



JOINT ACCREDITATION™
INTERPROFESSIONAL CONTINUING EDUCATION

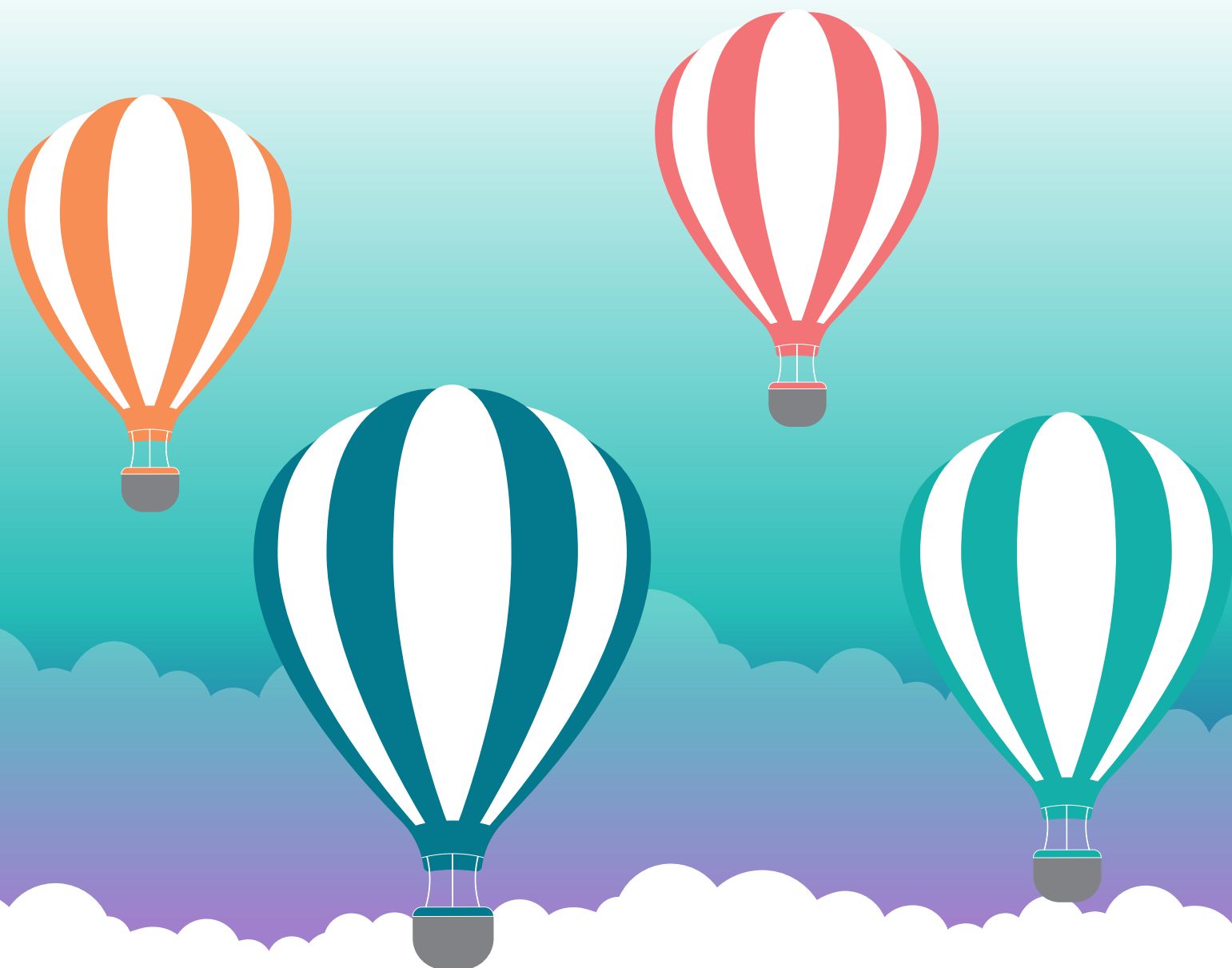
The Accreditation Council for Continuing Medical Education (ACCME®)

The Accreditation Council for Pharmacy Education (ACPE)

The American Nurses Credentialing Center (ANCC)

2022 Joint Accreditation Leadership Summit

Climbing Higher with IPCE





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Introduction

On September 29-30, 2022, more than 240 participants consisting of interprofessional continuing education (IPCE) professionals, representing 93 jointly accredited organizations, joined together during the eighth annual Joint Accreditation Leadership Summit.

