

ACCREDITATION COUNCIL FOR PHARMACY EDUCATION



ACPE Update: What Regulators and Academics Need to Know

Peter H. Vlasses, PharmD, DSc (Hon), BCPS, FCCP
District IV NABP-AACP Meeting
Milwaukee, WI - November 4, 2015, 3-4pm



Accreditation Council for Pharmacy Education (ACPE)

- ACPE accredits:
 - **Professional degree programs (1932)**
 - Recognized by:
 - U.S. Department of Education
 - Council on Higher Education Accreditation (CHEA)
 - **Providers of continuing pharmacy education (1975)**
 - **Pharmacy technician programs – (2015)**
 - With American Society of Health-System Pharmacists (ASHP)
- ACPE certifies:
 - **Professional degree programs outside the USA and its territories (2011)**



LEARNING OBJECTIVES

At the end of the presentation, participants should be able to:

- Describe the major differences between the new ACPE Professional Degree Program Accreditation Standards (S2016) and the present ones (S2007)
- Explain the state of the ASHP-ACPE Collaboration for Pharmacy Technician Education and Training Accreditation
- Summarize the differences between ACPE's accreditation and certification of pharmacy degree programs
- Describe opportunities and challenges for the ACPE CPE accreditation program
- List two ACPE interactions with other accreditors to foster interprofessional education and collaborative practice



Disclosure

I have no relevant financial relationships to
commercial interests to disclose



***Doctor of Pharmacy Degree
Accreditation Standards 2016***



Name three (3) important differences in the 2016 ACPE Doctor of Pharmacy Standards from the 2007 ACPE Standards?



Pharmacy Practice in the Future?



Medical Homes?

**Team-based
Care?**



**Electronic health
records?**

**Accountable Care
Organizations ?**



Pay for Performance?

**Pharmacy Quality
Measures?**





Advancing Quality in Pharmacy Education:
Charting Accreditation's Future

September 12-14, 2012 • Atlanta, GA

Invited Stakeholder Organizations

- Academy of Managed Care Pharmacy
- American College of Apothecaries
- American College of Clinical Pharmacy
- American Society of Consultant Pharmacists
- American Pharmacists Association Academy of Student Pharmacists
- American Society of Health-System Pharmacists
- Association of Black Health-System Pharmacists
- Board of Pharmacy Specialties
- Commission on Credentialing (ASHP)
- Community Pharmacy Foundation
- National Alliance of State Pharmacy Associations
- National Association of Chain Drug Stores
- National Community Pharmacists Association
- National Pharmaceutical Association
- Pharmacy Quality Alliance
- Pharmacy Technician Certification Board
- University HealthSystem Consortium



Profession-wide Input Into *Standards 2016*

- Received comments from numerous individuals and pharmacy organizations (e.g., survey, open hearings)
- All comments were considered by ACPE
 - The vast majority of comments have been adopted
 - In some cases, resolution of conflicting feedback required a Board decision
- Stakeholder feedback on *Draft Standards 2016* was valuable and served to improve and refine the final Standards



Joint Commission of Pharmacy Practitioners (JCPP)

- **JCPP Vision:**
 - Patients achieve optimal health and medication outcomes with pharmacists as essential and accountable providers within patient-centered, team-based healthcare.



***Standards 2016* ensure that accredited programs prepare graduates to:**

- Enter advanced pharmacy practice experiences (APPE-ready)
- Provide direct patient care in a variety of healthcare settings (Practice-ready)
- Contribute as a member of an interprofessional collaborative patient care team (Team-ready)

Messages heard at the 2012 Invitational Conference



Key Differences Between *Standards 2007 and Standards 2016*

- Based upon new CAPE* outcomes
 - Foundational Knowledge
 - Essentials for Practice and Care
 - Approach to Practice and Care
 - Personal and Professional Development
- Educational outcomes deemed essential to contemporary practice, interprofessional collaboration, professional accountability

