What are IPE Competencies & Levels of Exposure?

Interprofessional education (IPE) involves intentional teaching and assessment of at least one of the IPE competencies. Sub-competencies of competencies 1-4 can be found [here](#). IPE occurs when students from two or more disciplines learn about, from, and with each other in the context of health outcomes for patients and populations.

**University of Michigan IPE Core Competencies**

1. **Values/Ethics:** 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 those of other professions to appropriately assess and address the healthcare needs of patients and to promote and advance the health of populations.
3. **Interprofessional Communication:** 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.
4. **Teams/Teamwork:** 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.
5. **Intercultural Intelligence:** Understand the role of values and culture in driving decisions and demonstrate the appropriate flexibility necessary in working with others having different values.

[1] Competencies 1-4 are based on the Interprofessional Education Collaborative (IPEC) [Core Competencies for Interprofessional Collaborative Practice](#), 2016 Update.

[2] Competency 5 is based on the University of Michigan’s engaged learning goal, intercultural engagement. [CRLT Occasional Paper](#).

**Levels of Progression Towards IPE Competency:**

- **Exposure (Introduce):** students gain a deeper understanding of their own profession while gaining a preliminary appreciation of the existence of different worldviews and of the roles of other professions
- **Immersion (Reinforce):** Students already have a more advanced knowledge of their professions. They will learn the perspectives and roles of other professions as well as the contributions they can make to patient care.
- **Mastery (Practice):** Students have a clear sense of who they are as practitioners and the role of their professions in the provision of care. They will develop advanced-level critical thinking skills, a high degree of self-reflection, and a deeper understanding of the contributions each profession makes within the health and human service delivery systems.