The Summit was convened by the three accreditors that cofounded Joint Accreditation: the Accreditation Council for Continuing Medical Education (ACCME®), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC).

For the third consecutive year, the Summit was held in a virtual format, allowing participants to tune in from their offices or desired locations across the country. Over the course of two days, our community of jointly accredited providers gathered via Zoom for enriching discussion on the future of IPCE and the power of collaboration. Bringing together leaders of accredited education, the Summit explored strategies to elevate the value and impact of IPCE and fostered discussions on building and sustaining a team.

29%
Increase in
participants
from 2021

BREAKOUT ROOM TOPICS:

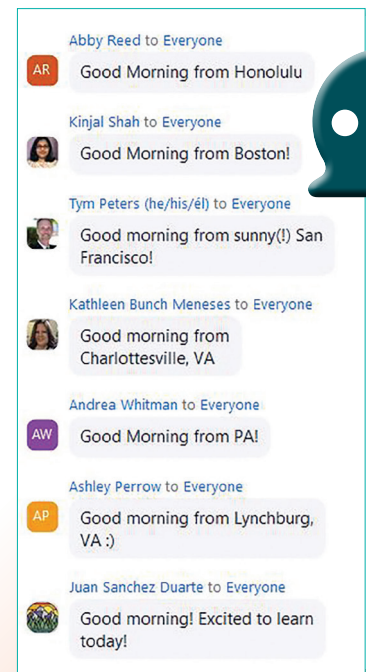
- Travel & Outdoor Adventures
- Pets and Animals
- Education Tips and Tricks
- Bookworms
- Movie and TV Buffs
- Work-Life Balance
- Open Discussion

Throughout the Summit, participants joined conversations on effective collaboration; team-based assessment; strategies for incorporating diversity, equity, and inclusion principles into IPCE; how to use the Joint Accreditation Program and Activity Reporting System (JA-PARS); and lessons learned from achieving Joint Accreditation with Commendation. New in 2022, we debuted peer-led sessions, proposed and led by our inspiring community of IPCE professionals.

Some of the most memorable connections and rewarding conversations stemmed from casual lunch or break conversations.

In an effort to recreate these impromptu chats in a virtual setting, we offered several topic-focused breakout rooms during the lunch hour, where participants were able to suggest conversation topics and join a breakout room based on their interests.

Our IPCE community continues to expand! We were joined by CE professionals from across the country and world, reminding us of the value of bringing together colleagues from different regions and backgrounds.

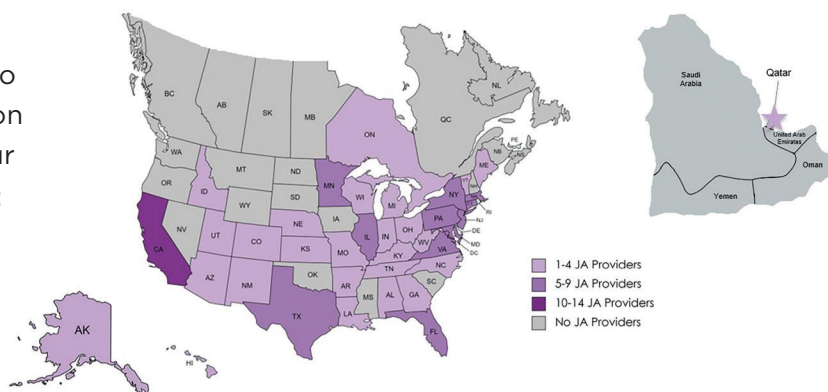


Our Growing Community

Since its inception in 2010, Joint Accreditation for Interprofessional Continuing Education has continued to see tremendous growth and expansion across health professions. To date, our IPCE community has grown to include:

- 10 professions
- 130+ accredited organizations
- 56,000 educational activities each year
- 23 million interactions with healthcare professionals each year

GEOGRAPHIC DISTRIBUTION OF JOINTLY ACCREDITED ORGANIZATIONS



What is the definition of interprofessional continuing education (IPCE)?