* **cape** Center for the Advancement of
Pharmacy Education





The PharmD Degree

KNOW

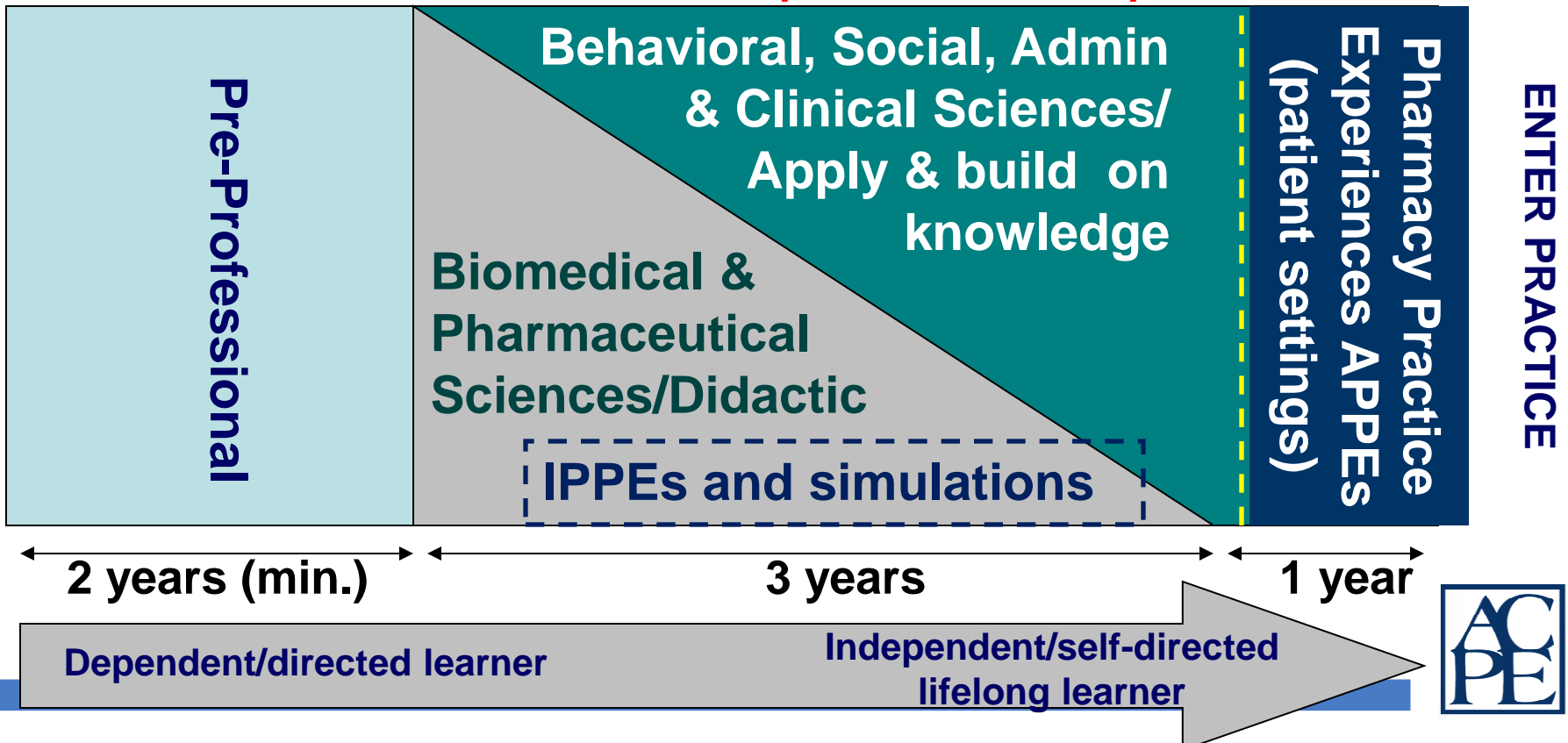


DO



BE

Knowledge +++++ Skills +++++ Attitudes/Behavior
-----Interprofessional competencies-----



Key Differences Between *Standards 2007 and Standards 2016*

- Pharmacy Curriculum Outcomes Assessment (PCOA) requirement
 - Evaluate science foundation of curriculum; based on Appendix 1 of S2016
 - Provide basis for evaluating comparability of different curriculum models and structures
 - Required of all students at end of didactic portion of curriculum
 - Requirement begins spring 2016



S2016 Appendix 1 – Required Elements in Didactic Curriculum

- **Biomedical Sciences** – biochemistry, biostatistics, human anatomy, human physiology, immunology, medical microbiology, pathology/pathophysiology
- **Pharmaceutical Sciences** - clinical chemistry, extemporaneous compounding, medical chemistry, pharmaceutical calculations, pharmaceuticals/biopharmaceuticals, pharmacogenomics/genetics, pharmacokinetics, pharmacology, toxicology



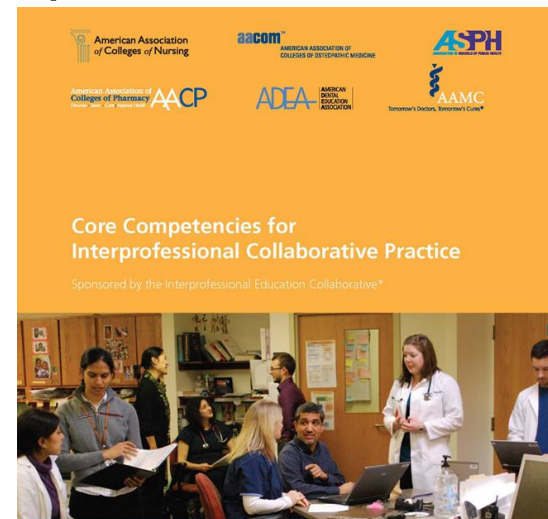
S2016 Appendix 1 (cont.)

