Aspire to Inquire: Launching a Joint Accreditation Application for Interprofessional Continuing Education

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Presentation Outcomes

- At the conclusion of the presentation participants will be able to:
  - List the attributes of Interprofessional continuing education (IPCE).
  - Identify the eligibility criteria for Joint Accreditation (JA).
  - Describe the application process for Joint Accreditation (JA) for IPCE.
  - Describe the context of learning objectives & evaluation measures for IPCE.
  - Identify the successes and opportunities from one academic medical center’s JA application journey.

Definition of Interprofessional Continuing Education (IPCE)

- According to the World Health Organization (WHO):
  - Interprofessional education is an action that "occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.”

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Attributes of Interprofessional Continuing Education (IPCE)

- Provides ability to share skills and knowledge between professionals (Begley et al., 2011)
- Allows for enhanced understanding, shared values, & respect for roles of other healthcare professionals (Begley et al., 2011)
- Creates a learning environment that develops an interprofessional, team-based approach in delivering safe, high quality care to improve patient outcomes (Fonzo & Vito, 2017)
- Improving communication and collaboration by an interprofessional team leads to better patient care delivery (Book et al., 2013)

Joint Accreditation: Why It Is Important

- National and international health leadership organizations identify interprofessional continuing education (IPCE) and team-based care as a critical component of healthcare improvement.
- The Institute of Medicine’s IOM seminal 2003 report titled Health Professions Education: A Bridge to Quality stated that health professionals need to “cooperate, communicate, and integrate care in teams to ensure that care is continuous and reliable.”
- Joint Accreditation promotes interprofessional continuing education leading to improvements in healthcare delivery and better patient outcomes.

First, there was a ....

Penn Medicine is comprised of the University of Pennsylvania’s Perelman School of Medicine, 5 acute care hospitals, a primary care provider network, 7 outpatient multi-specialty satellite services, home care / hospital services, and a rehabilitation center.

The interest in IPCE grew out of our strong emphasis on quality and patient safety.

This initiative was embraced by the highest levels of Penn Medicine’s educational and clinical leadership.
Aligning the Stars – Creating a Shared Vision for Patient Safety

- Chief Medical Officer & Chief Nursing Officers (CMOs/CNOs) Alliance at UPHS began in 2006 creating a shared vision for patient safety.

- Their work resulted in the "Blueprint for Quality and Patient Safety" launched in 2007
  - This framework drove improvements in clinical care, safety, and the patient experience.

- Unit-Based Clinical Leadership (UBCL) teams operationalized this framework promoting an interprofessional approach to patient safety and quality of patient care.
  - Teams included a nurse leader, a physician, a CNO, & a quality-safety manager.

Aligning the Stars:
Formalizing the Interprofessional Continuing Education Structure

- Collaboration with the Penn Medicine Nursing PSNA
  - Approved Provider Unit (APU) & the U of Penn Perelman School of Medicine – Office of Continuing Medical Education (CME)

- IPCE structure formalized by: the Corporate Director of Nursing Professional Development and Innovation, Penn Medicine Nursing & the Director of the U of Penn - Office of CME

- Joint Accreditation was embraced by the institution's clinical and educational leadership focusing on 2 disciplines initially: Medicine and Nursing.

Our Journey Begins... Heading Towards Joint Accreditation

- Eligibility Criteria:
  - There is a structure and process to plan and present education designed by and for the healthcare team that is intact and functional for at least the past 10 months.

  - At least 25% of all continuing education activities developed by the organization during the past 11 months are deemed as "cross-professional" and demonstrates an integrated planning process which includes health care professionals from 2 or more professions who are reflective of the large audience the activity is designed to address.

  - The organization engages in the Joint Accreditation process demonstrating compliance with the criteria for joint accreditation & if currently accredited, any associated accreditation policies required by ACCME, ACPE, & ANCC.
Steps to Forging the Joint Accreditation Trail – Joint Accreditation Criteria (JAC) 1 – 13

• Achieving the JAC:
  - JAC 1: U of Penn Continuing Education Mission
    - Crafted a new mission statement for IPCE at Penn Medicine
  - IPCE Advisory Council
    - Mentors include: Vice President of Medicine, the Provost, the Dean, Chairs of Leadership, and Directors of Education.
    - Director of CME & Associate Dean for Planning & Professor of Pain Practice
    - Provides strategic guidance to the leadership of IPCE programs
    - Provides perspectives on programmatic needs
    - Develops goals and resources across the institution
    - Provides educational resources for educational activities to support IPCE
  - IPCE Education Committee
    - Members include: Co-Directors of IPCE, Clinical Nurse Planner, an IPCE Coordinator, an Education Specialist, and an Accreditation Specialist