IPCE is when members from two or more professions learn with, from, and about each other to enable effective collaboration and improve health outcomes. (ACCME, ACPE, ANCC, 2015)

Opening Keynote: Building and Sustaining the Team

This session explored tenets for fostering and maximizing team effectiveness, how these concepts are applied in other professional contexts such as athletics, and how to incorporate these principles in IPCE programming. The discussion was moderated by Kathy Chappell, PhD, RN, FNAP, FAAN, Senior Vice President, American Nurses Credentialing Center, Co-founder, Joint Accreditation.

Featured speakers:

- Eduardo Salas, PhD, Allyn R. & Gladys M. Cline Chair, Department Chair, Psychological Sciences, Rice University
- Candice Storey Lee, EdD, Vice Chancellor for Athletics and University Affairs and Athletic Director, Vanderbilt University

How do we transform a team of experts into an expert team?

Dr. Eduardo Salas began the discussion by underscoring the importance of measuring the success of a team in order to make necessary changes to improve the team's performance. To better understand how a successful team functions, Dr. Salas outlined the key characteristics of effective teams, including:

- Developing clear roles and responsibilities.
- Following guidance from a team leader who promotes, develops, and reinforces the other team members.
- Fostering psychological safety and mutual trust amongst team members.
- Creating team norms and performance conditions, which are clear, known, and appropriate to all team members.
- Facilitating a shared understanding of the task, mission, and goals.
- Engaging in frequent huddles and debriefs to identify issues and implement corrections if needed.
- Setting clear expectations and priorities.
- Promoting efficient information sharing and clear communication.
- Reflecting supportive organizational conditions in organization-wide policies and procedures.



It's important to not only teach clinical skills to healthcare professionals but to also promote education that fosters teamwork skills."

- Eduardo Salas, PhD,
Allyn R. & Gladys M. Cline Chair,
Department Chair, Psychological
Sciences, Rice University



Dr. Salas posed to participants, "Is your team engaging in **mutual performance monitoring**?" Effective teammates have strong peripheral vision—they have ongoing awareness of their surroundings, how teammates are feeling, and how the team is performing. If a teammate is feeling overwhelmed, mutual performance monitoring offers the opportunity to identify the challenge, step in to assist, and change the strategy moving forward.



You must be willing to stretch, learn, and grow to be what the team needs you to be.”

- Candice Storey Lee, EdD,
Vice Chancellor for Athletics
and University Affairs and
Athletic Director, Vanderbilt
University



Case Study: Teamwork in Athletics at Vanderbilt University

As Vice Chancellor for Athletics and University Affairs and Athletic Director at Vanderbilt University, Dr. Candice Storey Lee shared insights into how her organization fosters effective teams. This approach involves:

- Identifying a clear mission and vision.
- Outlining core brand beliefs and values.
- Setting clear expectations and behaviors for team members.

Embracing Your Role on the Team

In building and sustaining an effective team, it's important to reinforce that every team member is equally important in achieving the shared mission. In Dr. Lee's work, she noted that the administrative assistant for the athletics department is just as important as the basketball team's head coach; both team members have their own distinct skills that set the team up for success. It is also crucial to ensure team members' understand the “why” behind their roles on the team; once people understand how their job is connected to achieving the shared goal, they are more likely to work collaboratively and efficiently, and prosper on the team.



Tip: Be clear about the expectations of your team and offer resources to fulfill these expectations.

Innovate and Collaborate: Peer-Led Sessions

For the first time in 2022, we invited our inspiring community of CE professionals to propose and lead sessions throughout the Summit. These sessions covered a wide range of topics, including efforts to address principles of diversity, equity, and inclusion (DEI) in IPCE programming, lessons learned in applying for or achieving Joint Accreditation with Commendation, success stories related to meaningful evaluation of change for the team, engaging ways to promote team-based education to learners, and innovative strategies to plan and deliver team-based education. Discover key takeaways from the peer-led sessions below.

