

Health Professions Accreditors Collaborative

Interprofessional Education Standards Survey



Interprofessional Education Standards Survey



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INTRODUCTION

The **Health Professions Accreditors Collaborative (HPAC)** (healthprofessionsaccreditors.org) provides a forum for its 25 members to cooperate in areas of mutual interest to ensure that accreditors' standards, policies and procedures support and prepare graduates for contemporary practice as part of interprofessional teams.

Why a survey?

The HPAC Planning Committee* received requests from members that were either developing or revisiting their accreditation standards for interprofessional education (IPE) that a survey of member IPE standards and guidance would be beneficial. The survey was developed and conducted by the Planning Committee.

Once the data was collected, the Planning Committee realized the information would also be a valuable resource for institutions and programs in developing or revising the IPE portion of their curricula if made available on the HPAC web site.

Survey results

- All 25 HPAC members responded to the survey and 24 gave permission to have their responses posted in this booklet on the HPAC website.** Links are provided for all member websites with their responses.
- 22 of 25 HPAC members include IPE somewhere in their standards and/or guidance.
- 2 (CACREP; CAHIIM) are planning to add IPE in their next revision of standards.
- 1 (CSWE) does not have a stand-alone competency dedicated to interprofessional education and practice, but IPE is integrated into 4 of its 9 competencies.
- 14 of 22 (64%) HPAC members with IPE standards and/or guidance have cited programs for needed IPE improvement.

*The HPAC Planning Committee: Jenny Gunderman, Chief Operating Officer, Council for Accreditation of Counseling and Related Educational Programs; Jacqueline Remondet Wall, PhD, Director, Office of Program Consultation and Accreditation, American Psychological Association; J. Gregory Boyer, PhD, Associate Executive Director and Director of Professional Degree Program Accreditation, Accreditation Council for Pharmacy Education (ACPE); Peter H. Vlasses, PharmD, HPAC Convener. The Committee thanks Joseph A. Zorek, PharmD, BCGP, Director, Linking Interprofessional Networks for Collaboration, the University of Texas Health Science Center at San Antonio, for help in designing the survey, as well as Silvi Kastrati, ACPE Manager of Operations and International Services Program Coordinator and Mary Navolio, Malcolm Wolf Design for the preparation of and ACPE for the funding of this document.

** Note: **The Commission on Dental Accreditation (CODA)** accredits 21 disciplines of dentistry, with various components of the IPEC Core Competencies documented in each discipline's Accreditation Standards. The CODA requested only their web link (www.ada.org/en/coda) be provided in the booklet for those seeking more information about the requirements in each discipline under CODA's purview.

NAME OF PROFESSION	ALLIED HEALTH
Name and Acronym of HPAC Agency:	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Official Date of Latest Accreditation Standards:	Ongoing
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	Yes
If YES, for what degree(s):	Multiple
If YES, please provide the text for the standard or portion for the degree(s) noted above:	
If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?	
If NO, you have completed this survey. Thank you!	
Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?	No
If YES, please provide the guidance text for the degree(s) noted above:	
How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:	CAAHEP accredits 23 different professions, each is handled individually so there is wide variation.
Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:	
Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?	No
If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?	
Have you cited programs for needing improvement in the assessment of student interprofessional competencies?	No

NAME OF PROFESSION	ATHLETIC TRAINING
Name and Acronym of HPAC Agency:	<u>Commission on Accreditation of Athletic Training Education (CAATE)</u>
Official Date of Latest Accreditation Standards:	July 1, 2020 for Professional Programs 2013 for Post Professional Degree 2014 for Residency Programs
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	Yes
If YES, for what degree(s):	Professional Master, Post Professional Masters and Doctoral, Residency Programs
If YES, please provide the text for the standard or portion for the degree(s) noted above:	<p>Professional Master Programs 2020 Standards Standard 8: Planned interprofessional education is incorporated within the professional program. Annotation Varying methods can be used to incorporate interprofessional education. To meet this standard, each student in the program must have multiple exposures to interprofessional education.</p> <p>How to Address This Standard</p> <ul style="list-style-type: none"> Describe how interprofessional education is incorporated within the professional program. Specify the associated courses and/or activities that include interprofessional education as a required component of the course. <p>Uploads</p> <ul style="list-style-type: none"> Documents verifying interprofessional education is a required component of the program <p>Core Competencies: Interprofessional Practice and Interprofessional Education Standard 61: Practice in collaboration with other health care and wellness professionals.</p> <p>How to Address This Standard</p> <ul style="list-style-type: none"> List the objectives and/or daily/weekly schedule from the course syllabi that are associated with this Standard (include the course prefix and course number with each objective). Describe the learning experiences (didactic and athletic training clinical experience) associated with this standard and how student performance is assessed. Provide examples (didactic and athletic training clinical experience) of outcome data used to verify an acceptable level of student performance.

continued

<p>If YES, please provide the text for the standard or portion for the degree(s) noted above:</p>	<p>Uploads</p> <ul style="list-style-type: none"> • Assessment tool(s) that verifies that students are prepared to practice in this content area Post Professional Degree Programs (Masters and Doctoral)The Post-Professional core competencies are: <ul style="list-style-type: none"> - Evidence-Based Practice - Interprofessional Education and Collaborative Practice - Quality Improvement - Healthcare Informatics - Professionalism - Patient-Centered Care <p>Standard 41. The program must assure that the Post-Professional Core Competencies are integrated within the program.</p> <p>Residency Programs</p> <p>The six core competencies that must be designed to address include 1) patient-centered care, 2) interdisciplinary collaboration, 3) evidence-based practice, 4) quality improvement, 5) use of healthcare informatics, and 6) professionalism.</p> <p>Standard 54. The residency program must assure that the Post-Professional Core Competencies are integrated within the program.</p>
<p>If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?</p>	
<p>If NO, you have completed this survey. Thank you!</p>	
<p>Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?</p>	<p>Yes</p>
<p>If YES, please provide the guidance text for the degree(s) noted above:</p>	<p>Standard 8 Planned interprofessional education is incorporated within the professional program.</p> <p>Annotation Varying methods can be used to incorporate interprofessional education. To meet this standard, each student in the program must have multiple exposures to interprofessional education.</p> <p>How to Address This Standard</p> <ul style="list-style-type: none"> • Describe how interprofessional education is incorporated within the professional program. Specify the associated courses and/or activities that include interprofessional education as a required component of the course.

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<p>If YES, please provide the guidance text for the degree(s) noted above:</p>	<p>Uploads</p> <ul style="list-style-type: none">• Documents verifying interprofessional education is a required component of the program <p>Core Competencies: Interprofessional Practice and Interprofessional Education Standard 61 Practice in collaboration with other health care and wellness professionals. How to Address This Standard</p> <ul style="list-style-type: none">• List the objectives and/or daily/weekly schedule from the course syllabi that are associated with this Standard (include the course prefix and course number with each objective).• Describe the learning experiences (didactic and athletic training clinical experience) associated with this standard and how student performance is assessed.• Provide examples (didactic and athletic training clinical experience) of outcome data used to verify an acceptable level of student performance. <p>Uploads</p> <ul style="list-style-type: none">• Assessment tool(s) that verifies that students are prepared to practice in this content area <p>Post Professional Degree Programs (Masters and Doctoral) Standard 41. The program must assure that the Post-Professional Core Competencies are integrated within the program.</p> <p>Instructions Provide a narrative explaining how the Post-Professional Core Competencies are integrated within the program.</p> <p>Residency Programs Standard 54. The residency program must assure that the Post-Professional Core Competencies are integrated within the program.</p> <p>Instructions: Provide a narrative explaining how the Post-Professional Core Competencies are integrated within the program.</p>
<p>How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:</p>	<p>For the program going through a comprehensive review, the site visit team reviews the required materials and narratives submitted in the self-study to determine compliance for each standard. The team will reopen the standard prior to the onsite visit and request additional information if needed. During the onsite visit, they will triangulate the information through various interviews with program administrators, faculty, students, and preceptors to ensure what was written in the self-study was taking place onsite at the institution.</p>

Commission on Accreditation of Athletic Training Education (CAATE) *continued*


Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:	
Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?	Yes
If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?	No
Have you cited programs for needing improvement in the assessment of student interprofessional competencies?	No



