

Structure and Process for Interdisciplinary Education

Janet H. Davis, MBA, PhD, RN

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- ◉ Janet H. Davis MBA, PhD, RN
 - ◉ Objectives:
 - ◉ Critique accreditation definitions of curriculum
 - ◉ Review content analysis results for CHEA health related accrediting agencies
 - ◉ Identify interdisciplinary curriculum standards
 - ◉ Review findings for structure and process requirements
 - ◉ The author has no significant financial or other conflicts of interest pertaining to the presentation
 - ◉ The author's employer, Northwestern College, provided release time for the presentation.

Interprofessional Education

- ◉ Interprofessional education is a necessary step in preparing a “collaborative-ready” health workforce (WHO, 2008)
- ◉ The classic definition: When (students from) two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes (WHO, 2010).
- ◉ May be operationally defined as interdisciplinary or multidisciplinary

Programmatic/Specialized Accreditation


Drives Expectations

- ◉ One of the most widely established evaluation processes
- ◉ Common for “first professional degree” programs
- ◉ Programs must meet specified standards of quality
- ◉ May be voluntary or mandated for the practice credential

Programmatic/Specialty Accreditation

Proxy for Profession's Values

- ◉ Intensive Process:
- ◉ Programmatic self-study with faculty involvement
- ◉ On-site evaluation by a team of peers and practitioners
- ◉ Summary evaluation report
- ◉ Responses by the program
- ◉ Accreditation actions and recommendations



Scope of Study Council for Higher Education Accreditation (CHEA)

A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations



CHEA

- ◉ Primary national voice for accreditation and quality assurance to the US Congress and US Department of Education
- ◉ Voice for accreditation to the general public, opinion leaders, students and families
- ◉ A representative of the US accreditation community to international audiences

CHEA Health Related Organizations

- ◉ 23 human health related accrediting organizations including:
- ◉ Accreditation Commission for Audiology Education
- ◉ Commission on Osteopathic College Accreditation
- ◉ Commission on Accreditation for Respiratory Care
- ◉ Council on Social Work Education
- ◉ Psychological Clinical Sciences Accrediting System

Standards

Resources: Curriculum

- ◉ Each agency adapts language to specific context and process.
- ◉ Definitions:
- ◉ Arrangements of instructional materials
- ◉ Course of study
- ◉ Cultural training
- ◉ Planned engagement of learners
- ◉ The subject matter that is taught

Round One: Key Words



- ◉ Multidisciplinary – found in 2 standards
- ◉ Interdisciplinary – found in 3 standards
- ◉ Interprofessional – found in 6 standards

Results: Curriculum



- ◉ Anesthesia Technology
- ◉ Counseling
- ◉ Dietetics
- ◉ Medicine
- ◉ Nurse Anesthesia
- ◉ Nursing
- ◉ Optometric Education
- ◉ Pharmacy Education
- ◉ Physical Therapy
- ◉ Physician Assistant
- ◉ Podiatric Education

Results: “Multidisciplinary” in Curriculum

- ◉ Commission on Accreditation of Allied Health Education Programs Anesthesia Technology – “collaborates with **multidisciplinary** care team”
- ◉ Liaison Committee on Medical Education – “**multidisciplinary** content areas”

Results: “Interdisciplinary” in Curriculum

- ◉ Accreditation Council for Education in Nutrition and Dietetics – “participate in **interdisciplinary** learning activities”
- ◉ Commission on Accreditation in Physical Therapy Education – “involvement in **interdisciplinary** care”
- ◉ Council for Accreditation of Counseling and Related Educational Programs – “members of an **interdisciplinary** team”

Results: “Interprofessional” in Curriculum

- ◉ Accreditation Commission for Education in Nursing – “curriculum and instructional processes reflect . . . **interprofessional** collaboration. . . “
- ◉ Accreditation Council for Pharmacy Education – “promotes development of **interprofessional** learning”
- ◉ Accreditation Review Commission on Education for the Physician Assistant – “curriculum must include instruction in **interprofessional** patient-entered teams”
- ◉ Accreditation Council on Optometric Education – “function effectively within **interprofessional** environments”

Results: “Interprofessional” in Curriculum

- ◉ Council on Podiatric Medical Education – “member of an **interprofessional** team”
- ◉ Council on Accreditation of Nurse Anesthesia Educational Programs – “facilitates intraprofessional and **interprofessional** collaboration”

Standards: Structure and Process Gaps

- ◉ Advisory Board membership
- ◉ Dean's responsibilities
- ◉ Faculty credentials

Conclusion



- ◉ Collectively, US health profession graduates are not required to complete interdisciplinary education and therefore may not be prepared for interdisciplinary practice
- ◉ Support structures for interprofessional education are missing from accreditation standards for institutional commitment, curriculum, resources, program evaluation, faculty and students.

Recommendations



- ◉ Accreditation, a quality monitoring process for education, must provide consistent messages about interdisciplinary education
- ◉ Powerful tools for ensuring interdisciplinary education would be structure and process mandates in programmatic accreditation

Selected References



- ◉ Core competencies for interprofessional collaborative practice (Interprofessional Education Collaborative Practice, 2011)
- ◉ Core principles and values of effective team-based health care (IOM, 2012)
- ◉ Interprofessional collaboration: Three best practice models of interprofessional education (Medical Education Online, 2011)



THANK YOU

Janet H. Davis MBA, PhD, RN
Dean of Nursing, Violet L. Schumacher School of Nursing
Northwestern College
7725 South Harlem Avenue
Bridgeview, Illinois
drjhd@comcast.net (773) 771-6364