Have questions or ideas about topics raised during the Summit? Share your feedback with your jointly accredited colleagues! Our growing community of IPCE leaders are happy to support your continued engagement and professional development.

Assessing the “Team” Factor, Can We Do it Better?

This session was led by:

- Sarah Nisly, PharmD, MEd, BCPS, FCCP, Vice President, Outcomes and Clinical Impact, Clinical Education Alliance
- Tina Stacy, PharmD, FACEHP, BCOP, CHCP, Chief Strategy Officer, Clinical Education Alliance

Key takeaways:

- Interprofessional collaboration can improve patient outcomes, work culture, and job satisfaction, and there are many tools to assess the impact of interprofessional collaboration.
- Purposeful program design should align with assessment of key categories of interprofessional collaboration (e.g. communication).

Creation and Use of DEI Toolkit for Educators

This session was led by:

- Laura Werts, MEd, MS, CMP, Director, Cincinnati Children's Hospital Medical Center
- Yemisi Jones, MD, MEd, FAAP, FHM, Medical Director, Continuing Medical Education, Cincinnati Children's Hospital Medical Center

Key takeaways:

- Engaging interprofessional and collaborative efforts early in the development process will help create better DEI resources and identify champions to assist in the promotion of these materials.
- Resources exist both internally and externally to help develop DEI resources for use in CE programming.

Integrating Diversity, Equity, and Inclusion (DEI) Resources into Your Continuing Education Program

This session was led by:

- Barbara Anderson, MS, Director, Office of Continuing Professional Development, University of Wisconsin-Madison School of Medicine and Public Health
- Marianna Shershneva, MD, PhD, CPD Evaluation and Assessment Specialist, Office of Continuing Professional Development, University of Wisconsin-Madison School of Medicine and Public Health

Key takeaways:

- Jointly accredited providers are seeking strategies to develop inclusive learning environments and to address DEI in their accredited activities. One starting point is utilizing a provided toolkit that offers multiple strategies which can be implemented independently or collectively.
- Barriers to making changes to programs include securing leadership support, seeing the incorporation of tools as “one more thing to do,” and ensuring the accreditation team receives appropriate training and support.

Meaningful Engagement of Patients and Students in IPCE: Achieving Commendation

This session was led by:

- Christine Arenson, MD, FNAP, Director, National Center for Interprofessional Practice and Education Office of ICPD
- Angela Wilson, MPH, Interprofessional Continuing Education Manager, National Center for Interprofessional Practice and Education Office of ICPD

Key takeaways:

- Planning ahead was key for the National Center’s Commendation journey. The team set out to achieve Commendation in 2019 when the Criteria were announced, giving them approximately two years to organize and submit materials for reaccreditation in June 2021.
- It’s important to identify Criteria that align with your organization’s mission. For example, JAC 13 and JAC 14 aligned well with the National Center’s work in engaging patients and learners at all levels, which set them up to tell a compelling story during reaccreditation. Organizations that don’t have direct access to students and/or patients may build engagement through organizational partnerships, network building and recruitment, and factoring compensation and onboarding into activity budgets and timelines.

Success Stories Related to Meaningful Evaluation of Change for the Team

This session was led by:

- Lisa Alexander, RN, Training Specialist, Office of Connected Care/Telehealth Services, Veterans Health Administration (VHA)
- Guercie Jean-Baptiste, Accreditation Program Manager, VHA
- Rita Kobb, Telehealth Training Team Lead, Connected Care Quality & Training, VHA

Key takeaways:

- The VHA's quality process, shared by the Connected Care Quality & Training team, can be replicated at other organizations. This process includes reviewing objective learner and/or patient satisfaction data to demonstrate the strategic impact of IPCE.
- Capturing objective data and using Microsoft Power BI's high-caliber visualizations of activity metrics and satisfaction can be useful tools in the evaluation of the healthcare team. These metrics can be utilized to identify successes and areas for improvement.

