

# Acces PDF Exploring The Role Of Accreditation In Enhancing Quality And Innovation In Health Professions Education

## Exploring The Role Of Accreditation In Enhancing Quality And Innovation In Health Professions Education Proceedings

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It is the combination of institution or program accreditation with individual licensure—for confirming practitioner competence—that governments and professions use to reassure the public of the capability of its health workforce . Accreditation offers educational quality assurance to students, governments, ministries, and society.

Introduction - Exploring the Role of Accreditation in ...

The purpose of accreditation is to build a competent health workforce by ensuring the quality

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of training taking place within those institutions that have met certain criteria. It is the combination of institution or program accreditation with individual licensure—[EURO](#)"for confirming practitioner competence—that governments and professions use to reassure the public of the capability of ...

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Exploring the Role of Accreditation in Enhancing Quality and Innovation in Health Professions Education : Proceedings of a Workshop. Author: Health and Medicine Division ; Board on Global Health ; Global Forum on Innovation in Health Professional Education ; Megan M Perez

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; Patricia A Cuff

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Global Health (2017) Exploring the Role of Accreditation in Enhancing Quality and Innovation in Health Professions Education.

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5 The Role of Accrediting and Credentialing Bodies ...

industry in the form of private accreditation bodies, which develop performance standards and carry out evaluations and monitoring. Across North America accreditation now often

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plays a significant role in defining both the eligibility of agencies to apply for government contracts, as well as management and service delivery practices. While there

## EXPLORING THE ROLE OF AGENCY ACCREDITATION IN SHAPING ...

**Abstract Objectives** This study aims to track electroconvulsive therapy (ECT) clinics ' compliance with standards for the administration of ECT before and after the introduction of the Electroconvulsive Therapy Accreditation Service (ECTAS) in 2003. **Methods** Three audits on the practice of ECT were retrospectively analyzed, and ECTAS data from 2004 to 2011 were prospectively analyzed.

## Three Decades of Quality Improvement in Electroconvulsive ...

Three decades of quality improvement in electroconvulsive therapy: exploring the role of accreditation. Murphy G(1), Doncaster E, Chaplin R, Cresswell J, Worrall A. **Author information:** (1)From the Royal College of Psychiatrists' Centre for Quality Improvement, London, UK.

The purpose of accreditation is to build a competent health workforce by ensuring the quality of training taking place within those institutions that have met certain criteria. It is the combination of institution or program accreditation with individual licensureâ€"for confirming practitioner competenceâ€"that governments and professions use to reassure the

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Continuing education, continuing professional development, and high-value continuing professional development exist along a continuum. Continuing education (CE) often is associated with didactic learning methods, such as lectures and seminars, which take place in auditoriums and classrooms, and is often viewed by health professionals as merely a path to maintaining licensure and certification through the accumulation of credits. Continuing professional development (CPD), in contrast, embraces a wider array of learning formats and methods that are driven by learners. The Global Forum on Innovation in Health Professional Education hosted a workshop in April 2017 to explore the value proposition for CPD. Forum members and workshop participants gathered to learn about innovative CPD programs around the world, to consider the perspectives of those who invest in CPD, and to discuss the business case for CPD. This publication summarizes the presentations and discussions from the workshop.

This book demonstrates how a participatory approach to assessment and accreditation in their new forms creates a synergy for learner-centered education. It is a guide to approaching the accreditation process from a campus-wide perspective of ownership - illustrated by rich descriptions of how faculty, students, and administrators at California State University Monterey Bay (CUSMB) engaged with and successfully focused their accreditation processes on the improvement of their practices. The approach that the authors describe was driven by a commitment to go beyond satisfying the accreditation expectations so as to promote

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Ongoing and long-term improvement of student learning. It also reflects the shift of responsibility for assessment within institutions from a designated office to individual faculty and staff, entire departments, and the campus as a whole. The authors document strategies that are practical - ready to use or adapt - that are appropriate for all campuses. They also provide guidelines for the documentation process that accreditation demands. They demonstrate how they reduced traditional resistance to assessment by emphasizing its use for the improvement of student learning, helping faculty with their own teaching, and creating frameworks for continuing improvements that are valued by faculty. The authors emphasize the need for every institution to take into account its unique mission, vision, and core values; and to recognize the importance of individual departmental cultures. Although their accreditation ""triggered"" CSUMB's engagement with assessment, the authors discuss other opportunities for jump-starting the process.

This book details the key concepts, objectives and processes relating to the professional accreditation of engineering bachelor (honours) degrees. The contemporary context of accreditation is examined in terms of the globalised nature of both the engineering profession and higher education. Examples of the processes relating to single and dual accreditation are provided, with examination of the Washington Accord and the requirements of the European Network for Accreditation of Engineering Education. Details are also provided as to how learning outcomes can be structured to demonstrate compliance with accreditation criteria. The final chapters deal briefly with quality assurance processes used in education and the current international quality ranking systems which exist. This book will provide the reader

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with a detailed examination of outcome based education within the context of Bachelor of Engineering (honours) degrees. A key feature of this book is the side-by-side comparison of different accreditation criteria and a thorough discussion of the relatively new phenomenon of dual accreditation. The book seeks to provide a very clear explanation and exploration of accreditation within the context of engineering education and will benefit those practitioners involved in the accreditation process.

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The anthrax incidents following the 9/11 terrorist attacks put the spotlight on the nation's public health agencies, placing it under an unprecedented scrutiny that added new dimensions to the complex issues considered in this report. The Future of the Public's Health in the 21st Century reaffirms the vision of Healthy People 2010, and outlines a systems approach to assuring the nation's health in practice, research, and policy. This approach focuses on joining the unique resources and perspectives of diverse sectors and entities and challenges these groups to work in a concerted, strategic way to promote and protect the public's health. Focusing on diverse partnerships as the framework for public health, the book discusses: The need for a shift from an individual to a population-based approach in practice, research, policy, and community engagement. The status of the governmental public health infrastructure and what needs to be improved, including its interface with the health care delivery system. The roles nongovernment actors, such as academia, business, local communities and the media can play in creating a healthy

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ation Providing an accessible analysis, this book will be important to public health policy-makers and practitioners, business and community leaders, health advocates, educators and journalists.

There have been more changes to teaching and learning in higher education in the last 30 years than there were over the previous 500. Eminent contributors seek to make sense of these changes and place them within a framework for understanding changes in teaching and learning.

The Future of Nursing explores how nurses' roles, responsibilities, and education should change significantly to meet the increased demand for care that will be created by health care reform and to advance improvements in America's increasingly complex health system. At more than 3 million in number, nurses make up the single largest segment of the health care work force. They also spend the greatest amount of time in delivering patient care as a profession. Nurses therefore have valuable insights and unique abilities to contribute as partners with other health care professionals in improving the quality and safety of care as envisioned in the Affordable Care Act (ACA) enacted this year. Nurses should be fully engaged with other health professionals and assume leadership roles in redesigning care in the United States. To ensure its members are well-prepared, the profession should institute residency training for nurses, increase the percentage of nurses who attain a bachelor's degree to 80 percent by 2020, and double the number who pursue doctorates. Furthermore, regulatory and institutional obstacles -- including limits on nurses' scope of practice -- should be

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removed so that the health system can reap the full benefit of nurses' training, skills, and knowledge in patient care. In this book, the Institute of Medicine makes recommendations for an action-oriented blueprint for the future of nursing.

"The articles in this collection emphasize the importance of play--from infancy through the primary grades, how to support and scaffold children's play, and how to connect play to learning. Also included is a professional development guide with questions and activities"---Publisher's Web site.

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