



JOINT ACCREDITATION
INTERPROFESSIONAL CONTINUING EDUCATION

Getting Started with Joint Accreditation for Interprofessional EducationSM

September 23, 2016

10:30 am – 3:30 pm CT

Table Talk Discussion Guide

The Joint Accreditation Process

Discuss the following questions with the other members of your table group. We've left space for you to take some notes that will help you to move forward.

1. Why is your organization considering Joint Accreditation at this time?
2. What are the strengths of the educational team at your organization in considering or moving toward Joint Accreditation?
3. What are some potential weakness or challenges that you might face as you are positioning your organization for Joint Accreditation?

Mission and Overall Improvement (JAC1-3)

Discuss the following questions with the other members of your table group. We've left space for you to take some notes that will help you to move forward.

1. Who will contribute (has contributed) to the process of drafting a **CE Mission** that highlights your IPCE efforts?
2. What processes do you already have in place that will help you meet the expectations of JAC2, conducting a program-based analysis on the degree to which your CE Program is meeting your CE Mission?
3. What are some of the changes you already see that your organization will need to make to position itself for Joint Accreditation?

Criteria for Activity Planning – Part 1 (JAC4-8)

Each member from your group must choose a different role/perspective for this case study:

1) Pediatrician, 2) Registered Nurse, 3) Social Worker, 4) Pharmacist, and 5) Patient/Student's parent.

Next, take a minute to each review the case below and use the discussion questions to generate conversation at your table.

Case Study – Public Health Issue

The incidence of pediatric asthma has significantly increased in the local community over the past 10 years. Approximately 1 in 5 children between the ages of 5 and 12 in this community have been diagnosed with asthma. When compared to children without asthma in the same community, children with asthma are more likely to miss school, are less likely to participate in extracurricular activities, and consume significantly more health care dollars per child. Parents of children with asthma are also more likely to miss work when compared to parents of children without asthma. A recent evaluation of population health conducted by the local health department demonstrated that significantly more children with asthma were overweight or obese when compared to children without asthma.

Elementary school teachers in the local community have expressed concern that children with asthma are falling behind in school.

Parents are expressing frustration with the school system, stating that the school system has not incorporated strategies to support children who have chronic illnesses.

The local association of pediatric nurses, in collaboration with local pediatricians, see a need to develop a series of continuing education interventions for the healthcare staff in this community who may come in contact with the students who are being diagnosed with asthma. In addition, the idea of in-person parenting workshops for parents of children with asthma has been raised.

1. From the professional perspective of the role you've chosen, what is the opportunity for continuing education of the healthcare team in this case study? What might be a professional practice gap of the healthcare team?
2. What will your educational intervention be designed to change?
3. What kind of activity(ies) would you design as a healthcare team to help make this change(s)?

Criteria for Activity Planning – Part 2 (JAC10-13)

Refer back to the Case Study on Page 2 as well as the roles you each chose for your earlier discussion. From the perspective of your role, discuss the following with your team:

1. Are there factors beyond what we can change that might continue to impact the outcomes of our pediatric patients? What are they?
2. What can we do for the healthcare team as a supplement to the educational activity we designed in order to reinforce learning & change?
3. What might be some barriers to change for the healthcare team related to our case study? What strategies could we implement to help overcome or address those barriers?
4. How will we determine that the educational activity/interventions have been successful? What can we measure?