Sustaining IPCE in a World of Silos: A Case Study

This session was led by:

- Robert Bing-You, MD, MEd, MBA, Program Director, MaineHealth
- Sue Rose-Norfleet, EdD, MPH, Program Manager, MaineHealth

Key takeaways:

- One barrier for jointly accredited providers is securing leadership buy-in for IPCE. This session explored innovative strategies for engaging the team, highlighting one group that leveraged their change management team to increase organizational buy-in.
- Jointly accredited providers are eager to collaborate with and learn from one another.

Utilizing Effective Collaboration & Partnerships in Planning New Learning Formats for IPCE Programs

This session was led by:

- Jordan Cannon, MS, Senior Director, Professional Programs and Member Engagement, National Kidney Foundation
- Kathryn Troy, MPH, Senior Director, Continuing Education, National Kidney Foundation

Key takeaways:

- Outline a plan to develop an interprofessional planning committee and establish roles, responsibilities, and goals for the committee.
- Utilize the National Kidney Foundation's planning model as a process to create a podcast for your learners.

Special Topic Sessions

Exploring Interprofessional Shared Governance in Healthcare

During the session, “Collaboration: Climbing Higher Together,” participants engaged in a deeper dive into interprofessional shared governance and how this concept can be applied within healthcare teams. This session was led by:

- Jennifer Graebe, MSN, RN, NEA-BC, Director, Nursing Continuing Professional Development and Joint Accreditation Program, American Nurses Credentialing Center
- Sierra Powell, Manager of Accreditation Services, Association of Regulatory Boards of Optometry’s Council on Optometric Practitioner Education (ARBO/COPE)

Interprofessional shared governance (IPSG) is a framework that flattens the power distribution and decision making across the team. The power is redirected from historical patriarchal roles and redistributed to team members who are implementing the practices and working directly in patient care.

The IPSG model creates an environment where the **responsibility and accountability for work are mutually shared** across each professional on the team. IPCE is an evidence-based approach to foster and bolster collaborative practice through IPSG.



Individuals are motivated when they see themselves as a critical member of the team that can make an impact.”

-Jennifer Graebe, MSN, RN, NEA-BC, Director, Nursing Continuing Professional Development and Joint Accreditation Program, American Nurses Credentialing Center



Research has demonstrated that IPSG impacts job satisfaction, recruitment and retention, and patient outcomes.

To implement IPSG, teams may consider:

- The issue and type of organization.
- Team member roles and responsibilities.
- Previous issues at the organization and the effectiveness of prior actions taken by organizational leadership.
- Organizational culture related to collaboration.

Leveraging Joint Accreditation Criteria to Achieve Strategic Goals

ACCME's Dion Richetti, Vice President of Accreditation and Recognition, led a discussion on compliance with the Standards for Integrity and Independence in Accredited Continuing Education and best practices for achieving Joint Accreditation with Commendation.

The Standards for Integrity and Independence in Accredited Continuing Education were released in December 2020 and went into effect on January 1, 2022, replacing the Standards for Commercial Support. All providers jointly accredited providers are expected to comply with the Standards. The newly evolved Standards reflect the values of the continuing education community and have been adopted by eight accrediting bodies representing multiple health professions, including:

- Accreditation Council for Continuing Medical Education (ACCME)
- Accreditation Council for Pharmacy Education (ACPE)
- American Academy of Family Physicians (AAFP)
- American Academy of Physician Associates (AAPA)
- American Nurses Credentialing Center (ANCC)
- American Osteopathic Association (AOA)
- Association of Regulatory Boards of Optometry's Council on Optometric Practitioner Education (ARBO/COPE)
- Joint Accreditation for Interprofessional Continuing Education

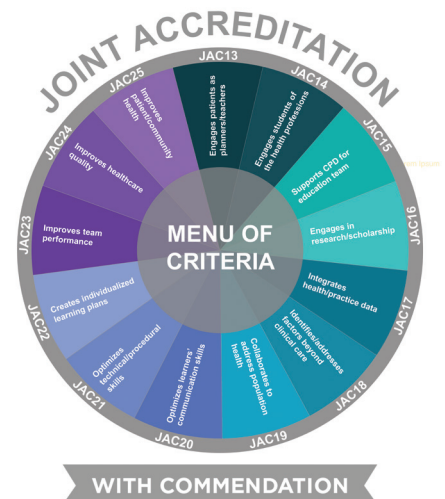
For more information on the Standards, including resources, case scenarios, and frequently asked questions, please visit www.jointaccreditation.org/standards-resources.