NAME OF PROFESSION	AUDIOLOGY/SPEECH — LANGUAGE PATHOLOGY
Name and Acronym of HPAC Agency:	Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA), American Speech Language Hearing Association
Official Date of Latest Accreditation Standards:	2017
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	Yes
If YES, for what degree(s):	The CAA identifies several important aspects of interprofessional education/ interprofessional collaborative practice (IPE/IPP) in its accreditation standards related to knowledge and skills outcomes. Because of the support for these concepts, the Council added knowledge and skills outcomes that programs must address through the academic and clinical curriculum. These elements are featured primarily in the Professional Practice Competencies. The CAA expects programs to infuse the competencies throughout the curriculum and be able to describe how the competencies are demonstrated by students as well as how the competencies are assessed and measured.
If YES, please provide the text for the standard or portion for the degree(s) noted above:	<p>3.1.1 Professional Practice Competencies (3.1.1A Audiology and 3.1.1B Speech-Language Pathology)</p> <p>The program must provide content and opportunities for students to learn so that each student can demonstrate the following attributes and abilities and can demonstrate those attributes and abilities in the manners identified.</p> <p>Accountability: Understand how to work on interprofessional teams to maintain a climate of mutual respect and shared values.</p> <p>Effective Communication Skills: Communicate—with patients, families, communities, interprofessional team colleagues, and other professionals caring for individuals—in a responsive and responsible manner that supports a team approach to maximize care outcomes.</p> <p>Professional Duty: Understand the roles and importance of interdisciplinary/ interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.</p> <p>Collaborative Practice: Understand how to apply values and principles of interprofessional team dynamics.</p> <p>Collaborative Practice: Understand how to perform effectively in different interprofessional team roles to plan and deliver care-centered on the individual served—that is safe, timely, efficient, effective, and equitable.</p>

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<p>If YES, please provide the text for the standard or portion for the degree(s) noted above:</p>	<p>For audiology 3.1.4A Assessment of the structure and function of the auditory and vestibular systems The program provides academic content and clinical education experiences so that each student can learn and demonstrate knowledge and skills in order to engage in interprofessional collaborative practice (IPP) to facilitate optimal assessment of the individual being served. 3.1.6A Intervention to minimize the effects of changes in the auditory and vestibular systems on an individual's ability to participate in his or her environment The program's curriculum provides academic content and clinical education experiences so that each student can learn and demonstrate knowledge and skills in order to conduct audiologic (re)habilitation and engage in interprofessional practice (IPP) to maximize outcomes for individuals served.</p>
<p>If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?</p>	
<p>If NO, you have completed this survey. Thank you!</p>	
<p>Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?</p>	<p>Yes</p>
<p>If YES, please provide the guidance text for the degree(s) noted above:</p>	<p>Standards and example of possible compliance are reviewed with during site visitor training workshop.</p>
<p>How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:</p>	<p>Site visitors reviewed curriculum materials and conduct interviews with students, faculty, and the administration to verify compliance with accreditation standards.</p>
<p>Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:</p>	
<p>Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?</p>	<p>Yes</p>
<p>If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?</p>	<p>Yes</p>
<p>Have you cited programs for needing improvement in the assessment of student interprofessional competencies?</p>	<p>Yes</p>

NAME OF PROFESSION	CHIROPRACTIC
Name and Acronym of HPAC Agency:	<u>Council on Chiropractic Education (CCE)</u>
Official Date of Latest Accreditation Standards:	January, 2018
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	Yes
If YES, for what degree(s):	Doctor of Chiropractic degree and also for Residency certification
<p>If YES, please provide the text for the standard or portion for the degree(s) noted above:</p> 	<p>DC degree Standards: META-COMPETENCY 8 – INTERPROFESSIONAL EDUCATION Students have the knowledge, skills and values necessary to function as part of an interprofessional team to provide patient-centered collaborative care. Interprofessional teamwork may be demonstrated in didactic, clinical or simulated learning environments. CURRICULAR OBJECTIVE: The program prepares students to –</p> <ol style="list-style-type: none"> A. Work with other health professionals to maintain a climate of mutual respect and shared values, placing the interests of patients at the center of interprofessional health care delivery. B. Use the knowledge of one's own role and other professions' roles to effectively interact with team members. C. Understand different models of interprofessional care, organizational and administrative structures, and the decision-making processes that accompany them. D. Understand the principles of team dynamics to perform effectively on an interprofessional team influencing patient-centered care that is safe, timely, efficient, effective and equitable. E. Organize and communicate with patients, families, and healthcare team members to ensure common understanding of information, treatment and care decisions. <p>OUTCOMES: Students will be able to –</p> <ol style="list-style-type: none"> 1) Explain their own roles and responsibilities and those of other care providers and how the team works together to provide care. 2) Use appropriate team building and collaborative strategies with other members of the healthcare team to support a team approach to patient centered care.

continued

Council on Chiropractic Education (CCE) *continued*

<p>If YES, please provide the text for the standard or portion for the degree(s) noted above:</p>	<p>Residency Standards: 6. Collaborative Practice: residents must demonstrate an awareness of and responsiveness to the larger context and system of health care and collaborate with other professionals to assure that appropriate resources are utilized for well-coordinated patient care;</p>
<p>If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?</p>	
<p>If NO, you have completed this survey. Thank you!</p>	
<p>Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?</p>	<p>No</p>
<p>If YES, please provide the guidance text for the degree(s) noted above:</p>	
<p>How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:</p>	<p>The requirement for meeting the standard is evidence that each graduating student has achieved a successful level of competency of the stated outcome. As is emphasized in the Standards, "The DCP [Doctor of Chiropractic Program] employs best practices to assess and demonstrate each student's achievement of meta-competency outcomes (MCO)." Therefore, the program needs to demonstrate that each MCO is evaluated and scored. Best practices in assessment promote the use of multiple tools and strategies. The program needs to demonstrate that each MCO is evaluated and scored for each student and that, generally, outcomes are assessed with one or more direct assessment measures.</p>
<p>Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:</p>	<p>We are evolving and looking to expand on competency outcomes for IPE in our current standards revision process.</p>
<p>Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?</p>	<p>Yes</p>
<p>If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?</p>	<p>Yes</p>
<p>Have you cited programs for needing improvement in the assessment of student interprofessional competencies?</p>	<p>Yes</p>

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NAME OF PROFESSION	COUNSELING
Name and Acronym of HPAC Agency:	<u>Council for Accreditation of Counseling and Related Educational Programs (CACREP)</u>
Official Date of Latest Accreditation Standards:	2016
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	No
If YES, for what degree(s):	
If YES, please provide the text for the standard or portion for the degree(s) noted above:	
If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?	Yes
If NO, you have completed this survey. Thank you!	
Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?	No
If YES, please provide the guidance text for the degree(s) noted above:	
How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:	
Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:	We have a standards that addresses preparation to serve as part of an interdisciplinary team, but it does not address interdisciplinary education.
Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?	No
If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?	
Have you cited programs for needing improvement in the assessment of student interprofessional competencies?	No

NAME OF PROFESSION	HEALTH EDUCATION
Name and Acronym of HPAC Agency:	<u>Accrediting Bureau of Health Education Schools (ABHES)</u>
Official Date of Latest Accreditation Standards:	January 1, 2020
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	Yes
If YES, for what degree(s):	Medical Assistant, Medical Laboratory Technologist, Pharmacy Technician, Diagnostic Medical Sonography, and Dental Assistant I and II.
If YES, please provide the text for the standard or portion for the degree(s) noted above:	<p>Medical Assistant (Chapter VII-MA. A.1-Human Resources)- f. Demonstrate an understanding of the core competencies for Interprofessional Collaborative Practice i.e. values/ethics; roles/responsibilities; interprofessional communication; teamwork</p> <p>g. Partner with health care teams to attain optimal patient health outcomes</p> <p>h. Display effective interpersonal skills with patients and health care team members</p> <p>MLT.A.1. (2d.)-d. Demonstrate an understanding of the core competencies for Interprofessional Collaborative Practice i.e. values/ethics; roles/responsibilities; interprofessional communication; teamwork</p> <p>ST.A.1.-iv. demonstrate an understanding of the core competencies for Interprofessional Collaborative Practice i.e. values/ethics; roles/responsibilities; interprofessional communication; teamwork.</p> <p>DAI.A.1 (1m)-m. Demonstrate an understanding of the core competencies for Interprofessional Collaborative Practice i.e. values/ethics; roles/responsibilities; interprofessional communication; teamwork</p> <p>DAII.A.1.(3j)-j. Demonstrate an understanding of the core competencies for Interprofessional Collaborative Practice i.e. values/ethics; roles/responsibilities; interprofessional communication; teamwork</p> <p>DMS.A.a. (1i)-i. Demonstrate an understanding of the core competencies for Interprofessional Collaborative Practice i.e. values/ethics; role/responsibilities; interprofessional communication; teamwork</p> <p>PHT.A,1.(3w-y)-Explain the importance of teamwork and consensus-building for successful pharmacy practice v. Practice knowledge of interpersonal skills to enhance working relationships</p> <p>149 w. Demonstrate an understanding of the core competencies for Interprofessional Collaborative Practice i.e. values/ethics; roles/responsibilities; interprofessional communication; teamwork</p>



