition of their service/teaching in RPT portfolios.
* Develop an Interprofessional Faculty Honors Distinction that recognizes faculty contributions to interprofessional programs, research, and clinical practice.

**2. Expand faculty and student involvement in interprofessional research and scholarship to advance the interprofessional education and practice knowledge base. (SP III)**

“Overall, the study suggests that alumni who participated in immersive IPE activities valued campus-based interprofessional learning and brought university-acquired collaborative knowledge and skill into their work environments to the benefit of patients and practice teams.”

* + - Crampsey et al, 2023

**Goal 1: Support student interprofessional research and scholarship**

* Support and fund the Interprofessional Mini-grant program encouraging students to engage in innovative interprofessional projects, research, and scholarship.
* Increase student active participation in interprofessional scholarship and research.
* Promote student participation in UNE research and scholarship symposiums and at state, regional, and national conferences.

**Goal 2: Support faculty research and scholarship to 1. advance knowledge of interprofessional education’s impact on clinical practice, and 2. ensure that campus-based programming remains relevant to community needs.**

• Mentor faculty engaged in interprofessional inquiry and scholarship.

Support faculty doctoral work in interprofessional studies**.**

Publish collaborative articles with 2-3 publications per year in peer-reviewed journals, book chapters, and other venues.

* Present at state, regional, national, or international conferences 2-3 times per year.
* Participate in Interprofessional Research.Global publications and conference activities.

**3. Infrastructure and Sustainability**

**Goal 1: Expand and sustain**[**a strong foundation of relational and functional systems.**](https://www.une.edu/president/strategicplan/priorities/resources)

* Maintain a dedicated professional staff to carry out strategic plan priorities, including operational management, coordination, curriculum development, networking, and building strong relationships across the UNE community.
* Support strategic student-led initiatives led by the Interprofessional Student Group (IPSAG).
* Prioritize marketing to enhance visibility across the university community to promote the Center’s interprofessional mission.
* Work with UNE admissions and communications to highlight UNE’s interprofessional learning culture and attract students (SP II).

**Goal 2: Build revenue and financial resources to assure CAIEP’s sustainability. (SP VI)**

* Develop revenue-generating opportunities in collaboration with internal and external partners.
* Steward foundations and write grants (1-2 per AY) to support existing and expanding programming.

**4. Assessment and Evaluation**

“If you can’t measure it, you can’t improve it.”

* + - Peter Drucker

**Goal 1: Assure ongoing, systematic, and rapid response evaluation of all CAIEP programming.**

* Conduct annual pre-post surveys to assess students’ interprofessional education/practice participation and learning.
* Conduct rapid cycle evaluation of all programming
* Measure student outcomes based on the most up to date IPEC team competencies
* Determine the efficacy, relevance, and outcomes of all IP initiatives, including immersive and demonstration activities.
* Collaborate with the university’s Associate Director of Assessment to determine alignment with the university-wide annual assessment and regular program review processes.