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Health Professions Accreditors Collaborative and National Center for Interprofessional Practice and Education Develop Guidance to Improve the Quality of IPE for the Health Professions

Chicago, IL – The Health Professions Accreditors Collaborative and the National Center for Interprofessional Practice and Education have released [Guidance on Developing Quality Interprofessional Education for the Health Professions](#). The guidance was developed through a multi-year, multi-phase consensus process aimed at supporting the development and implementation of quality interprofessional education (IPE). The goals of the guidance are to facilitate the preparation of health professional students for interprofessional collaborative practice through accreditor collaboration and to provide consensus guidance to enable institutions to develop, implement, and evaluate systematic IPE approaches and IPE plans.

According to Barbara Barzansky, PhD, MHPE, Co-Secretary of the Liaison Committee on Medical Education and a member of the guidance writing team, “The HPAC collaboration with the National Center models the importance of connecting with and relating to other stakeholders to foster quality IPE.” The consensus development process across 24 endorsing HPAC members and its outcome guidance recognizes the societal importance of IPE and the value of education, communication, and commitment among accreditors to facilitate the achievement of quality IPE.

As the United States health care system is being redesigned to be a patient-driven process that leverages teams, highlights workforce optimization, increases value, and enhances the use of technology, health professions accreditation will play a key role in producing professionals that will excel in this system. To this end, the guidance document is intended to foster increased communication and collaboration between health professions educators in the various health professions and to provide guidance on achieving quality IPE. The document:

- Offers consensus terminology and definitions for IPE and related concepts;

- Encourages institutional leaders to develop a systematic approach to foster IPE in their own institutions and, where appropriate, collaborate with academic institutions, health systems, and community partners;
- Suggests a framework for leaders and faculty to develop a plan for quality IPE; and
- Provides opportunities for HPAC member accreditation boards/commissions to utilize the guidance to assess their IPE standards and to train site teams regarding the essential elements of quality IPE.

To date, the Boards/Commissions of the following organizations have endorsed the *Guidance*:

- [Accrediting Bureau of Health Education Schools \(ABHES\)](#)
- [Accreditation Commission for Education in Nursing \(ACEN\)](#)
- [Accreditation Commission for Midwifery Education \(ACME\)](#)
- [Accreditation Council for Education in Nutrition and Dietetics \(ACEND\)](#)
- [Accreditation Council on Optometric Education \(ACOE\)](#)
- [Accreditation Council for Occupational Therapy Education \(ACOTE\)](#)
- [Accreditation Council for Pharmacy Education \(ACPE\)](#)
- [Accreditation Review Commission on Education for the Physician Assistant \(ARC-PA\)](#)
- [Commission on Accreditation of the American Psychological Association \(APA-CoA\)](#)
- [Commission on Accreditation of Allied Health Education Programs \(CAAHEP\)](#)
- [Commission on Accreditation of Athletic Training Education \(CAATE\)](#)
- [Commission on Accreditation for Health Informatics and Information Management Education \(CAHIIM\)](#)
- [Commission on Accreditation in Physical Therapy Education \(CAPTE\)](#)
- [Commission on Accreditation for Respiratory Care \(CoARC\)](#)
- [Commission on Collegiate Nursing Education \(CCNE\)](#)
- [Commission on Dental Accreditation \(CODA\)](#)
- [Commission on Osteopathic College Accreditation \(COCA\)](#)
- [Council for Accreditation of Counseling and Related Educational Programs \(CACREP\)](#)
- [Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association \(CAA-ASHA\)](#)
- [Council on Accreditation of Nurse Anesthesia Educational Programs \(COA-NA\)](#)
- [Council on Chiropractic Education \(CCE\)](#)
- [Council on Podiatric Medical Education \(CPME\)](#)
- [Council on Social Work Education \(CSWE\)](#)
- [Liaison Committee on Medical Education \(LCME\)](#)

“This historic collaboration between 24 endorsing accreditor members of HPAC and the National Center will guide the development of quality IPE in the United States, and by extension, will foster improvements in the health, well-being, and outcomes of patients, populations, providers and learners,” said Barbara F. Brandt, PhD, FNAP, Director, National Center for Interprofessional Practice and Education.

About the Health Professions Accreditors Collaborative

The [Health Professions Accreditors Collaborative](#) was established in 2014 as a platform for discussion, proactive problem solving, and sharing among accreditors in the health care professions. HPAC represents member organizations that are committed to working together to advance education, practice, and quality across professions and disciplines. The Collaborative initially has focused on enhancing accreditors’ ability to ensure graduates of health profession education programs are prepared for interprofessional collaborative practice.

About the National Center for Interprofessional Practice and Education

The [National Center for Interprofessional Practice and Education](#) is a unique public-private partnership charged by its founding funders to provide the leadership, evidence, and resources needed to guide the nation on the use of interprofessional education and collaborative practice as a way to enhance the experience of health care, improve population health, and reduce the overall cost of care. The founding and current funding members of the National Center are the Health Resources and Services Administration, the Josiah Macy Jr. Foundation, the Robert Wood Johnson Foundation, the Gordon and Betty Moore Foundation, the John A. Hartford Foundation, and the University of Minnesota.

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