continued

<p>If YES, please provide the text for the standard or portion for the degree(s) noted above:</p>	<p>PHT.A,1.(3w-y)-Explain the importance of teamwork and consensus-building for successful pharmacy practice v. Practice knowledge of interpersonal skills to enhance working relationships 149 w. Demonstrate an understanding of the core competencies for Interprofessional Collaborative Practice i.e. values/ethics; roles/responsibilities; interprofessional communication; teamwork x. Describe interdepartmental relationships and techniques to enhance communication and collaboration y. Explain small-group dynamics and how they affect pharmacy practice</p>
<p>If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?</p>	
<p>If NO, you have completed this survey. Thank you!</p>	
<p>Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?</p>	<p>Yes</p>
<p>If YES, please provide the guidance text for the degree(s) noted above:</p>	<p>Medical Assistant (Chapter VII-MA. A.1-Human Resources)- f. Demonstrate an understanding of the core competencies for Interprofessional Collaborative Practice i.e. values/ethics; roles/responsibilities; interprofessional communication; teamwork g. Partner with health care teams to attain optimal patient health outcomes h. Display effective interpersonal skills with patients and health care team members MLT.A.1. (2d.)-d. Demonstrate an understanding of the core competencies for Interprofessional Collaborative Practice i.e. values/ethics; roles/responsibilities; interprofessional communication; teamwork ST.A.1.-iv. demonstrate an understanding of the core competencies for Interprofessional Collaborative Practice i.e. values/ethics; roles/responsibilities; interprofessional communication; teamwork. DAI.A.1 (1m)-m. Demonstrate an understanding of the core competencies for Interprofessional Collaborative Practice i.e. values/ethics; roles/responsibilities; interprofessional communication; teamwork DAII.A.1.(3j)-j. Demonstrate an understanding of the core competencies for Interprofessional Collaborative Practice i.e. values/ethics; roles/responsibilities; interprofessional communication; teamwork DAII.A.1.(3j)-j. Demonstrate an understanding of the core competencies for Interprofessional Collaborative Practice i.e. values/ethics; roles/responsibilities; interprofessional communication; teamwork</p>

continued

<p>If YES, please provide the guidance text for the degree(s) noted above:</p>	<p>DMS.A.a. (1i)-i. Demonstrate an understanding of the core competencies for Interprofessional Collaborative Practice i.e. values/ethics; role/responsibilities; interprofessional communication; teamwork</p> <p>d. Explain the importance of teamwork and consensus-building for successful dental assisting practice</p> <p>PHT.A,1.(3w-y)-Explain the importance of teamwork and consensus-building for successful pharmacy practice v. Practice knowledge of interpersonal skills to enhance working relationships</p> <p>149 w. Demonstrate an understanding of the core competencies for Interprofessional Collaborative Practice i.e. values/ethics; roles/responsibilities; interprofessional communication; teamwork</p> <p>x. Describe interdepartmental relationships and techniques to enhance communication and collaboration y. Explain small-group dynamics and how they affect pharmacy practice</p>
<p>How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:</p>	<ol style="list-style-type: none"> 1. Interviews with students, faculty, and staff. 2. Review of syllabi and course learning outcomes.
<p>Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:</p>	<p>More professions are incorporating IPE in their curriculum expectations. As the ABHES Program Advisory Committees meet to review current standards and discuss possible revisions, these expectations will likely become part of our standards, as well.</p>
<p>Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?</p>	<p>Yes</p>
<p>If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?</p>	<p>No</p>
<p>Have you cited programs for needing improvement in the assessment of student interprofessional competencies?</p>	<p>No</p>

NAME OF PROFESSION	HEALTH INFORMATICS AND INFORMATION MANAGEMENT
Name and Acronym of HPAC Agency:	<u>Commission on Accreditation for Health Informatics and Information Management (CAHIIM)</u>
Official Date of Latest Accreditation Standards:	2018
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	No
If YES, for what degree(s):	
If YES, please provide the text for the standard or portion for the degree(s) noted above:	
If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?	Yes
If NO, you have completed this survey. Thank you!	
Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?	No
If YES, please provide the guidance text for the degree(s) noted above:	
How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:	N/A at this time.
Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:	We have provided education to all accredited programs on the importance of IPE. We have provided guidance on how to begin IPE collaborations. IPE will be included in the next standards revision.
Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?	No
If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?	
Have you cited programs for needing improvement in the assessment of student interprofessional competencies?	No

NAME OF PROFESSION	MEDICAL EDUCATION
Name and Acronym of HPAC Agency:	<u>Liaison Committee on Medical Education (LCME)</u>
Official Date of Latest Accreditation Standards:	March 1, 2020
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	YES
If YES, for what degree(s):	MD
If YES, please provide the text for the standard or portion for the degree(s) noted above:	<p>7.9 Interprofessional Collaborative Skills</p> <p>The faculty of a medical school ensure that the core curriculum of the medical education program prepares medical students to function collaboratively on health care teams that include health professionals from other disciplines as they provide coordinated services to patients. These curricular experiences include practitioners and/or students from the other health professions.</p>
If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?	
If NO, you have completed this survey. Thank you!	
Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?	Yes
If YES, please provide the guidance text for the degree(s) noted above:	A guidance document is included on the LCME website (www.lcme.org) under publications.
How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:	<p>Supporting Data</p> <p>Schools are expected to complete a table with the following information about educational sessions related to interprofessional collaborative skills:</p> <p>Table 7.9-1 Interprofessional Collaborative Skills (ICS) in the Curriculum</p> <p>Complete the following table with information on required experiences where medical students are brought together with students and/or practitioners from other health professions to learn to function collaboratively on health care teams with the goal of providing coordinated services to patients. Add rows as needed.</p>

continued

Liaison Committee on Medical Education (LCME) *continued*

How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:	Name and Curriculum Phase of the Course or Clerkship Where the Experience Occurs Learning Objectives of the ICS Experience Duration of the Experience (e.g., single session) Setting(s) Where the Experience Occurs Other Health Professions Students (S) or Practitioners (P) Assessment Method(s) Supporting Documentation 1. Examples of forms used in the assessment of medical students' collaborative practice skills. For each example, list the course or clerkship in which the form is used.
Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:	
Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?	Yes
If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?	Yes
Have you cited programs for needing improvement in the assessment of student interprofessional competencies?	Yes



NAME OF PROFESSION	MIDWIFERY
Name and Acronym of HPAC Agency:	<u>Accreditation Commission for Midwifery Education (ACME)</u>
Official Date of Latest Accreditation Standards:	May 2019
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	Yes
If YES, for what degree(s):	DNP, MS, MSN, Post Graduate Certificates
If YES, please provide the text for the standard or portion for the degree(s) noted above:	<p>Criterion IV. Curriculum N. The midwifery program has a plan for interprofessional education (IPE) to prepare students for team-based collaborative practice that includes outcomes of student learning.</p> <p>Programs seeking accreditation must:</p> <p>Briefly describe the midwifery program's plan for interprofessional education. The definition of IPE used nationally and internationally is as follows: "When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes." Interprofessional Education (World Health Organization, Interprofessional Education Collaborative.)</p> <p>ACME is a member of The Health Professions Accreditors Collaborative (HPAC). The following guideline was created jointly by HPAC and the National Center for Interprofessional Practice and Education (NCIPE) and is provided as a resource. healthprofessionsaccreditors.org/wp-content/uploads/2019/02/HPACGuidance02-01-19.pdf. The document seeks to encourage increased communication and collaboration and to provide guidance on expectations related to quality IPE.</p> <p>Provide access to the plan and any supporting materials, e.g. class schedules, pertinent emails or other communications, students' assignments.</p>
If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?	
If NO, you have completed this survey. Thank you!	