Striving for Joint Accreditation with Commendation

To achieve Joint Accreditation with Commendation, jointly accredited providers must demonstrate compliance with Joint Accreditation Criteria 1-12 and 7 of the 13 Commendation Criteria. This menu approach creates flexibility, reflects the diversity of the IPCE community, and offers a pathway for all provider types to achieve Commendation.

Here are key questions to ask when thinking about achieving Commendation:

- Are you focusing on the strengths of your program? What are you already doing that might meet the expectations of the Joint Accreditation Commendation Criteria?
- Where would you like your program to grow?
- What are your organization's priorities?
- What is your IPCE mission?
- Can you identify any opportunities to meet multiple criteria with the same activities or efforts?
- Have you reviewed the Critical Elements and Standards for Compliance to ensure you meet the expectations?



We are pleased to recognize six jointly accredited providers that achieved Joint Accreditation with Commendation in 2022:

- **Ascension**
- **Echo Institute**
- **Harvard Medical School**
- **The Medical Educator Consortium**
- **Medscape**
- **Rutgers Biomedical and Health Sciences**

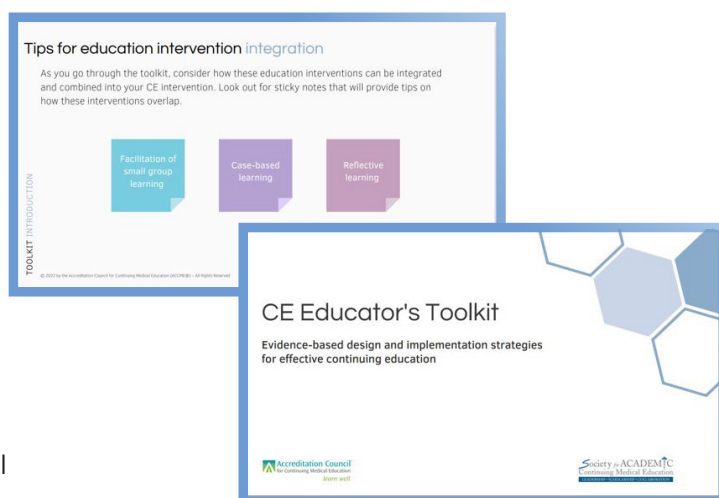
Since the launch of the Commendation Criteria in 2020, there are 13 jointly accredited providers who have achieved Joint Accreditation with Commendation. For more information about Joint Accreditation with Commendation, please visit www.jointaccreditation.org/commendation.

Implement New Learning Strategies with the CE Educator's Toolkit

This session, led by Steve Singer, PhD, Vice President of Education and Outreach, ACCME, offered a deep dive into the CE Educator's Toolkit, a resource developed by the Society for Academic Continuing Medical Education (SACME) through an ACCME research grant.

The CE Educator's Toolkit is a new resource designed to equip educators with best practices and guidelines to deliver effective CE. Following a review of academic literature and discussions with experts in CE, the following education interventions were identified and explored in the toolkit:

- **Small-group learning:** Promotes self-esteem and participation, introduces the learner to a range of perspectives and feedback, and supports the development of social, communication, and leadership skills.
- **Case-based learning:** Fosters critical thinking through the use of real-world scenarios and promotes collaboration and interprofessional learning through inquiry-based approaches.
- **Reflective learning:** Supports self-awareness, facilitates lifelong learning, and identifies individual learning gaps and areas for improvement.
- **IDEA principles:** Considers your learners' demographics, experiences, learning preferences and needs, and professional backgrounds.



The toolkit also offers mini-case scenarios, guiding questions, and evaluation tools for tracking your learners' progress. Additional resources on how to leverage the toolkit will be available in the coming months. This toolkit may be used, distributed, or presented for non-promotional educational purposes with attribution. Learn more at www.accme.org/ceeducatorstoolkit.

