



AIPHE Summary Report on Key Stakeholder Gathering

The Accreditation of Interprofessional Health Education (AIPHE) initiative is a national collaborative of eight organizations that accredit pre-licensure education for six Canadian health professions. AIPHE organized a Key Stakeholder Gathering to obtain input and feedback from a broader group of stakeholders to help inform the second phase of their work, which has focused on developing *a Standards' Language and Assessment Guide*.

The Key Stakeholder Gathering, held in November 2010 in Ottawa, offered an opportunity for educators, health services site managers, regulatory authorities, provincial Ministries of Health and Advanced post-secondary education, and the six health professional associations to provide their perspectives on interprofessional education (IPE) accreditation standards.

The viewpoints offered by these participant groups were particularly important since they represent key partnerships with education programs in creating collaborative, person-centred health and social care environments for students and new graduates.

AIPHE members who represent the following eight organizations played a key role in organizing and facilitating the Gathering: *Physiotherapy Education Accreditation Canada, the Canadian Association of Occupational Therapists, the Canadian Council for Accreditation of Pharmacy Programs, the Canadian Association of Schools of Nursing, the Canadian Association of Social Work Education, the College of Family*

**537 stakeholders
invited**

**217 invitations
accepted**

**181 actual
participants**

26 facilitators

Physicians of Canada, the Committee on Accreditation of Canadian Medical Schools and the Royal College of Physicians and Surgeons of Canada.

Conducted simultaneously in English and French, webinar technology was used to join participants in the following 14 locations: Vancouver, Victoria, Calgary, Edmonton, Saskatoon, Winnipeg, Toronto, Ottawa, Montréal, Sherbrooke, Québec City, Halifax, Moncton, and St. John's.

During the Gathering, members of AIPHE Standards Development Working Group provided an overview of the process used to develop the draft standards guide. The Canadian Interprofessional Health Collaborative (CIHC) National Competency Framework was reviewed since it is a foundational document for future work on IPE standards. Participants were then given some background on the accreditation standards guide, which provides suggestions for language that may be helpful when developing IPE accreditation standards as well as examples of criteria and types of evidence.

Using small group discussions, participants were asked to consider and discuss the following three questions:

- *Do the IPE accreditation standards presented resonate with you? What are your comments?*
- *What is your organization/department/division's role in helping health education programs achieve these standards?*
- *Given your organization's role, what else needs to happen in your organization for these standards to be met?*

Overall feedback from participant groups:

Overall, the five stakeholder groups were supportive of the emerging standards document and could see a place for themselves as key partners in assisting educational programs to meet the interprofessional education criteria. The importance of links between education and practice were reinforced as were links with the other key stakeholder groups.

In addition, the sense of sharing responsibility for meeting the standards was underscored. The importance of providing students with good role models and examples of interprofessional collaboration (IPC) was also noted across stakeholder groups. Government direction appears to be consistent with the messaging in the emerging standards guide.

Professional associations have the ability to influence the culture of a profession and can positively support interprofessional education and interprofessional collaboration. The education context for the IPE/IPC continuum was supported as the primary focus by all stakeholder groups regardless of their group's primary mandate so that regulation, professional leadership and advocacy, government policy, education and community partnership come together in support for IPE.

Regulatory standards of practice can have a significant influence on IPC. Funding was a key element of success across stakeholder groups as was the importance of leadership and organizational commitment in promoting and facilitating IPE and IPC.

Areas for additional consideration included:

- Stronger connection to the learning that occurs in the practice setting, including preceptor training;
- More integration of health systems knowledge that would link the service sector more effectively to the accreditation standards;
- More explicit linking of the pre and post licensure education continuum;
- Common language and flexibility;
- Connecting the academy and community along a continuum of interprofessional learning;
- Emphasis on the interactive nature of interprofessional education;
- Intraprofessionalism important as well as interprofessionalism;
- Student assessment and program evaluation of IPC important;
- Attention to technology enabled IPE;
- Building connections to research and educational scholarship;
- Avoiding being too prescriptive and allowing the professions to create their own home for the IPE standards in a contextually relevant way.

Post-Meeting Feedback

Four weeks after the Key Stakeholder Gathering, participants were sent a questionnaire about the impact of the session on their understanding of the AIPHE project and their support for embedding standards for interprofessional education in accreditation processes. Results suggested that the session increased understanding, facilitated new linkages and sparked subsequent discussions with colleagues. Nearly 80% of the respondents indicated strong support for the idea of fostering interprofessional education through accreditation.

Presentations and reports that had been prepared either at the session itself or afterwards to elaborate points that had been raised by participants were also provided from the organizers of the local gatherings of participants at the various sites across Canada.

Moving Ahead

The co-chairs of the AIPHE initiative as well as Standards Development Working Group members reinforced the benefits of the input provided and reiterated that the feedback would be used to inform the final standards guide. For example, the guide will reflect the themes addressed at the Gathering, including: the need for clear descriptions of evidence and language that provides a common understanding across programs and settings, alignment across sectors, a cross-continuum perspective, and a focus on competencies.

The widespread support for the draft guidelines as well as interest in a sustainable framework for implementation of interprofessional education principles, processes and practices indicated that that the Key Stakeholder Gathering was a success and that there is momentum to move forward with synergistic interprofessional education initiatives.