- **Social/Administrative/Behavioral Sciences** - cultural awareness, ethics, healthcare systems, history of pharmacy, pharmacoeconomics, pharmacoepidemiology, pharmacy law and regulatory affairs, practice management, professional communication, professional development/ social and behavioral aspects of practice, research design
- **Clinical Sciences** - clinical pharmacokinetics, health informatics, health information retrieval and evaluation, medication dispensing, distribution and administration, natural products and alternative and complementary therapies, patient assessment, patient safety, pharmacotherapy, public health, self-care pharmacotherapy



Key Differences Between *Standards 2007 and Standards 2016*

- IPE elevated to a new standard (Standard 11)
“The curriculum prepares all students to provide entry-level, patient-centered care in a variety of practice settings as a contributing member of an interprofessional team. In the aggregate, team exposure includes prescribers as well as other healthcare professionals.”
- Focuses on IPEC competencies
 - Values/Ethics of IPCP
 - Roles/Responsibilities
 - Interprofessional communication
 - Team and teamwork

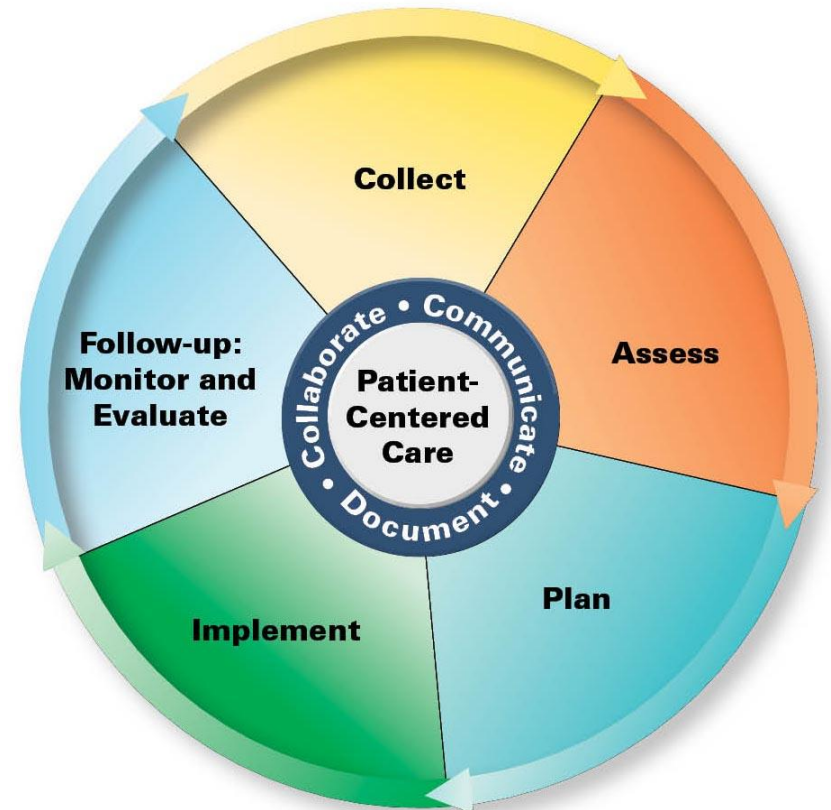


Pharmacists' Patient Care Process

- Approved by JCPP organizations in May 2014
- Supported by 13 national pharmacy organizations



Pharmacists' Patient Care Process
May 29, 2014



Name three (3) important differences in the 2016 ACPE Doctor of Pharmacy Standards from the 2007 ACPE Standards?



***PHARMACY TECHNICIAN
ACCREDITATION COMMISSION
(PTAC)***



PTAC QUESTIONS: TRUE OR FALSE

- The first official actions of the ASHP-ACPE Collaboration for Pharmacy Technician Education and Training Accreditation occurred in June 2015.
- The ACPE Board of Directors has the final vote on PTAC recommendations.
- PTAC will recommend updates to the ASHP/ACPE pharmacy technician education and training accreditation standards to stay consistent with the expanding roles and responsibilities of technicians.



