

Inter-Professional Education: Benefits and Challenges

Mike Rouse

Director, International Services, ACPE

October 22, 2016

PHARMACY

SHAPING THE FUTURE



Overview of Presentation

- Definitions: Interprofessional education (IPE) and collaborative practice (IPCP)
- USA historical perspectives and barriers to IPE
- Current approaches to IPE and overcoming challenges
- Changing accreditation expectations for IPE
- IPE resources

ACPE History, Structure & Operations

- 1932: Established for the accreditation of professional degree programs in pharmacy in USA
- 1975: Accreditation of Continuing Education Providers
- 2011: International Services Program established; international “accreditation,” consultation, training
- 2015: Accreditation of pharmacy technician education and training (with American Society of Health-System Pharmacists, ASHP)
- Autonomous, independent, not-for-profit agency based in Chicago, Illinois, USA
- Recognized by U.S. Department of Education
- Mission to assure and advance quality of pharmacy education

NABP

Regulation



Education

Practice

AACP

APhA

Interprofessional Education

*“When students from two or more professions learn **about, from and with** each other to enable effective collaboration and improve health outcomes.”*

World Health Organization, 2010



Inter-Professional Collaborative Practice (IPCP)

- “When multiple healthcare workers from different professional backgrounds work together with patients, families, caregivers, and communities to deliver highest quality care.” (*WHO, 2010*)
- “A partnership between a team of health professionals and a client in a participatory, collaborative and coordinated approach to shared decision-making around health and social issues.” (*Orchard et al, 2005*)



From Education to Practice ...

“Once students understand how to work inter-professionally, they are ready to enter the workplace as a member of the collaborative practice team. This is a key step in moving health systems from fragmentation to a position of strength.”



World Health Organization (WHO). (2010). Framework for action on interprofessional education & collaborative practice. Geneva: World Health Organization. See http://whqlibdoc.who.int/hq/2010/WHO_HRH_HPN_10.3_eng.pdf.

U.S. Historical Perspectives on IPE and IPCP

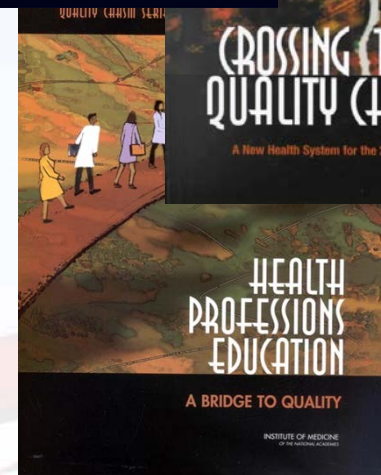
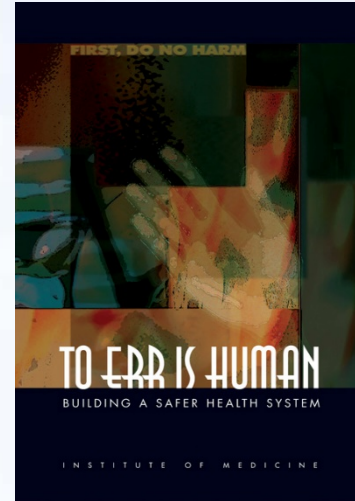
- 1972 report from a U.S. Institute of Medicine (IOM) invitational conference entitled *“Educating for the Health Team”*
- Identified IPE and IPCP as key to providing efficient, effective, comprehensive and personalized care
- Focused recommendations at 3 levels:
 - ➔ Administrative
 - ➔ Educational
 - ➔ Community

U.S. Historical perspectives on IPE and IPCP (cont.)