continued

Accreditation Commission for Midwifery Education (ACME) *continued*

Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?	See above
If YES, please provide the guidance text for the degree(s) noted above:	
How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:	Programs must provide evidence via an exhibit that it has a plan for interprofessional education (IPE) to prepare students for team-based collaborative practice that includes outcomes of student learning; and it is also addressed during site visit interviews.
Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:	
Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?	Yes
If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?	No
Have you cited programs for needing improvement in the assessment of student interprofessional competencies?	No




NAME OF PROFESSION	NURSE ANESTHESIA
Name and Acronym of HPAC Agency:	<u>Council on Accreditation of Nurse Anesthesia Educational Programs (COA)</u>
Official Date of Latest Accreditation Standards:	Master's – October 2019 Doctoral – October 2019
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	Yes
If YES, for what degree(s):	Master's and Doctoral
If YES, please provide the text for the standard or portion for the degree(s) noted above:	<p>Master's:</p> <p>Communication skills are demonstrated by the graduate's ability to:</p> <ol style="list-style-type: none"> 1. Effectively communicate with individuals influencing patient care. 2. Utilize appropriate verbal, nonverbal, and written communication in the delivery of perianesthetic care. <p>Doctoral:</p> <p>The graduate must demonstrate the ability to:</p> <ol style="list-style-type: none"> 26. Utilize interpersonal and communication skills that result in the effective interprofessional exchange of information and collaboration with other healthcare professionals. 29. Transfer the responsibility for care of the patient to other qualified providers in a manner that assures continuity of care and patient safety. 32. Provide leadership that facilitates intraprofessional and interprofessional collaboration.
If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?	
If NO, you have completed this survey. Thank you!	
Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?	No
If YES, please provide the guidance text for the degree(s) noted above:	

continued

<p>How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:</p>	<p>Programs must describe how they comply with each Standard and provide supporting documentation. Reviewers:</p> <ul style="list-style-type: none"> - review course syllabi that include content on interprofessional communication, which may include simulation activities with students in other healthcare fields - observe students in simulation activities, if possible - observe students in clinical settings to assess the learning environment - review students' formative and summative clinical evaluations - review course evaluations, clinical site and clinical faculty evaluations completed by students - review terminal evaluations of students which the program completes at the end of the program to document that students have met the required outcomes contained in our Standards - meet with students (all students together or grouped by year in the program, never individually) to obtain feedback about the program, including clinical experiences
<p>Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:</p>	<p>As you can see from responses above, our Standards related to IPE are broad. Although not related to onsite reviews, in the 2019 annual report completed by each program we asked questions about IPE to learn about what programs are doing in this area.</p>
<p>Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?</p>	<p>Yes</p>
<p>If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?</p>	<p>Yes</p>
<p>Have you cited programs for needing improvement in the assessment of student interprofessional competencies?</p>	<p>Yes</p>

NAME OF PROFESSION	NURSING
Name and Acronym of HPAC Agency:	Accreditation Commission for Education in Nursing (ACEN)
Official Date of Latest Accreditation Standards:	2017
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	Yes
If YES, for what degree(s):	Practical, Diploma, Associate, Baccalaureate, Master's, Clinical Doctorate
If YES, please provide the text for the standard or portion for the degree(s) noted above:	Criterion 4.6: The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.
If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?	
If NO, you have completed this survey. Thank you!	
Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?	Yes
If YES, please provide the guidance text for the degree(s) noted above:	The HPAC white paper
How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:	Narrative in site visit report related to Criterion 4.6.
Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:	
Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?	Yes
If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?	Yes
Have you cited programs for needing improvement in the assessment of student interprofessional competencies?	No

NAME OF PROFESSION	NURSING
Name and Acronym of HPAC Agency:	Commission on Collegiate Nursing Education (CCNE)
Official Date of Latest Accreditation Standards:	2018
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	Yes
If YES, for what degree(s):	Baccalaureate degree programs in nursing, Master's degree programs in nursing, Doctor of Nursing Practice programs, and post-graduate Advanced Practice Registered Nurse certificate programs
<p>If YES, please provide the text for the standard or portion for the degree(s) noted above:</p> 	<p>III-H. The curriculum includes planned clinical practice experiences that:</p> <ul style="list-style-type: none"> • enable students to integrate new knowledge and demonstrate attainment of program outcomes; • foster interprofessional collaborative practice; and • are evaluated by faculty. <p>Elaboration: To prepare students for a practice profession, each track in each degree program and each track in the post-graduate APRN certificate program affords students the opportunity to develop professional competencies and to integrate new knowledge in practice settings aligned to the educational preparation. Clinical practice experiences include opportunities for interprofessional collaboration. Clinical practice experiences are provided for students in all programs, including those with distance education offerings. Clinical practice experiences align with student and program outcomes. These experiences are planned, implemented, and evaluated to ensure students are competent to function as members of interprofessional teams at the level for which they are being prepared. Programs that have a direct care focus (including, but not limited to, post-licensure baccalaureate and nurse educator tracks) provide direct care experiences designed to advance the knowledge and expertise of students in a clinical area of practice.</p>
If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?	
If NO, you have completed this survey. Thank you!	

continued

Commission on Collegiate Nursing Education (CCNE) *continued*

<p>Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?</p>	<p>Yes</p>
<p>If YES, please provide the guidance text for the degree(s) noted above:</p>	<p>Elaboration: To prepare students for a practice profession, each track in each degree program and each track in the post-graduate APRN certificate program affords students the opportunity to develop professional competencies and to integrate new knowledge in practice settings aligned to the educational preparation. Clinical practice experiences include opportunities for interprofessional collaboration. Clinical practice experiences are provided for students in all programs, including those with distance education offerings. Clinical practice experiences align with student and program outcomes. These experiences are planned, implemented, and evaluated to ensure students are competent to function as members of interprofessional teams at the level for which they are being prepared. Programs that have a direct care focus (including, but not limited to, post-licensure baccalaureate and nurse educator tracks) provide direct care experiences designed to advance the knowledge and expertise of students in a clinical area of practice.</p>
<p>How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:</p>	<p>Teams interview faculty, students, and preceptors, and discuss the nature of the clinical practice experiences during these interviews. As a part of those conversations, the participants discuss the interprofessional nature of these experiences. The team also reviews clinical course objectives, reviewing information relevant to IPE.</p>
<p>Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:</p>	<p>CCNE requires programs to demonstrate incorporation/use of various professional nursing standards and guidelines, some of which have content related to IPE. Accreditation teams review course content to gauge incorporation of those professional nursing standards and guidelines.</p>
<p>Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?</p>	<p>Yes</p>
<p>If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?</p>	<p>Yes</p>
<p>Have you cited programs for needing improvement in the assessment of student interprofessional competencies?</p>	<p>No</p>


NAME OF PROFESSION	NUTRITION AND DIETETICS
Name and Acronym of HPAC Agency:	<u>Accreditation Council for Education in Nutrition and Dietetics (ACEND)</u>
Official Date of Latest Accreditation Standards:	June 1, 2017 and Pilot Standards July 1, 2019
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	Yes
If YES, for what degree(s):	2017 Standards for our program types that can be at the Bachelor's as well as graduate levels: the Didactic Programs (DP), Coordinated Programs (CP) and Dietetic Internship Programs (DI) Pilot Standards for Bachelor's (FB) and Graduate (FG) Programs
If YES, please provide the text for the standard or portion for the degree(s) noted above:	2017 Standards: Knowledge: 2.5 Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services Competency: CRDN 2.4 Function as a member of interprofessional teams. Pilot Standards/Graduate: 2.4.5 Refers/transfers care to relevant professionals when client/patient needs or required interventions are beyond personal competence or professional scope of practice. 2.4.19 Refers/transfers client/patient to appropriate health professionals when counseling therapy or client/patient's mental health issues are beyond personal competence or professional scope of practice 5.2.10 Understands and respects roles and responsibilities of interprofessional team members. 7.2.2 Works with and facilitates intraprofessional and interprofessional collaboration and teamwork
If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?	
If NO, you have completed this survey. Thank you!	
Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?	No; however, we collect noteworthy practices on IPE that we post on our website. Educators also present these noteworthy practices during the annual educator meetings

continued

Accreditation Council for Education in Nutrition and Dietetics (ACEND) *continued*

If YES, please provide the guidance text for the degree(s) noted above:	
How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:	Ask questions during stakeholder interviews, review curriculum and projects during document review
Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:	
Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?	Yes. Programs with strong IPE activities are often commended.
If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?	No
Have you cited programs for needing improvement in the assessment of student interprofessional competencies?	No



NAME OF PROFESSION	OCCUPATIONAL THERAPY
Name and Acronym of HPAC Agency:	<u>Accreditation Council for Occupational Therapy Education (ACOTE)</u>
Official Date of Latest Accreditation Standards:	2018
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	Yes
If YES, for what degree(s):	Doctorate – OTD Masters – OT Bachelors – OTA Associate – OTA
If YES, please provide the text for the standard or portion for the degree(s) noted above: 	ACOTE STANDARDS 2018 PREAMBLE <ul style="list-style-type: none"> • Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for persons, groups, and populations. DOCTORATE DEGREE AND MASTER'S DEGREE <ul style="list-style-type: none"> • B.4.8. Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team. ACROSS ALL 4 DEGREES (the standard below is for the Doctorate degree the wording of the Standard varies depending on the degree level) <ul style="list-style-type: none"> • B.4.23. Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness. • B.4.25. Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable. • B.4.28. Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.

