



Joint Accreditation for the Provider of Continuing Education for the Healthcare Team
“Accreditation of Continuing Education Planned by the Team for the Team”
A joint initiative of ACCME, ACPE, and ANCC

Definition

As an organization that builds bridges with other stakeholders through collaboration and cooperation, the provider of continuing education (CE) for the healthcare team participates within a framework for quality improvement by planning, offering and evaluating education for teams comprised of two or more healthcare professionals (e.g., nurses, pharmacists, and/or physicians). The goal of this education will be to address the professional practice gaps of the healthcare team using an educational planning process that reflects input from those healthcare professionals who make up the team. The education will be designed to change the skills/strategy, performance, or patient outcomes of the healthcare team.

Eligibility

Organizations would be eligible to seek accreditation as a provider of continuing education for the healthcare team if...

- the organization is already accredited in good standing by at least two of the three national accrediting bodies (ANCC, ACPE, and/or ACCME);
- 25% of the educational activities delivered by the organization during the past 12 months is comprised of education designed by and for the healthcare team; and
- the organization engages in the joint accreditation process and demonstrates compliance with the compliance criteria described below and any associated accreditation policies.

Accreditation Criteria

An organization's status and term as an accredited provider of continuing education for the healthcare team would be based on demonstrated compliance with the following criteria:

Mission and Overall Program Improvement

1. The accredited provider has a continuing education (CE) mission statement that highlights education for the healthcare team as part of their purpose, content areas, target audience, type of activities and expected results, with the expected results articulated in terms of changes in skills/strategy, performance, or patient outcomes of the healthcare team.
2. The provider gathers data or information and conducts a program-based analysis on the degree to which the CE mission of the provider has been met through the conduct of CE activities/educational interventions. Based on that analysis, the provider:
 - a. The provider identifies, plans and implements the needed or desired changes in the overall program (e.g., planners, teachers, infrastructure, methods, resources, facilities, interventions) that are required to improve on ability to meet the CE mission.
 - b. The provider demonstrates that identified program changes or improvements, that are required to improve on the provider's ability to meet the CE mission, are underway or completed.

- c. The provider demonstrates that the impacts of program improvements, that are required to improve on the provider's ability to meet the CE mission, are measured.
3. The provider operates in a manner that integrates CE into the process for improving the professional practice of the healthcare team.

Activity Planning and Evaluation

4. The provider incorporates into CE activities the educational needs (knowledge, skills/strategy, or performance) that underlie the practice gaps of the healthcare team and/or the individual members of the healthcare team.
5. The provider generates activities/educational interventions that are designed to change the skills/strategy, performance, or patient outcomes of the healthcare team as described in its mission statement.
6. The provider generates activities/educational interventions around valid content that matches the healthcare team's current or potential scope of professional activities.
7. The provider chooses educational formats for activities/interventions that are appropriate for the setting, objectives and desired results of the activity.
8. The provider develops activities/educational interventions in the context of desirable attributes of the healthcare team (e.g., Institute of Medicine competencies, professional competencies, healthcare team competencies).
9. The provider develops activities/educational interventions that are independent of commercial interests (ACCME Standards for Commercial SupportSM), including the:
 - a. Identification, resolution and disclosure of relevant financial relationships of all individuals who control the content of the continuing education activity;
 - b. Appropriate management of commercial support (if applicable).
 - c. Maintenance of the separation of promotion from education (if applicable).
 - d. Promotion of improvements in health care and NOT proprietary interests of a commercial interest.
10. The provider utilizes educational support strategies to enhance change as an adjunct to its educational interventions (e.g., reminders, patient feedback).
11. The provider identifies factors outside the provider's control that impact on patient outcomes.
12. The provider implements educational strategies to remove, overcome, or address barriers to change for the healthcare team.
13. The provider analyzes changes in the healthcare team (skills/strategy, performance, or patient outcomes) achieved as a result of the overall program's activities/educational interventions.
14. The provider maintains and reports required data and information about the continuing education that is delivered during its current term of accreditation.

Accreditation Process and Outcomes

An organization seeking accreditation as a provider of continuing education for the healthcare team would submit materials in the form of a self study report and supporting performance-in-practice, along with a fee of \$18,000, and would engage in the process of accreditation that is jointly managed by ANCC, ACPE, and ACCME. That process is expected to take approximately 15 months and would include:

- Engagement by the provider in a self study to reflect on its program of continuing education;
- Submission of a self study report in which the provider describes its practices and verifies these practices using examples;
- An interview conducted by a three-person team of volunteer surveyors (representative of ANCC, ACPE, and ACCME);
- Review of a continuing education activity for the healthcare team; and
- Review of performance-in-practice through activity documentation.

Two review cycles will be provided:

1. Submission of the Self Study Report by February 1, which will result in an accreditation decision in July of the same year.
2. Submission of the Self Study Report by September 1, which will result in an accreditation decision in March of the following year.

The materials submitted by the provider and the results of the interview by the survey team will be presented to a Joint Accreditation Review Committee (ARC) constituted equally by representatives from ANCC, ACPE, and ACCME. The accreditation recommendation made by the Joint-ARC would be forwarded for final decision to the governing boards of ANCC, ACPE, and ACCME.

The standard term of accreditation as a provider of continuing education for the healthcare team will be four years. A progress report may be required as part of the accreditation decision. Annual reports may also be required. If a provider withdraws from the joint accreditation process and/or is not successful, the provider will have one year to seek accreditation directly through each individual accrediting body (ACCME, ACPE, ANCC), as desired.

Under the status of accreditation as a provider of CE for the healthcare team, the provider may also offer continuing education for nurses, pharmacists, or physicians separately.

A special accreditation statement must accompany all educational activities offered by the accredited provider:

In support of improving patient care, the [insert name of accredited provider] is accredited by the American Nurses Credentialing Center (ANCC), the Accreditation Council for Pharmacy Education (ACPE), and the Accreditation Council for Continuing Medical Education (ACCME), to provide continuing education for the healthcare team.