- Many thought IPE would undoubtedly be the wave of the future
- Years passed with little progress
- Handful of focused “pockets of excellence” developed in inter-professional team-based education and practice
- Many barriers existed against the pursuit of IPE and for maintenance of the status quo

Drivers for Change

- 1999: Institute of Medicine (IOM) Report *“To Err is Human”*
- 2001: IOM Report *“Crossing the Quality Chasm”*
- 2003: IOM Report: *“Health Professions Education: A Bridge To Quality”*
- Unacceptable quality, increased focus on patient safety, and escalating costs facing the U.S. healthcare system
- Revisited IPE



Recommendation #3

Building upon previous efforts, **accreditation bodies** should move forward expeditiously to revise their standards so that programs are required to demonstrate - through process and outcome measures - that they educate students **in both academic and continuing education programs** in how to deliver patient care through a **core set of competencies**. In so doing, these bodies should coordinate their efforts.



IOM Core Competencies (2003)

All clinicians should possess a set of five core competencies:

- Provide patient-centered care
- **Work in interdisciplinary (inter-professional) teams**
- Employ evidence-based practice
- Apply quality improvement
- Utilize informatics

*** ACPE standards noted as one of few in the health professions addressing them

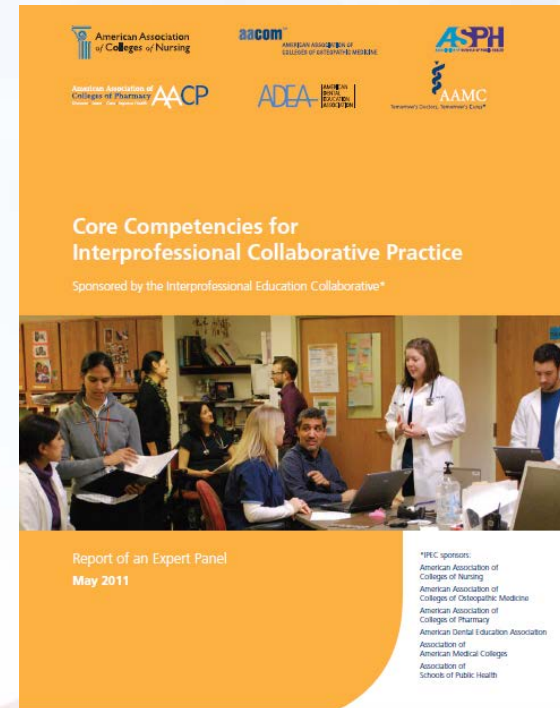
Interprofessional Education Collaborative (IPEC)

- 2009: six national associations of schools of the health professions:
 - ➔ Association of American Medical Colleges
 - ➔ American Association of Colleges of Nursing
 - ➔ American Association of Colleges of Osteopathic Medicine
 - ➔ American Association of Colleges of Pharmacy
 - ➔ American Dental Education Association
 - ➔ Association of Schools and Programs of Public Health
- Promote and encourage constituent efforts to advance inter-professional learning experiences to help prepare future health professionals for enhanced team-based care of patients and improved population health outcomes

IPEC Core Competencies for Inter-Professional Collaborative Practice

To guide curricula development across health professions schools:

- Values/Ethics
- Roles and Responsibilities
- Interprofessional Communication
- Teams and Teamwork



<https://ipecollaborative.org/Resources.html>

Barriers to IPE and IPCP

- Resistance to change/”Where’s the evidence?”
- Lack of leadership (administrative and faculty)
- Crowded curricula
- Scheduling
- Cost factors and few incentives
- Separation of professional programs within a campus and across universities
- Lack of accreditation expectations
- Treating IPE as an “add on” rather than a change in curricular philosophy

Accreditation and IPE

- ACPE mentioned inter-professional collaboration in the Doctor of Pharmacy Standards in 2000
- By 2007, “inter-professional” referred to in 10 of the 30 Standards (e.g., mission, curriculum, resources, etc.)
- Standards 2016 include a separate IPE Standard:
 - ➔ *The curriculum prepares all students to provide entry-level, patient-centered care in a variety of practice settings as a contributing member of an inter-professional team. In the aggregate, team exposure includes prescribers as well as other healthcare professionals.*
- Key Elements address: inter-professional team dynamics, team education, and team practice