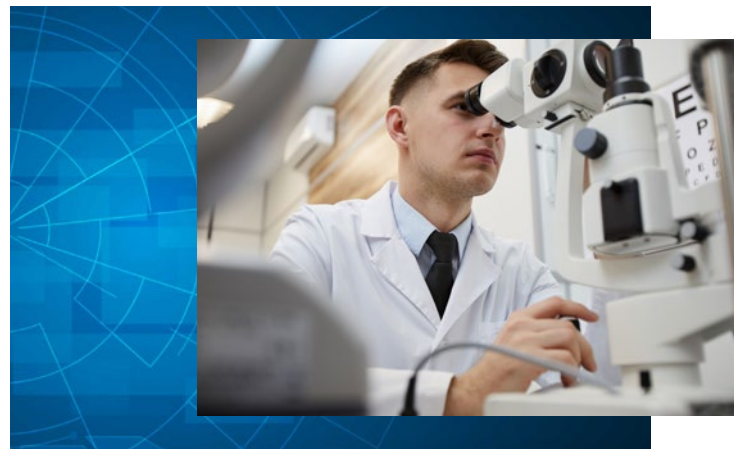
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<p>If YES, please provide the text for the standard or portion for the degree(s) noted above:</p>	<p>GLOSSARY</p> <ul style="list-style-type: none"> • INTERPROFESSIONAL COLLABORATIVE PRACTICE: “Multiple health workers from different professional backgrounds provide comprehensive services by working with patients, families, carers, and communities to deliver the highest quality of care” (WHO, 2010). • INTERPROFESSIONAL EDUCATION: When two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes (WHO, 2010). “An educational activity that occurs between two or more professionals within the same discipline, with a focus on participants to work together, act jointly, and cooperate” (Jung et al., 2010, p. 235). • INTRAPROFESSIONAL COLLABORATIVE PRACTICE: The relationship between occupational therapists and occupational therapy assistants that is based on mutual respect, effective communication, and professionalism to promote the highest quality of care in service delivery (Dillon, 2001).
<p>If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?</p>	
<p>If NO, you have completed this survey. Thank you!</p>	
<p>Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?</p>	<p>No</p>
<p>If YES, please provide the guidance text for the degree(s) noted above:</p>	
<p>How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:</p>	<p>The program has to provide evidence that they are complying with the standards.</p>
<p>Please share any other information regarding your agency’s consideration of IPE in your accreditation reviews below:</p>	
<p>Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?</p>	<p>Yes</p>
<p>If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?</p>	<p>Yes</p>
<p>Have you cited programs for needing improvement in the assessment of student interprofessional competencies?</p>	<p>Yes</p>

NAME OF PROFESSION	OPTOMETRY
Name and Acronym of HPAC Agency:	<u>Accreditation Council on Optometric Education (ACOE)</u>
Official Date of Latest Accreditation Standards:	
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	Yes
If YES, for what degree(s):	For professional optometric degree programs doctor of optometry (O.D.) degree and for optometric residency education (post-doctoral certificate)
If YES, please provide the text for the standard or portion for the degree(s) noted above:	<p>For professional optometric degree programs (O.D.) –</p> <p>2.9.5 The graduate must be able to use the knowledge of optometry's role and the roles of other health professions to appropriately assess and address the health care needs of the patients and populations being served.</p> <p>2.9.8 The graduate must be able to effectively communicate orally and in writing with other professionals and patients.</p> <p>For optometric residency post-doctoral certificate programs—</p> <p>2.4 The curriculum must specify the knowledge, skills and behaviors required for the resident to attain the advanced competencies indicated in the program's mission, goals and objectives. At a minimum, the resident must attain the core competencies specified in standards 2.4.1 through 2.4.6 below.</p> <p>... 2.4.3 The resident must demonstrate an understanding of the role of interprofessional healthcare and must communicate and collaborate with other professionals to assure that appropriate resources are utilized for well coordinated patient care.</p>
If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?	
If NO, you have completed this survey. Thank you!	
Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?	Yes

continued

<p>If YES, please provide the guidance text for the degree(s) noted above:</p>	<p>Examples of evidence for optometric residency programs include:</p> <ul style="list-style-type: none"> • Evaluations of resident • Interdisciplinary rotations • Consult and referral requests • Consult and referral responses • Record of multidisciplinary activities • Record of interprofessional education activities • Evaluation and treatment reports to other professionals
<p>How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:</p>	<p>Through a narrative description in team evaluation reports.</p>
<p>Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:</p>	
<p>Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?</p>	<p>Yes</p>
<p>If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?</p>	<p>No</p>
<p>Have you cited programs for needing improvement in the assessment of student interprofessional competencies?</p>	<p>No</p>



NAME OF PROFESSION	OSTEOPATHIC MEDICINE
Name and Acronym of HPAC Agency:	<u>Commission on Osteopathic College Accreditation (COCA)</u>
Official Date of Latest Accreditation Standards:	7/1/2019
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	Yes
If YES, for what degree(s):	Doctor of Osteopathic Medicine (DO)
If YES, please provide the text for the standard or portion for the degree(s) noted above:	Element 6.8: Interprofessional Education for Collaborative Practice (CORE) In each year of the curriculum, a COM must ensure that the core curriculum prepares osteopathic medical students to function collaboratively on health care teams, adhering to the IPEC core competencies, by providing learning experiences in academic and/or clinical environments that permit interaction with students enrolled in other health professions degree programs or other health professionals.
If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?	
If NO, you have completed this survey. Thank you!	
Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?	Yes
If YES, please provide the guidance text for the degree(s) noted above:	Evidentiary submission to demonstrate compliance include: (1) A curriculum map demonstrating how the content of IPE courses are delivered should be made available to site visit teams. (2) Provide a description of the COM's delivery of its curriculum, that include the COM's preparation of students to function collaboratively on health care teams by providing learning experiences in academic and/or clinical environments that permit interaction with students enrolled in other health professions degree programs or other health professionals.

continued

Commission on Osteopathic College Accreditation (COCA) *continued*

How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:	The site visit team reviews the evidentiary submission provided by the program. The information is verified through interviews with the Director of IPE (or equivalent position) at the program, and also interviews with students about their IPE experiences.
Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:	
Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?	Yes
If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?	Yes
Have you cited programs for needing improvement in the assessment of student interprofessional competencies?	No



NAME OF PROFESSION	PHARMACY
Name and Acronym of HPAC Agency:	Accreditation Council for Pharmacy Education (ACPE)
Official Date of Latest Accreditation Standards:	July 1, 2016 Effective Date
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	Yes
If YES, for what degree(s):	Standard No. 11: Interprofessional Education
If YES, please provide the text for the standard or portion for the degree(s) noted above:	<p>Standard 11: Interprofessional Education (IPE)</p> <p>The curriculum prepares all students to provide entry-level, patient-centered care in a variety of practice settings as a contributing member of an interprofessional team. In the aggregate, team exposure includes prescribers as well as other healthcare professionals.</p> <p>Key Elements:</p> <p>11.1. Interprofessional team dynamics – All students demonstrate competence in interprofessional team dynamics, including articulating the values and ethics that underpin interprofessional practice, engaging in effective interprofessional communication, including conflict resolution and documentation skills, and honoring interprofessional roles and responsibilities. Interprofessional team dynamics are introduced, reinforced, and practiced in the didactic and Introductory Pharmacy Practice Experience (IPPE) components of the curriculum, and competency is demonstrated in Advanced Pharmacy Practice Experience (APPE) practice settings.</p> <p>11.2. Interprofessional team education – To advance collaboration and quality of patient care, the didactic and experiential curricula include opportunities for students to learn about, from, and with other members of the interprofessional healthcare team. Through interprofessional education activities, students gain an understanding of the abilities, competencies, and scope of practice of team members. Some, but not all, of these educational activities may be simulations.</p> <p>11.3. Interprofessional team practice – All students competently participate as a healthcare team member in providing direct patient care and engaging in shared therapeutic decision-making. They participate in experiential educational activities with prescribers/ student prescribers and other student/professional healthcare team members, including face-to-face interactions that are designed to advance interprofessional team effectiveness</p>