Steps to Forging the Joint Accreditation Trail

• Achieving the JAC: Our Initial Steps
  - Reviewed requirements exploring feasibility for JA for IPCE
  - Addressed concerns with accreditation bodies – were we ready?
  - Studied similar efforts in other academic medical centers
  - Meetings held with Penn Medicine’s leadership in 2016 receiving support to move forward with project
  - Reviewed planned continuing education activities for the next 18 months to ensure 25% were IPCE (January 2015 – June 2016)

Steps to Forging the Joint Accreditation Trail

• We are Up and Running – Our Initial Steps
  - Created an action plan: IPCE concentrated on disciplines of nursing and medicine
  - Education Committee attended formal training – Joint Accreditation Summit, Chicago, IL
  - Reviewed planned CE activities for the ensuing 18 months ensuring 25% were IPCE
  - Reviewed program planning & certification forms for review and revision
  - Added the compilation of CME/CNE language to all online/offline templates
Steps to Forging the Joint Accreditation
Trail

• **We are Up and Running – Continuing Steps**
  - Trained 130 Penn Medicine program coordinators on the new IPCE application process
  - Set up a revised Learning Management System (LMS) for the JA framework
  - Education Committee held weekly meetings performing program content reviews & activity planning for jointly developed CE activities
  - Completed the JA milestones

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Steps to Forging the Joint Accreditation
Trail

• **Completing the JA Milestones**

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Submission Date</th>
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<tbody>
<tr>
<td>Organizational Intent to Apply</td>
<td>6/12/2016</td>
</tr>
<tr>
<td>Submission of eligibility review fee</td>
<td>7/1/2016</td>
</tr>
<tr>
<td>Provider informed of eligibility decision</td>
<td>8/1/2016</td>
</tr>
<tr>
<td>Submission of Provider CE Activity List</td>
<td>8/12/2016</td>
</tr>
<tr>
<td>Application Fee</td>
<td>9/12/2016</td>
</tr>
<tr>
<td>Provider informed of activity files for review</td>
<td>10/15/2016</td>
</tr>
<tr>
<td>Provider deadline to submit:</td>
<td>11/15/2016</td>
</tr>
<tr>
<td>Self-study Report</td>
<td>11/10/2016</td>
</tr>
<tr>
<td>Activity files for review</td>
<td>12/10/2016</td>
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<tr>
<td>Self-study Report interview with Joint Accreditors</td>
<td>1/10/2017</td>
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<tr>
<td>Meeting between the Joint Accreditors</td>
<td>June, 2017</td>
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<td>Provider notification of decision</td>
<td>July 31, 2017</td>
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Steps to Forging the Joint Accreditation
Trail – JA Milestones

• **Penn Medicine’s:**
  - CE Activity List
    - 1000 CMS/CME activities were submitted
    - 27% were deemed IPCE
  - 9 Program activity files selected for review
  - Self-study Report
    - Consisted of 145 narrative pages
    - 9 Program activity files were added as addendums to the report
  - Meeting with Joint Accreditors
    - 40 minute discussion via conference call included the IPCE
      Education Committee, CDO, & CMO at Penn Medicine
    - Review of self-study report

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We Blazed the JA Trail

Our

Includes:
- Increasing collaborative efforts with Penn Medicine Nursing & U PM
- Anonymizing the promotion of strategic PCE programs jointly planned
- Developing a Program Planning Document, Electronic Form, and Evaluation Form for PCE
- Distributing an online evaluation connected to the program certificate of completion
- Stimulating coalition of fluid pathways across health professions
- Supporting Penn Medicine's efforts in QI and patient safety across professions
- Enhancing budgetary support for Joint Accreditation

We Blazed the JA Trail

The Challenges encountered are:

- Increasing the promotion of PCE programs jointly defined and planned;
- Cultivating a mutual language between CNE and CME continuing education activities;
- Breaking down hierarchical silos between medicine and nursing keeping IPCE as a focus for all;
- Ensuring the target audience is represented in the program planning process;
- Validating resource and costs;
- Developing evaluation strategies to include measurement of the team's performance (i.e., open-ended questions: "How does your learning from this program affect the team?", "What was the impact on the team?")

We Blazed the JA Application Trail – What is Next?

Our...

Includes:
- Increasing the number of PCE CME activities
- Faculty training development in PCE
- Increasing grant support for PCE for health professions
- Educational design resources
- Promoting research in education and QI across interprofessional disciplines
- Employ sound teaching methodologies and assessment strategies
- Crafting curriculum approaches for team-based learning for local, regional, national, and international learners
A Resource: Penn Medicine’s Website

- http://www.pennmedicineonline.com

Conclusion – Two Concepts for Reflection

• AAPI – Always Anticipate Positive Intent
  - Complete University, Health Sciences Continuing Education

• Keep your mantra in focus:
  • By the Team – for the Team!

References