Accreditation and IPE

- LCME (Medicine) adopts first IPE standard in 2012
 - ➔ *The core curriculum of a medical education program must prepare medical students to function collaboratively on health care teams that include other health professionals. Members of the health care teams from other health professions may be either students or practitioners.*
- 2014: Health Professions Accreditors Collaborative (HPAC) established with six founding accreditors:
 - ➔ LCME (Medicine)
 - ➔ CCNE (Nursing)
 - ➔ COCA (Osteopathic Medicine)
 - ➔ CEPH (Public Health)
 - ➔ CODA (Dentistry)
 - ➔ ACPE (Pharmacy)



Comparing Accreditation Standards

Journal of Interprofessional Care, 2013, 27: 123–130
© 2013 Informa UK, Ltd.
ISSN 1356-1820 print/ISSN 1469-9567 online
DOI: 10.3109/13561820.2012.718295

informa
healthcare

ARTICLE

Interprofessional education accreditation standards in the USA: A comparative analysis

Joseph Zorek and Cynthia Raehl

Texas Tech University Health Sciences Center, School of Pharmacy, Amarillo, TX, USA

Comparing Accreditation Standards

Rank	Accountable Statements (No.)	Profession (Degree) [Accrediting Body]
1	33	Pharmacy (PharmD) [ACPE]
2	14	Nursing (MSN) [CCNE]
3	13	Nursing (BSN) [CCNE]
4	5	Medicine (DO) [COCA]
5	4	Physical Therapy (MPT & DPT) [CAPTE]
5	4	Public Health (MPH) [CEPH]
6	3	Nursing (DNP) [CCNE]
6	3	Psychology (PhD & PsyD) [APACOA]
7	2	Medicine (MD) [LCME]
7	2	Physician Assistant (variable) [ARC-PA]
8	1	Dentistry (DDS) [CDA]
8	1	Occupational Therapy (MOT) [ACOTE]
8	1	Occupational Therapy (DOT) [ACOTE]
9	0	Nursing (Practical – LPN, LVN) [NLNAC]; Nursing (Diploma – LPN) [NLNAC]; Nursing (Associate – ADN) [NLNAC]; Nursing (Associate – ADN) [NLNAC]; Nursing (MSN) [NLNAC]; Nursing (DNP) [NLNAC]; Social Work (BSSW & MSW) [CSWE]

Current Status of IPE and IPCP

Focused pockets of excellence in both

- Education

- ➔ Didactic

- Focus on introduction to IPEC competencies
 - Need for “about, from and with”
 - Courses with common expectations: e.g., ethics or US health system and finances