continued

<p>If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?</p>	
<p>If NO, you have completed this survey. Thank you!</p>	
<p>Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?</p>	<p>Yes</p>
<p>If YES, please provide the guidance text for the degree(s) noted above:</p>	<p>Guidance for Interprofessional Education: Standard 11</p> <p>11a. Partnerships -To provide students with meaningful interprofessional education and practice experiences, colleges and schools partner with external academic institutions, healthcare systems, and health profession practitioners. Colleges and schools can tailor their approach to IPE based on the insight provided by evolving research within this important area. (11.1, 3.4)</p> <p>11b. Interprofessional simulation experiences – Colleges and schools are encouraged to develop interprofessional simulations to ensure the expectations of Key Element 11.1 are met. In addition to face-to-face interprofessional interactions, simulations can include virtual interprofessional engagement. College/school and/or university financial and physical resources needed to support these interprofessional activities should be anticipated. (11.2)</p> <p>11c. IPE dynamics –The evolving IPE literature provides numerous examples of effective IPE strategies and assessment instruments. Colleges and schools are encouraged to periodically review the IPE literature for further developments. (11.1)</p> <p>11d. Non-pharmacist preceptors – Interprofessional practice-based educational experiences for pharmacy students involve pharmacist-preceptors serving as integral members of the team. On occasion, such experiences are precepted by non-pharmacist members of the healthcare team. ACPE recognizes the value of these experiences, but only as a small percentage of required APPE experiential time. Non-pharmacist preceptors are well-versed in the professional competencies and expectations of pharmacists and are supportive of the value they bring to the healthcare team. (11.3, 20.1)</p> <p>11e. Interaction with prescribers – Key Element 11.3 states that IPE involves student pharmacist interaction with prescribers and students studying to be prescribers. This requirement is based on the fact that, to have the greatest impact on direct patient care, pharmacists and student pharmacists need to interact effectively with prescribers. Prescribers include physicians, dentists, nurse practitioners, physician assistants, veterinarians, and their respective students. The goal is to address a patient's drug therapy problems and attempt to achieve clinical care goals established by the patient and his/her healthcare team. (11.3)</p>



<p>If YES, please provide the guidance text for the degree(s) noted above:</p>	<p>11f. Interprofessional educational activities –To be most effective, such activities are conducted in “real-time,” implying that pharmacy students interact with healthcare providers/students via face-to-face interactions, telehealth, or other telephonic/ videoconferencing technology. (11.2)</p>
<p>How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:</p>	<p>Use of a template completed by program as part of their self-study, and completed by site team during its on-site evaluation of the program.</p> <p>11.1. Interprofessional team dynamics – All students demonstrate competence in interprofessional team dynamics, including articulating the values and ethics that underpin interprofessional practice, engaging in effective interprofessional communication, including conflict resolution and documentation skills, and honoring interprofessional roles and responsibilities. Interprofessional team dynamics are introduced, reinforced, and practiced in the didactic and Introductory Pharmacy Practice Experience (IPPE) components of the curriculum, and competency is demonstrated in Advanced Pharmacy Practice Experience (APPE) practice settings. Satisfactory [] Needs Improvement [] Unsatisfactory []</p> <p>11.2. Interprofessional team education –To advance collaboration and quality of patient care, the didactic and experiential curricula include opportunities for students to learn about, from, and with other members of the interprofessional healthcare team. Through interprofessional education activities, students gain an understanding of the abilities, competencies, and scope of practice of team members. Some, but not all, of these educational activities may be simulations. Satisfactory [] Needs Improvement [] Unsatisfactory []</p> <p>11.3. Interprofessional team practice – All students competently participate as a healthcare team member in providing direct patient care and engaging in shared therapeutic decision-making. They participate in experiential educational activities with prescribers/ student prescribers and other student/professional healthcare team members, including face-to-face interactions that are designed to advance interprofessional team effectiveness. Satisfactory [] Needs Improvement [] Unsatisfactory []</p>
<p>Please share any other information regarding your agency’s consideration of IPE in your accreditation reviews below:</p>	<p>We require each program to provide a IPE plan, organized by semester across all four years of the professional pharmacy program. Each program must provide its unique plan, which need not engage students in every single semester.</p> <p>We speak of an IPE plan as being likely in one of three categories: 1) within the didactic curriculum; 2) within the experiential curriculum; 3) a special event (i.e., a disaster preparedness drill in the parking lot foe example)).</p>

continued

<p>Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:</p>	<p>Our standards speak of activities with prescribers and their students. Our Board hard to clarify that it intends for at least one of the IPE activities during the didactic period of the program to include deliberate interactions with physicians and their students. Rationale being that physicians still prescribe 80% of the prescriptions, and thus to have an comprehensive IPE plan without interactions with physicians and their students someone in the plan would be to adequate.</p> <p>Comment: on final question, assessing students on IPE competencies ... wonder how programs are doing that if they are? What tools? What outcomes are the actually assessing?</p>
<p>Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?</p>	<p>Yes</p>
<p>If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?</p>	<p>Yes</p>
<p>Have you cited programs for needing improvement in the assessment of student interprofessional competencies?</p>	<p>No</p>



NAME OF PROFESSION	PHYSICAL THERAPY
Name and Acronym of HPAC Agency:	<u>Commission on Accreditation in Physical Therapy Education (CAPTE)</u>
Official Date of Latest Accreditation Standards:	5/14/2020
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	Yes
If YES, for what degree(s):	<ul style="list-style-type: none"> • Doctor of Physical Therapy • Associate Degree Physical Therapist Assistant
If YES, please provide the text for the standard or portion for the degree(s) noted above:	<p>Relevant to Doctor of Physical Therapy: 6F The didactic and clinical curriculum includes interprofessional education; learning activities are directed toward the development of interprofessional competencies including, but not limited to, values/ethics, communication, professional roles and responsibilities, and teamwork. NOTE: this element will become effective January 1, 2018.</p> <p>Evidence of Compliance: Narrative:</p> <ul style="list-style-type: none"> • Describe learning activities that involve students, faculty and/or practitioners from other health care professions. • Describe the effectiveness of the learning activities in preparing students and graduates for team-based collaborative care. <p>Appendices & On-site Material: See SSR Instructions & Forms</p> <p>6L3 involvement in interprofessional practice Evidence of Compliance: Narrative:</p> <ul style="list-style-type: none"> • Describe the program's expectation for opportunities for involvement in interprofessional practice during clinical experiences. • Provide evidence that students have opportunities for interprofessional practice. <p>Appendices & On-site Material: See SSR Instructions & Forms</p> <p>Professional Ethics, Values and Responsibilities 7D7 Communicate effectively with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers.</p>

continued

If YES, please provide the text for the standard or portion for the degree(s) noted above:



Management of Care Delivery

7D28 Manage the delivery of the plan of care that is consistent with professional obligations, interprofessional collaborations, and administrative policies and procedures of the practice environment.

Participation in Health Care Environment

7D37 Assess and document safety risks of patients and the healthcare provider and design and implement strategies to improve safety in the healthcare setting as an individual and as a member of the interprofessional healthcare team.

7D39 Participate in patient-centered interprofessional collaborative practice.

Evidence of Compliance:

Narrative:

- For each of the following elements:
 - Describe where the content is presented in the curriculum and provide example(s)/ descriptions(s) of the learning experiences that are designed to meet the practice expectations (i.e., describe where and how the content is taught throughout the curriculum);
 - Provide 3-5 examples of course objectives that show the highest expected level of performance; INCLUDE course prefix and number, course name, objective number and the full wording of the objective. Include objectives from clinical education courses, if applicable. If the expectation is a curricular theme, examples of course objectives from multiple courses are required, up to a maximum of 10 objectives; and
 - Provide evidence that didactic introduction to content precedes all expectations for clinical performance; and
 - Describe outcome data, where available, that demonstrates the level of actual student achievement. For Initial Accreditation ONLY, describe how the program will determine the actual level of student achievement, including planned outcome data.
 - For Initial Accreditation ONLY: if curricular changes have occurred since the program started, provide the requested information based on the curriculum experienced by the charter class. Contact Accreditation Staff to discuss what additional information should be provided for the current curriculum.
- If the program teaches content beyond what is addressed in Elements 7D1-7D31, identify the content, where and how it is taught and the highest expected performance level. If being taught to competency, identify how and where competency is tested.

