

Meaningful Engagement of Patients and Students through Interprofessional Continuing Education and Professional Development

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NATIONAL CENTER for
INTERPROFESSIONAL
PRACTICE and EDUCATION

Background

In 2015, the National Center for Interprofessional Practice and Education joined Joint Accreditation for Interprofessional Continuing Education, a unified path to interprofessional continuing education (IPCE) accreditation.

In 2021, through a new partnership with University of Minnesota School of Nursing and College of Pharmacy, the National Center Office of Interprofessional Continuing Professional Development (National Center OICPD) achieved Reaccreditation with Commendation and provides accredited continuing education for physicians, nurses, pharmacists, athletic trainers, social workers, dentists, and all members of the health team.

Goal and Purpose

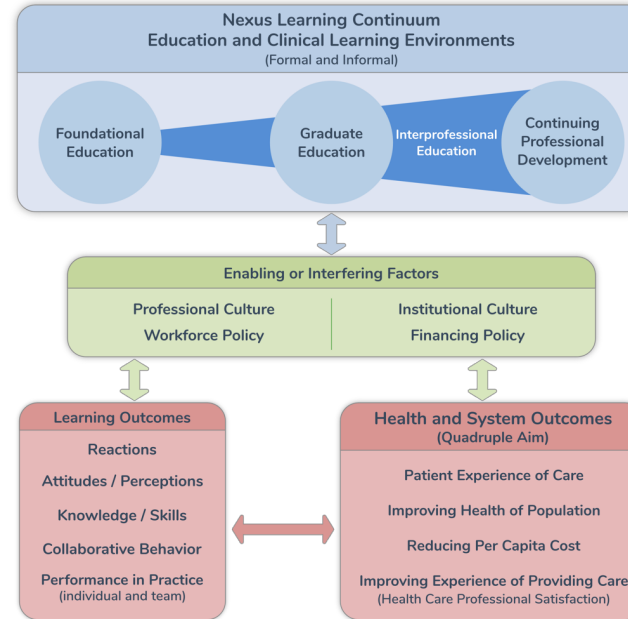
To achieve Commendation, organizations must show fulfillment of 12 core Joint Accreditation Criteria, and seven of 13 additional criteria that “expand their reach and impact in the IPCE/CE environment.”¹ The National Center selected mission-aligned criteria including Criteria 13 and 14, in which **a provider engages patients and students as planners and presenters of IPCE**. Lessons learned through this process have global applicability in the meaningful engagement of patients and students in continuing education.

Methods

In selecting which criteria to highlight, the National Center OICPD focused on mission alignment with the National Center’s **Strategic Imperatives, which include “Engage [patients, families, etc.] served in the Nexus so their interest, beliefs, and priorities are reflected as we define what matters most in health, healthcare, and the education of the future health workforce.”**² This led to the selection of Criteria 13: Provider engages patients as planners and teachers.

The National Center OICPD also anchors its IPCE work in the **Expanded Interprofessional Learning Continuum (EIPLC) Model**, which aligns the process by which learning and Quadruple Aim outcomes may be achieved, within the educational context of the spectrum of foundational education to continuing professional development.³ Within this model, students and learners across this spectrum are engaged in the development of interprofessional education. This provided the foundation for the selection of criteria 14: Provider engages students as planners and teachers.

Figure 1: National Center Expanded Interprofessional Learning Continuum Model³



Office of Interprofessional Continuing Professional Development



JOINTLY ACCREDITED PROVIDER
WITH COMMENDATION
INTERPROFESSIONAL CONTINUING EDUCATION

Results

The National Center OICPD has meaningfully engaged patients and students throughout its work. Through accredited continuing education activities, including the National Center’s annual **Nexus Summit** conference, patients and students were engaged in the following ways:

- Served as members of planning committees
- Delivered plenary/keynote addresses during the Nexus Summit
- Provided real-time feedback as judges and responders in IPCE activities
- Peer reviewed presentation abstracts and curriculum
- Advised as community advocates
- Co-created education and curriculum

16 activities were described for evidence and **reaccreditation with Commendation was achieved**. This allows the National Center OICPD an extended term of accreditation and sets us apart as a Jointly Accredited Provider with Commendation.

Conclusions

Meaningful engagement of patients and students in IPCE is possible through a variety of methods, but should be aligned with a broader organizational mission and identity and integrated throughout the work.

Health professions students and patients and family members are members of the health team, and their voices must be incorporated into IPCE related to their health and the health team. IPCE provides a vehicle for integration of patient and student perspectives in the design and delivery of continuing education for the health professions.

References

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