



Preamble, Definition, Assumptions, and Tenets of IPEC's 2021-2023 Core Competency Revision (CCR) Working Group UPDATED AND APPROVED ON JUNE 6, 2022

Preamble and Target Audience

In recognition of the continually evolving needs of persons and populations as well as our commitment to review and refresh competencies every three to five years, IPEC aims to update the *Core Competencies for Interprofessional Collaborative Practice* for use by the growing number of health and partner professions involved in interprofessional teaching and learning in their schools and programs. The pending competency set is aimed at preparing students to engage in lifelong learning and collaboration to improve both patient/client care and community health outcomes.

Definition for "Interprofessional Competencies"*

Integration of knowledge, skills, and values/attitudes that define working together across professions to improve equitable health outcomes.

Guiding Assumptions*

The following assumptions undergird IPEC's interprofessional competencies:

- Person/patient/family-centered, including advocates for the patient/client
- Community/population-oriented
- Relationship-focused
- Process-oriented
- Linkable to learning activities, educational strategies, and integrative assessments that are culturally and developmentally appropriate for the learner
- Implementable across the learning continuum
- Sensitive to systems contexts and applicable across practice settings and professions
- Communicated using common language that is meaningful across the professions
- Outcomes-driven

Tenets

The forthcoming 2023 competency set is intended to:

Build upon the value and impact of IPEC's original and updated work while reconsidering the competency framework in light of members' accrediting bodies and partner organizations' standards and with an eye towards updating the framework to meet current and future learning and practice assets, needs, and settings

Refine the competencies to include contributions from new and existing IPEC constituents and additional professions vested in successful interprofessional education for collaborative practice

Integrate concepts from the Triple Aim (improving the patient experience of care, improving the health of populations, and reducing the per capita cost of health care) with new content from the Quadruple Aim (improving student and provider self-care and well-being) and the Quintuple Aim (advancing health equity), and concepts from One Health, as well as new evidence and constructs from academic, practice, socio-cultural, environmental, workforce, and/or systems changes

Recognize variability across and within professions regarding the use and integration of competency-based education and, therefore, strive to produce *high-level* competencies so different professions and institutions could adopt or adapt the framework most efficiently for their own local use.

**Adapted from: Interprofessional Education Collaborative Expert Panel. (2011). Core competencies for interprofessional collaborative practice. Report of an expert panel. Washington, DC. Interprofessional Education Collaborative, p. 2.*