

**VISION FOR THE FUTURE**

Interprofessional collaborative practice drives safe, high-quality, accessible, person-centered care and improved population health outcomes.

**MISSION**

IPEC, working in collaboration with academic institutions, will promote, encourage and support efforts to prepare future health professionals so that

they enter the workforce ready for interprofessional collaborative practice that helps to ensure the health of individuals and populations.

**GOALS AND STRATEGIES FOR ADVANCING IPEC’S WORK**

**1.   Serve as the thought leader for advancing interprofessional education.**

* Develop and promote core competencies for interprofessional collaborative practice.
* Create a repository of interprofessional educational tools and resources.
* Develop and promote assessment tools and resources to evaluate the impact and effectiveness of IPE efforts.

**2.    Promote, encourage and support the academic community in advancing IPE efforts.**

* Prepare faculty for teaching students how to work effectively as part of an interprofessional team.
* Prepare leaders to advance interprofessional education and interprofessional practice efforts within their institutions.
* Convene communities of interest to create, promote and share ideas and practices.

**3.    Inform policy makers and key influencers about the important contribution IPE makes to addressing the health care needs of the nation.**

* Advance understanding and support of IPEC, interprofessional education, and interprofessional practice among key government agencies.
* Advance understanding and support of IPEC, interprofessional education, and interprofessional practice among university leadership.
* Advance understanding and support of IPEC, interprofessional education, and interprofessional practice among health system leaders.

IPEC Members

* In 2016-2019, IPEC approved fifteen additional members through a new institutional membership category, expanding its representation of associations of schools of the health professions to 21. Established in 2009 by six organizations committed to advancing interprofessional learning experiences and promoting team-based care, IPEC now includes the following national associations:
* [Academy of Nutrition and Dietetics (ACEND)](http://www.eatrightpro.org/resources/acend)
* [American Association of Colleges of Nursing (AACN)](http://www.aacn.nche.edu/)
* [American Association of Colleges of Osteopathic Medicine (AACOM)](https://www.aacom.org/)
* [American Association of Colleges of Pharmacy (AACP)](http://www.aacp.org/Pages/Default.aspx)
* [American Association of Colleges of Podiatric Medicine (AACPM)](http://www.aacpm.org/)
* [American Association for Respiratory Care (AARC)](http://www.aarc.org/)
* [American Council of Academic Physical Therapy (ACAPT)](http://www.acapt.org/)
* [American Dental Education Association (ADEA)](http://www.adea.org/)
* [American Occupational Therapy Association (AOTA)](http://www.aota.org/)
* [American Psychological Association (APA)](http://www.apa.org/)
* [American Speech-Language Hearing Association (ASHA)](http://www.asha.org/)
* [​​](http://www.eatrightpro.org/resources/acend)[Association of Academic Health Sciences Libraries (AAHSL)](http://www.aahsl.org/)
* [Association of American Medical Colleges (AAMC)](https://www.aamc.org/)
* [Association of American  Veterinary Medical Colleges (AAVMC)](http://www.aavmc.org/)
* [Association of Chiropractic Colleges (ACC)](http://www.chirocolleges.org/)
* [Association of Schools and Colleges of Optometry (ASCO)](https://optometriceducation.org/)
* [Association of Schools and Programs of Public Health (ASPPH)](http://www.aspph.org/)
* [Association of Schools of Allied Health Professions (ASAHP)](http://www.asahp.org/)
* [Council on Social Work Education (CSWE)](https://www.cswe.org/)
* [National League for Nursing (NLN)](http://www.nln.org/)
* [Physician Assistant Education Association (PAEA)](http://paeaonline.org/)

**Core Competencies for Interprofessional Collaborative Practice: Reforming Health Care by Transforming Health Professionals' Education**

Schmitt, Madeline RN, PhD; Blue, Amy PhD; Aschenbrener, Carol A. MD; Viggiano, Thomas R. MD, MEd

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Response to the 2011 Question of the Year

**FREE**

* [**Author Information**](https://journals.lww.com/academicmedicine/FullText/2011/11000/Core_Competencies_for_Interprofessional.25.aspx#article-abstract-content3)
* [**Article Outline**](https://journals.lww.com/academicmedicine/FullText/2011/11000/Core_Competencies_for_Interprofessional.25.aspx#article-abstract-content4)
* [**Article Metrics**](https://journals.lww.com/academicmedicine/FullText/2011/11000/Core_Competencies_for_Interprofessional.25.aspx#article-metrics)

Concerns about the quality and safety of health care delivery continue to mount, and the deficiencies cannot be addressed by any health profession alone.[1](https://journals.lww.com/academicmedicine/FullText/2011/11000/Core_Competencies_for_Interprofessional.25.aspx#R1-25) Despite numerous reports citing the need for team-based education in health professions schools,[2](https://journals.lww.com/academicmedicine/FullText/2011/11000/Core_Competencies_for_Interprofessional.25.aspx#R2-25) meaningful preparation for collaborative practice has lagged behind changes in health care delivery. The gap between the training of health professionals and actual practice needs grows wider.