Pharmacy Technician Stats

- Number of technicians in the U.S. is increasing
- Number of states requiring registration/other has more than tripled in the past 20 years (43 in 2013)
 - 35 states require completion of training programs

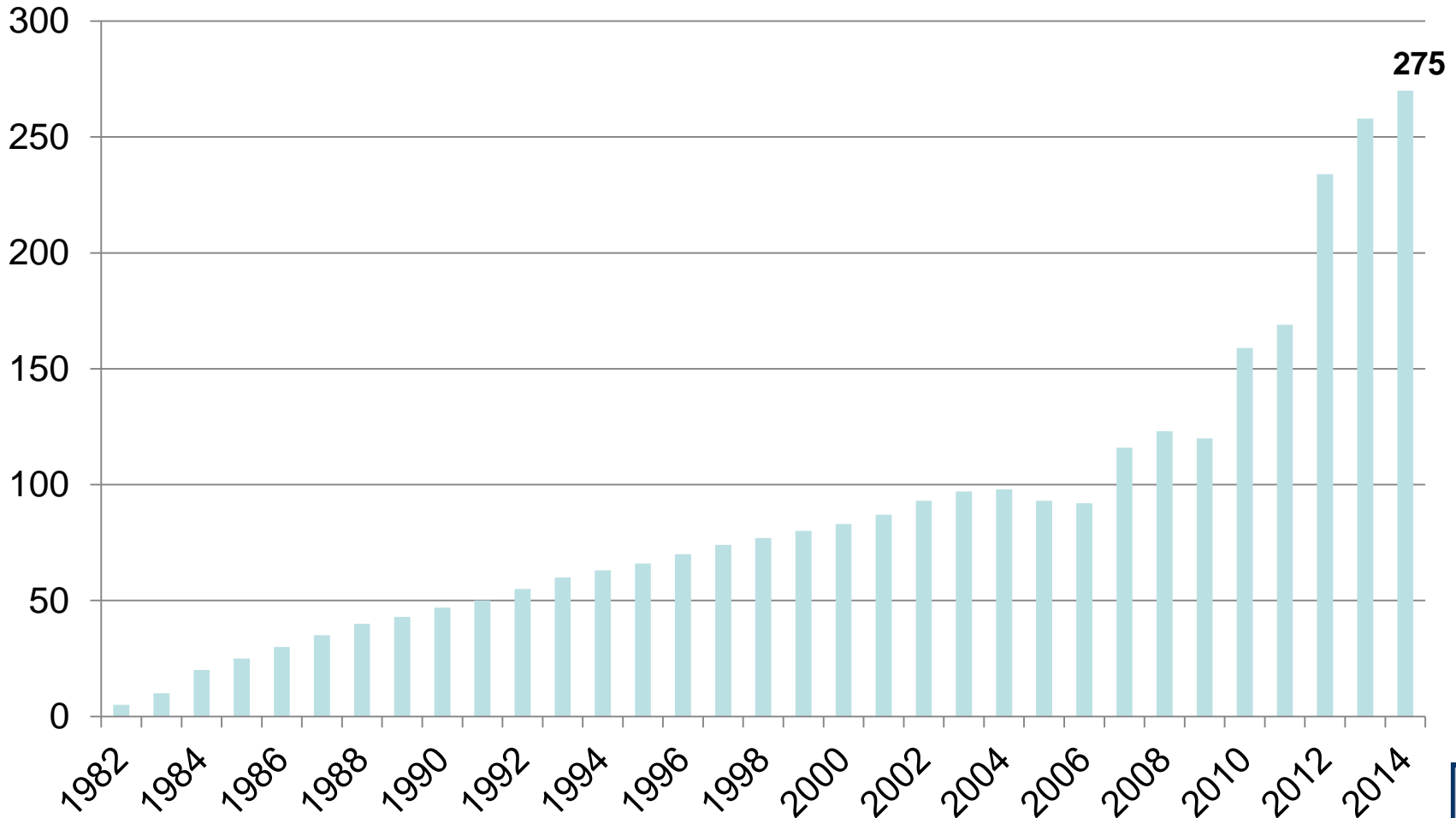


History of Pharmacy Technician Program Accreditation

- ASHP assumed leadership in study and training of pharmacy technicians in 1960s–1970s
- ASHP developed standards and began accrediting programs in 1982
- ACPE engaged in strategic planning and discussions with pharmacy practice organizations regarding accreditation in the 2000s
- 2011-12, NABP encourages ACPE involvement in technician education and training accreditation
- ASHP/ACPE collaboration was established in 2013 to form PTAC



ASHP-Accredited Pharmacy Technician Training Programs



Pharmacy Technician Accreditation Commission

- Formed through ASHP/ACPE collaboration
- ACPE Board approved ASHP standards, guidelines, and procedures for PTAC
- PTAC recommendations require approval of both ASHP and ACPE Boards
- First PTAC recommendations to ASHP and ACPE boards for accreditation actions occurred at their June 2015 meetings and were approved