Appendices & On-site Material: See SSR Instructions & Forms.

If YES, please provide the text for the standard or portion for the degree(s) noted above:

Relevant to Associate Degree Physical Therapist Assistant:

6J3 involvement in interprofessional practice

Evidence of Compliance:

Narrative:

- Describe the program's expectation for opportunities for involvement in interprofessional practice during clinical experiences.
- Provide evidence that students have opportunities for interprofessional practice.

Appendices & On-site Material: See SSR Instructions & Forms.

7D7 Communicate effectively with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers.

and

7D28 Participate in the provision of patient-centered interprofessional collaborative care.

Evidence of Compliance:

Narrative:

- For each of the following elements:
 - Describe where the content is presented in the curriculum and provide example(s)/ descriptions(s) of the learning experiences that are designed to meet the practice expectations (i.e., describe where and how the content is taught throughout the curriculum);
 - Provide 3-5 examples of course objectives that show the highest expected level of performance; INCLUDE course prefix and number, course name, objective number and the full wording of the objective. Include objectives from clinical education courses, if applicable. If the expectation is a curricular theme, examples of course objectives from multiple courses are required, up to a maximum of 10 objectives; and
 - Provide evidence that didactic introduction to content precedes all expectations for clinical performance; and
 - Describe outcome data, where available, that demonstrates the level of actual student achievement. For Initial Accreditation ONLY, describe how the program will determine the actual level of student achievement, including planned outcome data.
 - For Initial Accreditation ONLY: if curricular changes have occurred since the program started, provide the requested information based on the curriculum experienced by the charter class. Contact Accreditation Staff to discuss what additional information should be provided for the current curriculum.
- If the program teaches content beyond what is addressed in Elements 7D1-7D31, identify the content, where and how it is taught and the highest expected performance level. If being taught to competency, identify how and where competency is tested.

Appendices & On-site Material: See SSR Instructions & Forms.

continued

Commission on Accreditation in Physical Therapy Education (CAPTE) *continued*

If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?	
If NO, you have completed this survey. Thank you!	
Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?	Yes
If YES, please provide the guidance text for the degree(s) noted above:	It is listed in the question above as Evidence of Compliance/Narrative. Also, verbal guidance is given at Self-study Workshops.
How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:	The Commission determines compliance, not our on-site visitors. The on-site visitors verify and clarify what the program wrote in their Self-study Report during their on-site visit to the program.
Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:	
Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?	Yes
If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?	Yes
Have you cited programs for needing improvement in the assessment of student interprofessional competencies?	Yes

NAME OF PROFESSION	PHYSICIAN ASSISTANT
Name and Acronym of HPAC Agency:	Accreditation Review Commission on Education for Physician Assistant (ARC-PA)
Official Date of Latest Accreditation Standards:	November 2019
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	Yes
If YES, for what degree(s):	PA degrees are Master's level degrees
If YES, please provide the text for the standard or portion for the degree(s) noted above:	<p>B2.04 The program curriculum must include instruction in interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and other health professionals.</p> <p>B2.10 The curriculum must prepare students to work collaboratively in interprofessional patient centered teams. Instruction must:</p> <ul style="list-style-type: none"> a) include content on the roles and responsibilities of various health care professionals, b) emphasize the team approach to patient centered care beyond the traditional physician-PA team approach, and c) include application of these principles in interprofessional teams.
If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?	
If NO, you have completed this survey. Thank you!	
Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?	Yes
If YES, please provide the guidance text for the degree(s) noted above:	<p>Guidance information about addressing compliance with the Standard may be found in the accreditation manual: www.arc-pa.org/wp-content/uploads/2020/12/AccredManual-5th-ed-9.20.pdf</p> <p>B2.04 The program curriculum must include instruction in interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and other health professionals.</p> <p>How program may demonstrate compliance: Course-related materials with instructional objectives and/or learning outcomes related to this content area.</p>

continued

<p>If YES, please provide the guidance text for the degree(s) noted above:</p>	<p>Student evaluation methods that relate to the development, application and evaluation of these knowledge and skills. On-site interviews with students and faculty. B2.10 The curriculum must prepare students to work collaboratively in interprofessional patient centered teams. Instruction must: a) include content on the roles and responsibilities of various health care professionals, b) emphasize the team approach to patient centered care beyond the traditional physician-PA team approach, and c) include application of these principles in interprofessional teams. How the program may demonstrate compliance: Course-related materials with instructional objectives, learning outcomes addressing all aspects of the sub-standards. Application of principles of interprofessional practice required for all students. Student evaluation methods that relate to the development, application and evaluation of these skills. On-site interviews with students and faculty.</p>
<p>How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:</p>	<p>The site visit teams look for evidence of all components of the standard.</p>
<p>Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:</p>	<p>None</p>
<p>Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?</p>	<p>No</p>
<p>If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?</p>	
<p>Have you cited programs for needing improvement in the assessment of student interprofessional competencies?</p>	<p>No</p>

NAME OF PROFESSION	PODIATRIC MEDICINE
Name and Acronym of HPAC Agency:	<u>Council on Podiatric Medical Education (CPME)</u>
Official Date of Latest Accreditation Standards:	Adopted October 2019
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	Yes
If YES, for what degree(s):	Doctor of Podiatric Medicine (DPM)
If YES, please provide the text for the standard or portion for the degree(s) noted above:	<p>Domain IV: Interpersonal and Interprofessional Communications Competency Statement: Demonstrate communication and interpersonal skills that result in relevant and professional information exchange and decision-making with patients, their families, and members of the healthcare team.</p> <p>Domain VI: Interprofessional Collaborative Practice Competency Statement: Demonstrate the ability to work as an effective member of a health-care team.</p>
If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?	
If NO, you have completed this survey. Thank you!	
Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?	Yes
If YES, please provide the guidance text for the degree(s) noted above:	<p>Domain IV: Interpersonal and Interprofessional Communications Competency Statement: Demonstrate communication and interpersonal skills that result in relevant and professional information exchange and decision-making with patients, their families, and members of the health-care team.</p> <p>2. Communicate effectively (including non-verbal cues) with patients, families, and other health-care professionals, especially when special barriers to communication exist.</p> <p>3. Interact appropriately with peers, faculty, staff, and health-care professionals in academic and health-care settings.</p>

continued

If YES, please provide the guidance text for the degree(s) noted above:	Domain VI: Interprofessional Collaborative Practice Competency Statement: Demonstrate the ability to work as an effective member of a health-care team. 1. Demonstrate an understanding of and respect for other health-care professionals and work collaboratively with them in caring for patients.
How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:	Assess how they are meeting the competencies through their self-study and through interviews during the site visit.
Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:	
Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?	
If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?	
Have you cited programs for needing improvement in the assessment of student interprofessional competencies?	No



NAME OF PROFESSION	PUBLIC HEALTH
Name and Acronym of HPAC Agency:	<u>Council on Education for Public Health (CEPH)</u>
Official Date of Latest Accreditation Standards:	October 2016
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	Yes
If YES, for what degree(s):	MPH, DrPH
If YES, please provide the text for the standard or portion for the degree(s) noted above:	It is a competency that must be taught and assessed. "Perform effectively on interprofessional teams."
If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?	
If NO, you have completed this survey. Thank you!	
Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?	Yes
If YES, please provide the guidance text for the degree(s) noted above:	See #21 media.ceph.org/documents/D2_guidance.pdf
How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:	They assess the competency as they do the 21 other competencies for it being taught and assessed.
Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:	
Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?	No
If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?	
Have you cited programs for needing improvement in the assessment of student interprofessional competencies?	Yes