In 2009, six national associations of schools of the health professions, including the Association of American Medical Colleges, formed a collaborative to encourage and promote meaningful interprofessional education. In 2010, they jointly convened an expert panel of educators from medicine, dentistry, nursing, osteopathic medicine, pharmacy, and public health to develop core competencies for interprofessional collaborative practice. The panel's recommendations were released May 10, 2011, and are available on the Web sites of the six associations. The goal of these competencies is to prepare all health professionals to intentionally and effectively work together to build a safer and better, person-centered and community/population-oriented health care system. The core competencies build on each profession's discipline-specific competencies and can be used to guide training of both current students and experienced professionals. These “collaborative” competencies, which link to the five core competencies identified by the Institute of Medicine,[3](https://journals.lww.com/academicmedicine/FullText/2011/11000/Core_Competencies_for_Interprofessional.25.aspx#R3-25) are foundational for all health professions to work effectively within and between professions, with patients, families, and communities, and in the arena of public policy.

The panel identified four interprofessional competency domains, each with a general defining statement and a set of specific behavioral subcompetencies that each learner should demonstrate by the end of prelicensure or precertification education. These behavior-based objectives can be linked to learning activities and assessments of the extent to which these specific competencies have been achieved.

The four interprofessional core competencies and corresponding general competency statements are

1. Values/ethics for interprofessional practice: Work with individuals of other professions to maintain a climate of mutual respect and shared values.
2. Roles/responsibilities: Use the knowledge of one's own role and of other professions' roles to appropriately assess and address the health care needs of the patients and populations served.
3. Interprofessional communication: 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.
4. Teams and teamwork: 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.

Though the panel's work was initiated by the six sponsoring professions, the intention is that these competencies will serve as a platform to (1) create a coordinated effort to use the competencies as a framework for curricula in all the health professions, (2) guide professional and institutional curricular development of learning approaches and assessment strategies to achieve productive outcomes, (3) provide the foundation for a lifelong learning continuum in interprofessional competency development across the professions, (4) prompt dialogue to evaluate the “fit” between these core competencies for interprofessional collaborative practice and practice needs/demands, (5) identify opportunities to integrate essential interprofessional learning experiences consistent with current accreditation expectations for each health professions education program, (6) acknowledge that evaluation and research are needed to strengthen scholarship in interprofessional education, (7) offer information to accreditors of educational programs across the health professions that they can use to set common accreditation standards for interprofessional education, and to know where to look in institutional settings for examples of implementation of those standards, and (8) inform professional licensing and credentialing bodies in defining potential testing content for interprofessional collaborative practice.

Through purposeful learning guided by the interprofessional collaborative practice competencies, health professionals will acquire needed knowledge and skills to work together in environments built on mutual respect and shared values, knowledge of each other's roles and responsibilities, and effective communication and teamwork processes. The establishment of these competencies for health professionals provides a transformative direction for improving the health care system.

[**NAZARETH COLLEGE INTERPROFESSIONAL CONFERENCE**](http://www.asahp.org/asahp-newswire/2016/4/18/nazareth-college-interprofessional-conference)

[April 18, 2016](http://www.asahp.org/asahp-newswire/2016/4/18/nazareth-college-interprofessional-conference)

The York Wellness and Rehabilitation Institute at Nazareth College will hold an interprofessional conference, *Innovations in Interprofessional Collaboration: Individual, Community, and Global Engagement* from June 15-17, 2016. The purpose of the conference is to accentuate how a holistic environment promotes true partnerships and advances interprofessional education, practice, research and theory inclusive of diverse settings and populations across the lifespan.

More information can be accessed [here](https://www2.naz.edu/interprofessional-conference).

**Practice Transformation**

Since 2012, Common Ground Health has worked with more than 1,000 clinicians to introduce medical practices in the Finger Lakes to Practice Transformation, a health care innovation model that employs teamwork, care management, data tracking and other evidence based approaches to improve care and reduce costs.

**RRH: WERNER VOICE: Interprofessional Relations**