PTAC Commission

- **Angela Cassano, PharmD, BCPS, FASHP**
Pharmfusion Consulting, LLC
Midlothian, VA
- **Michael Diamond, MSc**
World Resources Chicago
Evanston, IL
- **Jacqueline Hall, RPh, MBA**
Walgreens
New Orleans, LA
- **Jan Keresztes, PharmD**
South Suburban College
South Holland, IL
- **Barbara Lacher, BS, RPhTech, CPhT**
North Dakota State College of Science
Wahpeton, ND
- **Douglas Scribner, CPhT**
Central New Mexico Community College
Albuquerque, NM
- **John Smith, EdD**
Zenith Education Group
Santa Ana, CA
- **Donna Wall, PharmD**
Indiana University Hospital
Indianapolis, IN
- **LiAnne (Webster) Brown, CPhT**
Richland College
Dallas, TX
- **Anthony Provenzano, PharmD**
ACPE Board Liaison
New Albertson's, Inc.
Boise, ID
- **Kelly Smith, PharmD**
ASHP Board Liaison
University of Kentucky College of Pharmacy
Lexington, KY



PTAC Transition

- Beginning July 1, 2015, the designation for currently accredited programs shifted to “ASHP/ACPE-accredited,” based on positive survey results on new standards
- Programs that are currently accredited will maintain their accreditation status and the same timeframe for re-accreditation



Ultimate Goal of ASHP-ACPE Collaboration

- A better qualified and trained workforce
- Improved patient safety
- Greater consistency in technician workforce
- Accreditation standards updated as needed to stay consistent with expanding roles and responsibilities of technicians
- Greater ability to shift technical tasks from pharmacists
- Less turnover in pharmacy technician positions



Pharmacy Technician Certification Program Changes

- New PTCB requirements to become initially certified:
 - By 2020, PTCB candidates will be required to complete an ASHP/ACPE-accredited training program
- New PTCB requirements to become recertified:
 - PTCB will require one of the 20 required CE hours to be in patient safety, in addition to one already required in law
 - PTCB will only accept pharmacy-technician-targeted CE



Program Composition Standard: Knowledge Areas

Technician Accreditation Standard

PTCB Blueprint

Personal/Interpersonal Knowledge & skills

Foundation Professional Knowledge & skills

↔ Pharmacology

Processing & Handling of Medication Orders

↔ Medication Order Entry and Fill Process

Sterile & Non-Sterile Compounding

↔ Sterile and Non-Sterile Compounding

Procurement, Billing, Reimbursement & Inventory Management

↔ Pharmacy Billing & Reimbursement

↔ Pharmacy Inventory Management

↔ Medication Safety

Patient and Medication Safety

↔ Rx Information System

Technology & Informatics

Usage/Application

Regulatory Issues

↔ Pharmacy Law & Regulations

Quality Assurance

↔ Pharmacy Quality Assurance

45 total goals



PTAC QUESTIONS: TRUE OR FALSE

- The first official actions of the ASHP-ACPE Collaboration for Pharmacy Technician Education and Training Accreditation occurred in June 2015.
- The ACPE Board of Directors has the final vote on PTAC recommendations.
- PTAC will recommend updates to the ASHP/ACPE pharmacy technician education and training accreditation standards to stay consistent with the expanding roles and responsibilities of technicians.



***INTERNATIONAL SERVICES
PROGRAM***



How does ACPE accreditation of degree programs in the U.S. differ from ACPE certification of degree programs in other countries?



Mission

Promote, assure, and advance the quality of pharmacy education internationally to improve patient care through safe and effective medication use.



International Commission

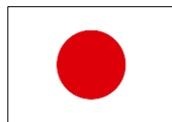
- **Indra Reddy, PhD, MS**
Vice Chair/ Chair Elect
Kingsville, Texas
- **Anthony Wutoh, PhD, RPh**
Baltimore, Maryland
- **Janet Engle, PharmD, FAPhA**
Chicago, Illinois
- **Magaly Rodriguez de Bittner, PharmD, BCPS, CDE, FAPhA**
Baltimore Maryland
- **Patricia Acuña-Johnson, MSc**
Chair
Valparaiso, Chile
- **Azza Agha, MSc, PhD**
Cairo, Egypt
- **Bhojraj Suresh, MPharm, PhD, DSc**
Karnataka, India
- **Claude Mailhot, BPharm, DPH, PharmD**
Montreal, Canada

Board Liaison: **Lori Duke, PharmD**
Athens, GA



Bringing Global Perspective and Experience

- Commissioners from 4 countries
- ISPAG members from 16 countries
- Broad geographic and cultural diversity
- ISPAG provides feedback and recommendations to the ACPE Board via the International Commission
 - Development of quality criteria
 - Development of policies and procedures
 - Fee structure