Explore the World of Digitized CE in JA-PARS

During this session, ACCME's Marcie Bonilla, Director, Data Products and Collaboration Programs, and ACPE's Steve Janis, Director of Information Technology, offered an overview of Joint Accreditation's Program and Activity Reporting System (JA-PARS) and discussed key features for reporting activities and CME/MOC credit data.

Did You Know...

By entering activity and learner credit data in JA-PARS, you can:

- Increase the visibility of your IPCE and CME/CE activities and reach a wider audience of learners by selecting to display them on www.CMEPassport.org.
- Reinforce the value of your activities to learners and other stakeholders by reporting CME credit data for physicians and pharmacy credit data for pharmacists and pharmacy technicians.
- Decrease your learners' reporting burden, giving them more time to focus on patient care.
- Reduce your workload responding to queries and certificate requests.
- Support regulatory authorities by providing easier access to verified CME/CE and MOC credit data.
- Use the new Excel batch file to enter your activities and report learner credit.

At least 25% of the educational activities delivered by jointly accredited providers must be comprised of education designed by and for the healthcare team. We heard from providers that it would be helpful to have a tool to track IPCE activities, which is why we added a new function in JA-PARS to designate IPCE activities.

Is this an IPCE activity?

☐ Yes ☐ No

For more information and resources on JA-PARS, visit <https://jointaccreditation.org/ja-pars> or email info@accme.org.

Conclusion: Forging a Brighter Future Together

During the closing session of the Summit, the Joint Accreditation team shared exciting updates regarding upcoming learning opportunities for the IPCE community.

Save the Date! Joint Accreditation Leadership Summit: May 15-16, 2023



We are delighted to return in person with our IPCE community on May 15-16, 2023, at the Sheraton Grand Chicago. The 2023 Joint Accreditation Leadership Summit will be held in conjunction with the ACCME 2023 Meeting, offering more hands-on opportunities for interprofessional learning and networking.

The 2023 Joint Accreditation Leadership Summit will include:

- Two days of dedicated IPCE sessions with your jointly accredited colleagues.
- A welcome reception to reconnect and celebrate the IPCE community.
- Opportunities to participate in working groups, listen to keynote discussions, engage in peer-led sessions, and present research in accredited education.

We can't wait to see you all in person next year! Watch for more updates at www.accmemmeeting.org.

Semi-Annual Provider Update Webinars



Every spring and winter, Joint Accreditation hosts provider update webinars for jointly accredited providers to hear updates from Joint Accreditation, review important information about accreditation expectations, and build our IPCE community of practice. Invitations will be sent out via email to jointly accredited providers and organizations in the process of achieving Joint Accreditation.

About Joint Accreditation for Interprofessional Continuing Education

Joint Accreditation for Interprofessional Continuing Education™ offers organizations the opportunity to be simultaneously accredited to provide continuing education for athletic trainers, dentists, dietitians, nurses, optometrists, PAs (physician associates/physician assistants), pharmacists, physicians, psychologists, and social workers through a single, unified application process, fee structure, and set of accreditation standards. Jointly accredited providers may award single profession or interprofessional continuing education credit (IPCE) to participating professions without needing to obtain separate accreditations. Joint Accreditation for Interprofessional Continuing Education is the first and only process in the world offering this benefit.

