Accreditation: Realities, Challenges, and Opportunities

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What IS accreditation, anyway?

- A **process** of external quality review
- A **status** that standards have been met
Accreditation across the globe

- Source of standards
- Evaluators
- Focus
What does it DO?

Short answer: *Accreditation confers an academic legitimacy on the institution or program in question*

- For students
- For programs/institutions
- For the professions
- For policy makers & the public
And what does accreditation NOT do?

- For students
- For policy makers
- (…and for professions)
Challenges

- From, and for, the professions
- From, and for, the larger governmental/regulatory context
Challenges

From, and for, the professions:

• Defining or advancing the direction of the profession

• Holding back the advancement of the profession
Challenges

For example:

The comprehensive curriculum plan is based on: (1) information about the contemporary practice of physical therapy; (2) standards of practice; and (3) current literature, documents, publications, and other resources related to the profession, to the delivery of health care services, to physical therapy education, and to educational theory. (from CAPTE)
Challenges

In developing the educational standards for determining accreditation of ... programs, CCNE has formulated specific premises or goals on which the standards are to be based. These goals include the following:

... 

2. Enabling the community of interest to participate in significant ways in the review, formulation, and validation of accreditation standards and policies and in determining the reliability of the conduct of the accreditation process. (CCNE)
Challenges

The profession, and its accreditor
Challenges

From, and for, the larger government / regulators

- Country-specific
- Less familiar with specifics
- Concerned with broader issues
The unique opportunities of this forum:

- Multi-country
- Multi-profession
- Multi-accreditor
- Common goal of quality preparation for healthcare professional practice
Opportunities
Opportunities

• Envisioning how healthcare practice is evolving. . . implications for professions and preparation?

• Learning about emerging issues in practice . . . implications for education and training?

• Studying common issues in education and training . . . implications for accreditation?
Many thanks for the opportunity to help launch these critical conversations!