

Academic Consortium for Complementary and Alternative Health Care

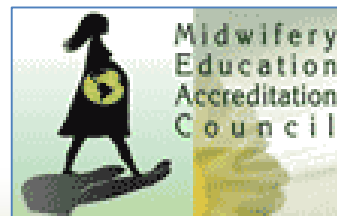
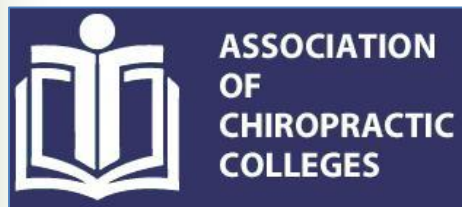
Elizabeth Goldblatt
Board Chair

ACC-RAC Conference
March 2015



ACCAHC Base: Core Organizational Members

One of the most enduring, formal interprofessional collaborations in the US



Profession	Accrediting agency established	US Department of Education recognition	Recognized schools or programs	Standardized national exam created	State regulation*	Estimated number of licensed practitioners in the US
Acupuncture and Oriental medicine	1982	1990	61	1985	44 states + DC	28,000
Chiropractic[^]	1971	1974	15	1963	50 states + DC, Puerto Rico, and all other US territories /insular areas	72,000
Massage therapy	1982	2002	88	1994	44 states + DC	280,000
Direct-entry Midwifery	1991	2001	10	1994	26 states	2,000
Naturopathic medicine	1978	1987	7	1986	16 states, DC, Puerto Rico, Virgin Islands	5,500

*For chiropractors and naturopathic physicians, this category uniformly represents licensing statutes; for acupuncture, virtually all states use licensure; for massage, there is a mixture of licensing, certification, and registration statutes.

[^]Although the Council on Chiropractic Education was first incorporated in 1971, there were other accrediting agencies and activities within the chiropractic profession dating back to 1935.

Interprofessional Education Defined:

"When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes."

-(WHO Study Group on Interprofessional Education and Collaborative Practice, 2010)

Interprofessional Collaboration Defined:

"Interprofessional collaboration is the process of developing and maintaining effective interprofessional working relationships with learners, practitioners, patients/clients/families and communities to enable optimal health outcomes. Elements of collaboration include respect, trust, shared decision making, and partnerships."

-(The Canadian Interprofessional Health Collaborative: A National Interprofessional Competency Framework, February 2010)

Competencies for Optimal Practice in Integrated Environments*

COMPETENCY 1 – Value and Ethics for Interprofessional Practice

COMPETENCY 2 – Roles and Responsibilities

COMPETENCY 3 – Interprofessional Communication

COMPETENCY 4 – Teams and Teamwork

COMPETENCY 5 – Evidence-based healthcare and evidence-informed practice

COMPETENCY 6 – Institutional Healthcare Culture and Practice

*1-4 by IPEC; 5-6 by ACCAHC

The Institute of Medicine Global Forum on Innovation in Health Professional Education (IHPE)

" To meet the challenges of the 21st century, ongoing reforms must ensure that health professions education is competency-based and driven by the health needs of the local population. The global vision needs to be interpreted and implemented in light of local conditions.....Many of these ideas (and the inspiration for this Forum) are drawn from the IOM Future of Nursing Report and the Lancet Commission report titled *Health Professionals for a New Century: Transforming Education to Strengthen Health Systems in an Interdependent World*."

The Forum's mission is to apply an ongoing, multi-national multi-disciplinary approach to illuminate promising innovations for achieving reform in instructional and institutional spheres. The Forum has over 61 appointed members who are experts and health professionals."

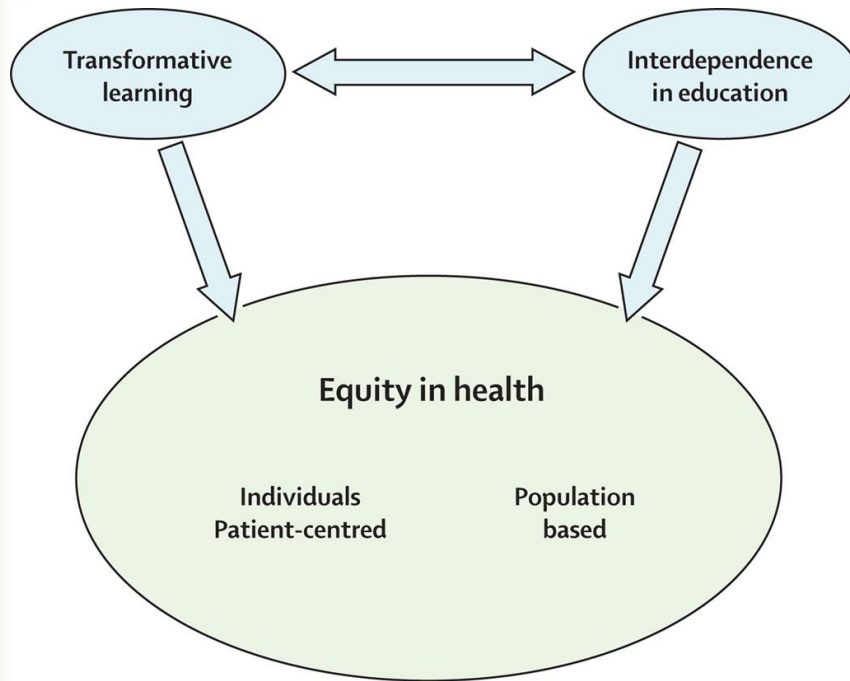


Table 3
Levels of learning

	Objectives	Outcome
Informative	Information, skills	Experts
Formative	Socialisation, values	Professionals
Transformative	Leadership attributes	Change agents

(Lancet Commission report titled *Health Professionals for a New Century: Transforming Education to Strengthen Health Systems in an Interdependent World*, November 2010, pg 53)

From Page 91 from 'a Student View':

"We encourage the proposed team-based education to break down professional silos. Working in health care means working in multidisciplinary and interdisciplinary teams.....What students try to teach themselves through laborious but successful efforts should not be neglected by their educational institutions....Students of all health professions in all countries should get involved in joint planning mechanisms."