



FACT SHEET

Phase Two: Implementing IPE accreditation standards for sustainability

The Accreditation of Interprofessional Health Education (AIPHE) initiative, funded by Health Canada, is a national collaborative of eight organizations that accredit pre-licensure education for six Canadian health professions: **physical therapy, occupational therapy, pharmacy, social work, nursing and medicine.**

The AIPHE initiative, established in the Fall of 2007, concluded the second phase of its work in March, 2011. The eight organizations that worked together are: 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 Physicians of Canada, the Committee on Accreditation of Canadian Medical Schools and the Royal College of Physicians and Surgeons of Canada.

Interprofessional education (IPE) occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.ⁱ Accreditation is a form of self-regulation in which colleges, universities and programs develop standards, policies and procedures for self-examination and judgment by peers in order to assure quality.ⁱⁱ

Each of the partner organizations was involved in a range of activities that included: developing language to guide the integration of IPE accreditation standards into each accreditation program, ensuring access for their education communities to shared resources for implementation of the accreditation standards, assisting with understanding the IPE standards and providing examples of IPE evidence in education programs. Moving forward, each organization will continue to work on implementing IPE standards in their accreditation and education programs.

An important deliverable of the project was the development of the **AIPHE Interprofessional Health Education Accreditation Standards Guide** that provides suggested language for IPE accreditation standards that can be adapted by health professions and examples of evidence for assessment to support accreditation surveyors.

Participation from clinical site managers, regulatory authorities, and provincial government health and post-secondary education departments was solicited because these organizations are critical for enabling education programs to immerse students and new graduates in collaborative, person-centred health and social care environments. AIPHE's work has also been shared with accrediting organizations of other academic health programs. Please visit www.aiphe.ca for more information.

ⁱ Centre for the Advancement of Interprofessional Education. (2002). *Defining IPE*. Retrieved February 11, 2011, from <http://www.caipe.org.uk/about-us/defining-ipe/?keywords=principles>

ⁱⁱ http://www.chea.org/pdg/fact_sheet_5_operation.pdf