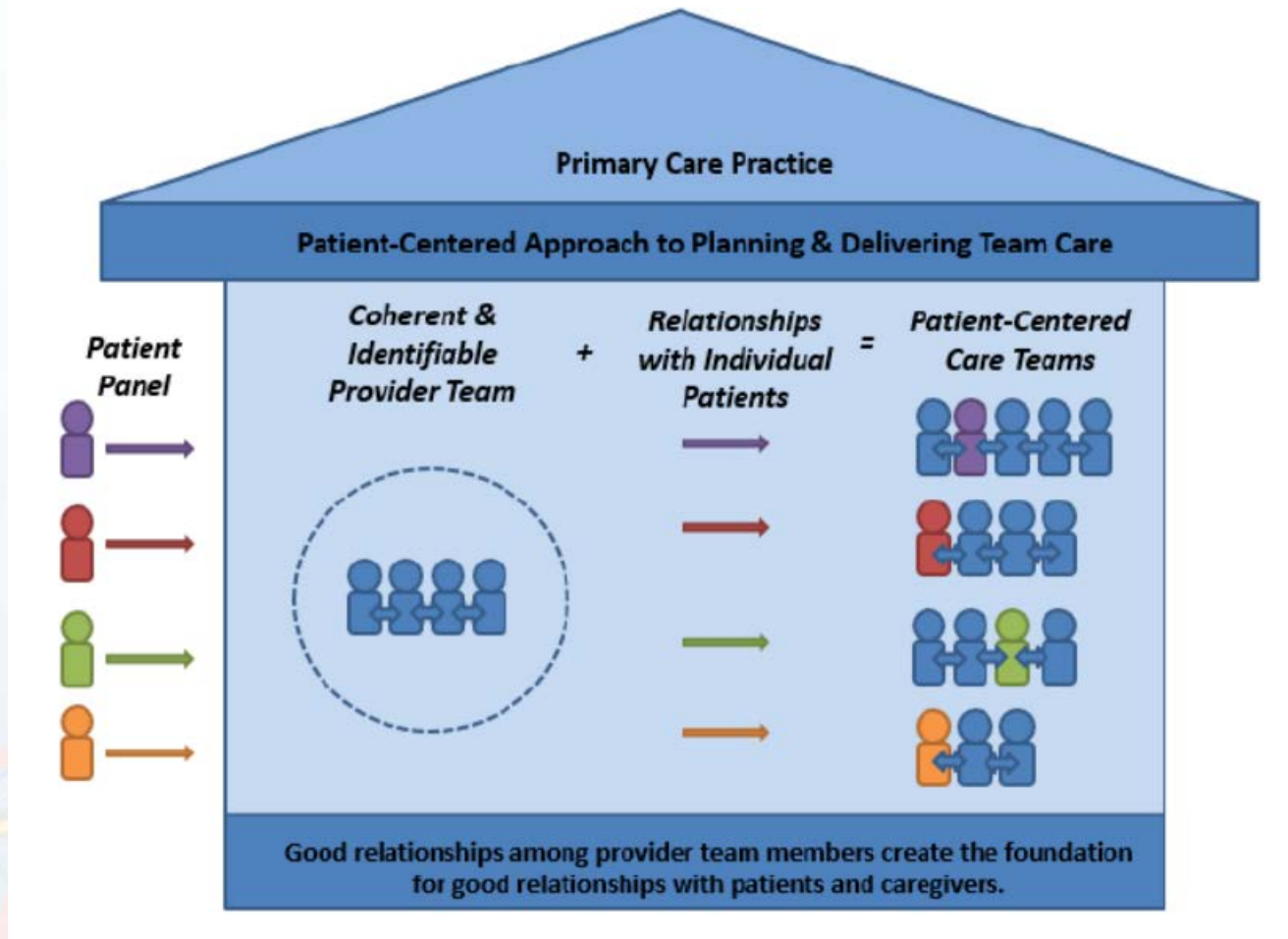
- ➔ Simulation

- Mannequins or standardized patients

- ➔ Experiential

- Practice – changes in healthcare financing promoting IPCP

Conceptual Blueprint for the Provision of Patient-Centered Team-Based Care



<https://pcmh.ahrq.gov/page/creating-patient-centered-team-based-primary-care#fig1>

IPE and IPAC Resources

- **IPEC**

<https://ipecollaborative.org/Resources.html>

- **IOM**

www.iom.edu/reports

- **American Association of Medical Colleges**

www.mededportal.org



***Thank you for your
attention!***



Contact ACPE International Services

- By phone: +1 (312) 327-8207 (Mike Rouse direct)
- By phone: +1 (312) 327-8217 (Ms. Silvi Kastrati direct)
- By phone: +1 (312) 664-3575 (ACPE general line)
- By fax: +1 (312) 664-4652
- By e-mail:
Mike Rouse - mrouse@acpe-accredit.org
Ms. Silvi Kastrati - skastrati@acpe-accredit.org
Web site: www.acpe-accredit.org
- By mail: 135 South LaSalle Street, Suite 4100, Chicago, Illinois, 60603-4810, USA