NAME OF PROFESSION	RESPIRATORY CARE
Name and Acronym of HPAC Agency:	Commission on Accreditation for Respiratory Care (CoARC)
Official Date of Latest Accreditation Standards:	2020
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	Yes
If YES, for what degree(s):	Associate, Baccalaureate, and Masters
If YES, please provide the text for the standard or portion for the degree(s) noted above:	Graduates must be able to function proficiently within interprofessional teams and communicate effectively with diverse populations. The curriculum must prepare students to work with, and care for, a variety of populations including, but not limited to, individuals of various ages, abilities, and ethnicities.
If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?	
If NO, you have completed this survey. Thank you!	
Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?	Yes
If YES, please provide the guidance text for the degree(s) noted above:	<p>The program must prepare students to work collaboratively in interprofessional patient-centered teams. Such preparation should include curricular content on the roles and responsibilities of other health care professionals with emphasis on the team approach to patient-centered care.</p> <p>This training must also include ongoing consideration of the constantly changing health care system and the impact of racial, ethnic and socioeconomic disparities on health care delivery. Instruction regarding medical care delivery to diverse populations prepares students to avoid stereotyping. It makes them aware of the differing beliefs, values and expectations of patients and other health care professionals that can influence communication and decision-making by both the health care team and the patients, thereby affecting patient compliance and treatment outcomes. For this reason, efforts should be made to ensure that, as part of their preparation for practice, students have exposure to as diverse a patient population as possible.</p>

continued

<p>If YES, please provide the guidance text for the degree(s) noted above:</p>	<p>The safe and effective provision of respiratory care services requires that therapists communicate effectively with both patients and other members of the health care team. Accordingly, prior to graduation, students must demonstrate effective communication with patients and the other members of the health care team, both as individuals and in groups, regardless of their beliefs, languages and abilities.</p> <p>As a part of its efforts to address these issues, the program should consider the use of a simulation laboratory. Working together with faculty from other allied health programs at the institution (RNs, CNAs, EMTs, etc.) program faculty can provide students with experience in interprofessional teamwork and in dealing with a variety of patients (language, disability, etc.).</p>
<p>How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:</p>	
<p>Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:</p>	
<p>Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?</p>	<p>Yes</p>
<p>If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?</p>	<p>No</p>
<p>Have you cited programs for needing improvement in the assessment of student interprofessional competencies?</p>	<p>Yes</p>



NAME OF PROFESSION	PSYCHOLOGY
Name and Acronym of HPAC Agency:	American Psychological Association Commission on Accreditation (APA-CoA)
Official Date of Latest Accreditation Standards:	2017
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	Yes
If YES, for what degree(s):	Doctorate degree and also for doctoral internships, which are separate programs from the doctoral degree and are eligible to seek accreditation.
If YES, please provide the text for the standard or portion for the degree(s) noted above:	<p>Doctoral degree: Standard II. Aims, Competencies, Curriculum, and Outcomes</p> <p>Section B.2.b. Profession-wide competencies include certain competencies required for all students who graduate from programs accredited in health service psychology. Programs must provide opportunities for all of their students to achieve and demonstrate each required profession-wide competency. Although in general, the competencies appearing at or near the top of the following list serve as foundations upon which later competencies are built, each competency is considered critical for graduates in programs accredited in health service psychology. The specific requirements for each competency are articulated in Implementing Regulations. Because science is at the core of health service psychology, programs must demonstrate that they rely on the current evidence-base when training students in the following competency areas. Students must demonstrate competence in:</p> <ul style="list-style-type: none"> i. Research ii. Ethical and legal standards iii. Individual and cultural diversity iv. Professional values, attitudes, and behaviors v. Communication and interpersonal skills vi. Assessment vii. Intervention viii. Supervision ix. Consultation and interprofessional/interdisciplinary skills

continued

<p>If YES, please provide the text for the standard or portion for the degree(s) noted above:</p>	<p>Internship: Standard II. Aims, Training, Competencies, and Outcomes Section A. Required Profession-Wide Competencies</p> <p>1. Certain competencies are required for all interns who graduate from programs accredited in health service psychology. Programs must provide opportunities for all of their interns to achieve and demonstrate that each required profession-wide competency has been met. 2. The role of the internship is to build upon a trainee's competencies in all of the competency areas. Because science is at the core of health service psychology, programs must demonstrate that they rely on the current evidence base when training and assessing interns in the competency areas. Interns must demonstrate competence in:</p> <ol style="list-style-type: none"> a. Research b. Ethical and legal standards c. Individual and cultural diversity d. Professional values, attitudes, and behaviors e. Communication and interpersonal skills f. Assessment g. Intervention h. Supervision i. Consultation and interprofessional/interdisciplinary skills
<p>If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?</p>	
<p>If NO, you have completed this survey. Thank you!</p>	
<p>Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?</p>	<p>Yes, through Implementing Regulations (IR)</p>
<p>If YES, please provide the guidance text for the degree(s) noted above:</p>	<p>Doctoral degree: IR C-8 D. Profession-wide Competencies Section IX., and Internship: IR C-8 I. Profession-wide Competencies Section IX.</p> <p>Section IX. Consultation and interprofessional/interdisciplinary skills This competency is required at the doctoral and internship level. The CoA views consultation and interprofessional/interdisciplinary interaction as integral to the activities of health service psychology. Consultation and interprofessional/interdisciplinary skills are reflected in the intentional collaboration of professionals in health service psychology with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities. Trainees are expected to:</p> <p>Doctoral students and Interns:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and respect for the roles and perspectives of other professions. <p>Doctoral students:</p> <ul style="list-style-type: none"> • Demonstrates knowledge of consultation models and practices.

If YES, please provide the guidance text for the degree(s) noted above:	Interns: <ul style="list-style-type: none">• Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior. Direct or simulated practice examples of consultation and interprofessional/interdisciplinary skills include but are not limited to: <ul style="list-style-type: none">• role-played consultation with others.• peer consultation, provision of consultation to other trainees.
How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:	Site visit teams conduct observations and in so doing, review program materials and records, interview program faculty / staff, students / trainees, alumni and administration, and tour the facility.
Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:	
Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?	Yes, in that programs are to describe how the standards, including those listed above, are met.
If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?	A program could be informed that it has been found to be inconsistent with any accreditation standard.
Have you cited programs for needing improvement in the assessment of student interprofessional competencies?	



NAME OF PROFESSION	SOCIAL WORK
Name and Acronym of HPAC Agency:	<u>Council on Social Work Education (CSWE)</u>
Official Date of Latest Accreditation Standards:	2015
Does your agency have a standard(s) or portion of a standard(s) that address interprofessional education or related concepts (e.g., team readiness)	Yes*
If YES, for what degree(s):	Baccalaureate and Master's level degrees in Social Work
If YES, please provide the text for the standard or portion for the degree(s) noted above:	Competency 1: Demonstrate Ethical and Professional Behavior Competency 6: Engagement Competency 7: Assessment Competency 8: Intervention
If NO, Is your agency considering having a standard or portion of a standard that address IPE in the next revision of the standards?	
If NO, you have completed this survey. Thank you!	
Does your agency provide guidance that addresses meeting the standard or portion of a standard interprofessional education or related concepts (e.g., team readiness)?	Yes
If YES, please provide the guidance text for the degree(s) noted above:	Competency 1: Social workers: make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior.

* CSWE does not have a stand-alone competency dedicated to interprofessional education and practice, but IPE is integrated into 4 of its 9 competencies.

continued

<p>If YES, please provide the guidance text for the degree(s) noted above:</p>	<p>Competency 6: Social workers: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p> <p>Competency 7: Social workers: collect and organize data, and apply critical thinking to interpret information from clients and constituencies; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p> <p>Competency 8: Social workers: critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; use interprofessional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and facilitate effective transitions and endings that advance mutually agreed-on goals.</p>
<p>How do your site teams address compliance with standards-related interprofessional education (e.g., team readiness) during site visits:</p>	<p>Site teams gather information for the Commission on Accreditation and do not determine or address non-compliance. Commissioners tell site visitors what information they seek and are the decision-makers with regard to compliance. There is a process and menu of decisions concerning compliance. If out of compliance with one or more standards, programs are placed on conditional accredited status, or may receive another adverse decision.</p>

continued

Council on Social Work Education (CSWE) *continued*

Please share any other information regarding your agency's consideration of IPE in your accreditation reviews below:	
Do you ask for a discussion in the self-study of the interprofessional aspects of the curriculum?	Not specifically. A discussion of behaviors addressing the competencies, which include IPE, is required.
If YES, have you cited programs for needing improvement in the IPE portion of their curriculum?	
Have you cited programs for needing improvement in the assessment of student interprofessional competencies?	Social Work programs are required to design evaluation of student learning outcomes of the competencies. The Commission on Accreditation cites programs that do not gear their evaluation and instruments in alignment with the competencies, some of which include interprofessional competencies.





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