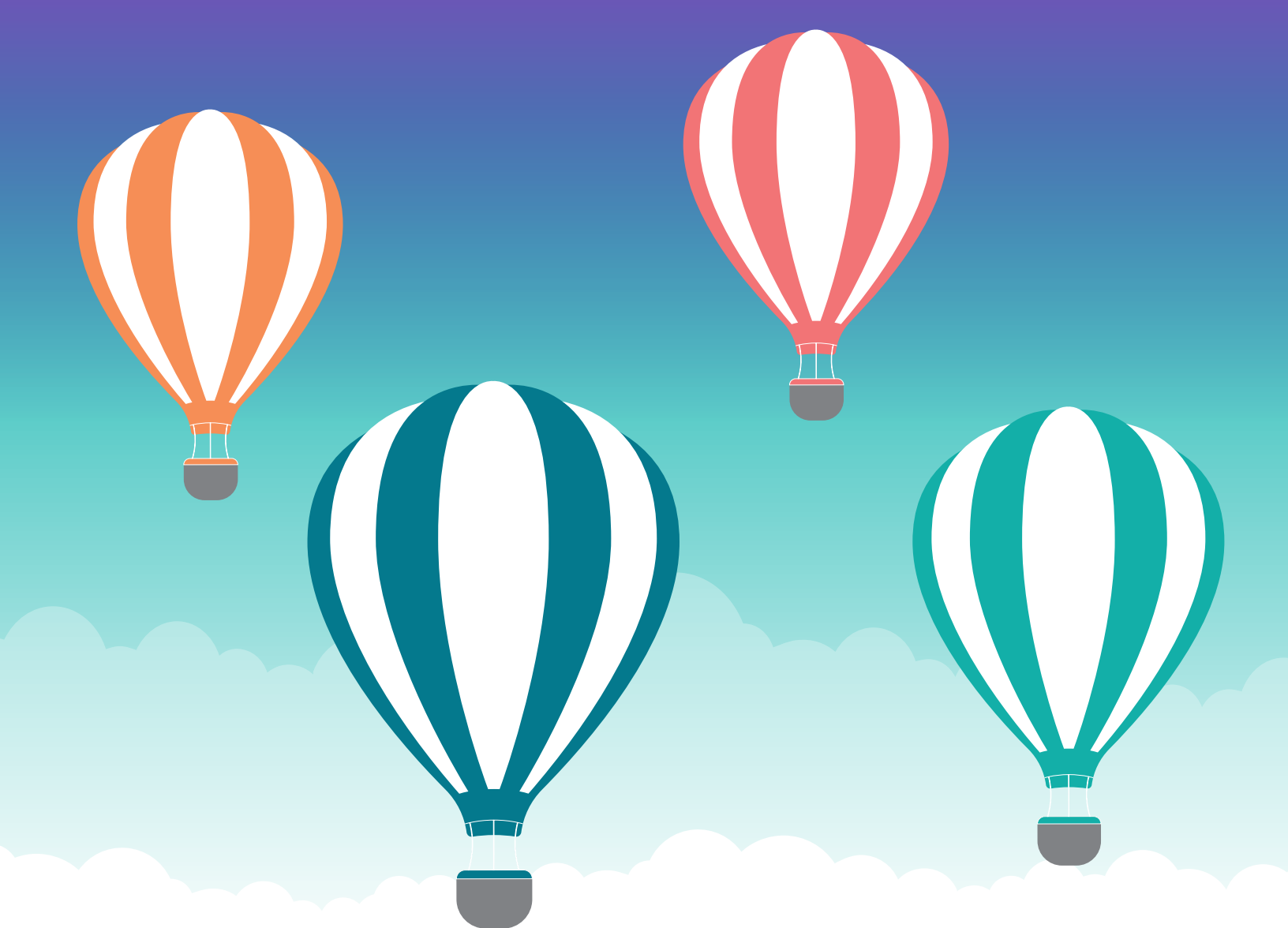
Joint Accreditation for Interprofessional Continuing Education is a collaboration of the following organizations:

- Accreditation Council for Continuing Medical Education (ACCME) – Co-founder
- Accreditation Council for Pharmacy Education (ACPE) – Co-founder
- American Nurses Credentialing Center (ANCC) – Co-founder
- American Academy of Physician Associates (AAPA)
- American Dental Association's Continuing Education Recognition Program (ADA CERP)
- American Psychological Association (APA)
- Association of Regulatory Boards of Optometry's Council on Optometric Practitioner Education (ARBO/COPE)
- Association of Social Work Boards (ASWB)
- Board of Certification for the Athletic Trainer (BOC)
- Commission on Dietetic Registration (CDR)

We welcome engagement from other health professions to join our Joint Accreditation collaboration. For more information, visit www.jointaccreditation.org.



Look out for a new, improved Joint Accreditation website coming soon!



JOINT ACCREDITATION™
INTERPROFESSIONAL CONTINUING EDUCATION

Joint Accreditation for Interprofessional Continuing Education™

Advancing Healthcare Education by the Team for the Team

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