ISP Services

- Certification of professional degree programs based on International Quality Criteria
- Consultation
- Workshops and training
- Long-term projects



Certification Versus Accreditation

- Primary purpose: help countries improve their pharmacy education and practice
 - Strong focus on working with the school on quality improvement
- Certification is not directly linked to eligibility for licensure
 - As accreditation is in state legislation in the USA
 - Is not intended to imply or confer eligibility to practice in any jurisdiction



ACPE Certified Degree Programs

- **King Saud University College of Pharmacy**
 - Kingdom of Saudi Arabia
 - Bachelor of Pharmacy (BPharm) and Doctor of Pharmacy (PharmD)
- **Jagadguru Sri Shivarathreeswara University College of Pharmacy**
 - Republic of India
 - Doctor of Pharmacy (PharmD)
- **King Faisal University College of Clinical Pharmacy**
 - Kingdom of Saudi Arabia
 - Doctor of Pharmacy (PharmD)
- **Near East University Faculty of Pharmacy**
 - Northern Cyprus
 - Master of Science in Pharmacy (MPharm) – Provisional Certification
- **Al Ain University of Science and Technology College of Pharmacy**
 - United Arab Emirates
 - Bachelor of Science in Pharmacy (BSc Pharm)



How does ACPE certification of degree programs in other countries differ from ACPE accreditation of degree programs in the U.S.?



***CONTINUING PHARMACY
EDUCATION PROVIDER
ACCREDITATION***



Self-Assessment: True/False

- ACPE accredits CPE providers in relation to three different types of CE offerings.
- Continuing professional development has been used by other countries without accredited CPE requirements.
- The CPE Monitor collaboration between ACPE and NABP includes CPE credits earned by pharmacists and pharmacy technicians from ACPE-accredited providers.



Standards for Continuing Pharmacy Education: **CPE Activities**

Activity	Activity Purpose	Learning Assessment	Assessment Feedback
Knowledge ≥ 0.25 hr	Transmit knowledge	Questions/recall of facts	Must be provided to all participants
Application ≥ 1.0 hr	Apply information	Case studies/application of principles	
Practice ≥ 15 hr (was "Certificate Programs")	Instill knowledge, skills, attitudes	Hands-on, workplace	





CPE Tracking System: *CPE Monitor*

Currently, the system has:

- 312,482 pharmacists' CE data
- 265,163 pharmacy technicians' CE data
- 354 ACPE-accredited providers
- Approximately 16.5 million individual records passed from CE providers to ACPE to NABP

Note: "60 day rule" – provider vs. participant



ACPE CPE Activities*

Academic Year	2014–2015
Number of Providers	354
Number of CPE Activities	29,626
Number of Live CPE Activities	21,284 (71.8%)
Number of Homestudy CPE Activities	8300 (28%)
Number of Combined Activities (practice-based activities)	42 (0.2%)

* - from data reported to CPE Monitor



ACPE CPE Participants*

Academic Year	2014–2015
Number of Providers	354
Number of CPE participants	5,452,906
Number of Live CPE participants	1,446,713 (26.53%)
Number of Homestudy CPE participants	4,004,490 (73.44%)
Number of Combined (practice-based activities) participants	1,703 (0.03%)

* - from data reported to CPE Monitor

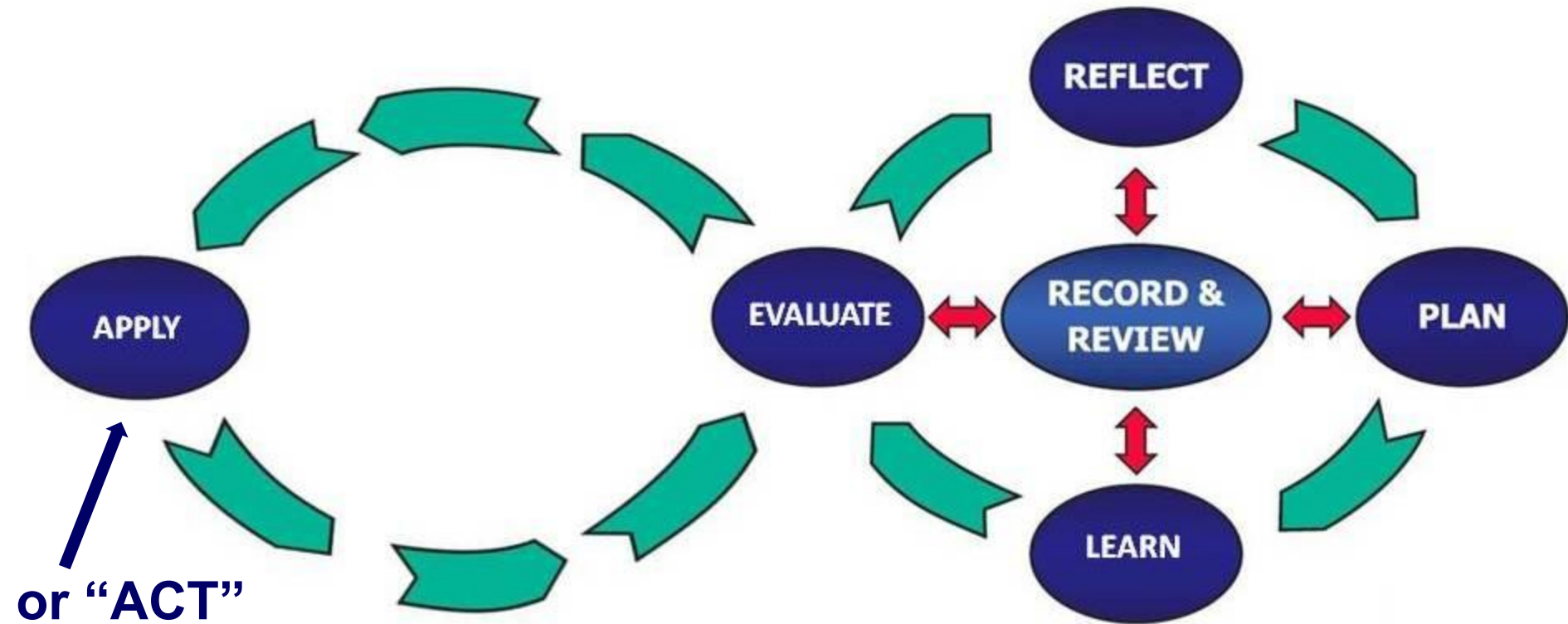


Traditional CE vs. CE + CPD

	CPE Process	CE + CPD
Needs	Pre-determined	Self-identified
Motivation	External (license renewal)	Internal (life-long learning)
Relevance	May be absent	High
Measure	Process (hours)	Outcomes (learning impact)
Outcomes	May be absent	Evident in Process (competence, practice, etc.)
Duration	Isolated event	Ongoing events, cyclical
Directed By	Others	Self
Process	Passive	Active/Proactive/Engaged
Education	Structured	Series of structured and/or unstructured learning activities
Purpose	To educate professionals to maintain/enhance competence	To provide structure for obtaining education AND applying the education to practice and career goals
Promotes	Problem-solving and critical thinking	Connection of learning to practice and career advancement

Adapted from: Terri Schindel, University of Alberta, Alberta, Canada

CPD: Bridging the Classroom and the Workplace



ACPE CPE and CPD Documents

- *Definition of Continuing Education for the Profession of Pharmacy*
 - Pharmacists
 - Pharmacy technicians
- *Guidance on Continuing Professional Development (CPD) for the Profession of Pharmacy*
 - Accredited CPE
 - Other professional activities that foster CPD



CPD Activities

Continuing Education

- CPE activities by ACPE-accredited providers
- CE activities by accredited providers from other disciplines

Academic/Professional Study

- Conferences, workshops, retreats
- Academic coursework, postgraduate education, independent study
- Certificate courses, e.g., ACLS, CDE
- Reading and reflecting on healthcare articles and literature
- Leading or participating in journal clubs

Scholarly Activities

- Conducting research in one's professional field
- Preparing or writing grant proposals
- Presenting, publishing scholarly works
- Serving as content reviewer for publications, dissertation



CPD Activities

Teaching and Precepting

- Developing, presenting, and/or authoring educational content
- Teaching/precepting students, residents, healthcare professionals
- Peer coaching or mentoring programs (e.g. mentor or mentee)

Workplace Activities

- Engaging in point-of-care learning
- In-service training; job shadowing
- Preparing/participating in external review, accreditation, or certification
- Implementing performance improvement projects
- Consultation with peers and healthcare experts

Professional/Community Service

- Serving on a committee, workgroup, or holding office
- Active involvement in professional associations/organizations
- Training for or involvement in advocacy, outreach initiatives
- Volunteer experiences or special interest groups



Next Steps

- ACPE conducted an Invitational Stakeholder Conference “*CPE 40 Years Later – Current and Future Opportunities and Challenges in Continuing Pharmacy Education*” October 29-30, 2015, Chicago, IL
- Pre-meeting survey
- Panelists
- Workshops
- Recommendations



Self-Assessment: True/False

- ACPE accredits CPE providers in relation to three different types of CE offerings.
- Continuing professional development has been used by other countries without accredited CPE requirements.
- The CPE Monitor collaboration between ACPE and NABP includes CPE credits earned by pharmacists and pharmacy technicians from ACPE-accredited providers.



***ACPE COLLABORATIONS TO
FOSTER INTERPROFESSIONAL
EDUCATION***



Self-Assessment: True/False

- Medicine and pharmacy CE accreditors share the same standards for commercial support of CE activities.
- Medicine, nursing and pharmacy have collaborated to provide joint accreditation of CE providers committed to team-based CE.
- The Health Professions Accreditors Collaborative (HPAC) consists of the accreditors affiliated with the Interprofessional Education Collaborative (IPEC)



Barriers to IPE and IPCP



Hospital and academic healthcare

Community healthcare



Barriers to Accreditation and IPE



Degree programs

CE Providers





**Joint Accreditation of Continuing
Education Providers:
One Strategy to Promote
Interprofessional Collaboration**



Joint Accreditation

- Pharmacy, Medicine, Nursing
- Offers a unified, streamlined accreditation process for providers of CE
- Rewards CE providers for offering team-focused education that improves outcomes
 - Education planned by the team, for the team



Joint Accreditation for Interprofessional Continuing Education™

Medicine, Pharmacy & Nursing

Advancing Healthcare Education by the Team for the Team

Contact Join Mailing List

- Home
- About
- Benefits
- Requirements
- Apply
- Providers
- Resources



Expand Target Audiences

Jointly accredited providers may offer education and credits to physicians, nurses, and pharmacists together or separately. [Learn more](#)

Enhance Interprofessional Education Opportunities for Healthcare Teams

The first and only innovation in the world offering 3 accreditations in 1 review process, Joint Accreditation promotes interprofessional education (IPE) activities specifically designed to improve interprofessional collaborative practice (IPCP) in health care delivery.

A leading model for IPCP itself, Joint Accreditation establishes the standards for education providers to deliver continuing education planned by the healthcare team for the healthcare team. This distinction is awarded from 3 global leaders in the field of accreditation:

Joint Accreditation offers organizations the opportunity to be simultaneously accredited to provide medicine, pharmacy, and nursing continuing education activities through a single, unified application process, fee structure, and set of accreditation standards.

Provider Community

Jointly accredited providers include education companies, universities, nonprofits, and government agencies. [View Providers](#)

Expanded Eligibility

Your organization is eligible to apply even if it is not currently accredited by ACCME, ACPE, or ANCC. [Read Eligibility](#)



ACPE 2016 IPE Standard

- *The curriculum prepares all students to provide entry level patient-centered care in a variety of practice settings as a contributing member of an interprofessional team. In the aggregate, team exposure includes prescribers, as well as other health professionals*
- Key elements described for interprofessional team: expectations, education, and practice
- Focus on IPEC competencies



IPE in Program Accreditation Standards for Other Health Professions

- LCME adopts first IPE standard in 2012; first evaluated in fall 2014
 - *“The core curriculum of a medical education program must prepare medical students to function collaboratively on health care teams that include other health professionals. Members of the health care teams from other health professions may be either students or practitioners”*
- Commission on Osteopathic College Accreditation (COCA) adopts first IPE standard in September 2014
 - *“The college of medicine must help to prepare students to function on health care teams that include health care professionals from other disciplines. The experiences should include practitioners and/or students from other health professions and encompass the principles of collaborative practices”*



Health Professions Accreditors Collaborative (HPAC)

- Formed December 2014
- HPAC members are committed to discussing important developments in interprofessional education (IPE) and exploring opportunities to engage in collaborative projects
- It is anticipated that as HPAC evolves and develops activities, additional members from other healthcare accreditation organizations would join
- HPAC will communicate with stakeholders around issues in IPE with the common goal to better prepare students to engage in interprofessional collaborative practice



Health Professions Accreditors Collaborative (HPAC)

- Liaison Committee on Medical Education (LCME)
- Commission on Collegiate Nursing Education (CCNE)
- Accreditation Council for Pharmacy Education (ACPE)
- Commission on Osteopathic College Accreditation (COCA)
- Council on Education for Public Health (CEPH)
- Commission on Dental Accreditation (CODA)



Self-Assessment: True/False

- Medicine and pharmacy CE accreditors share the same standards for commercial support of CE activities.
- Medicine, nursing and pharmacy have collaborated to provide joint accreditation of CE providers committed to team-based CE.
- The Health Professions Accreditors Collaborative (HPAC) consists of the accreditors affiliated with the Interprofessional Education Collaborative (IPEC)



References

- ACPE accreditation standards
www.acpe-accredit.org/standards/default.asp
- Interprofessional Education Collaborative report
www.aacn.nche.edu/educationresources/IPECReport.pdf
- Pharmacists' Patient Care Process
www.ashp.org/DocLibrary/BestPractices/JCPPCareProcess2014.aspx
- Pharmacy Technician Accreditation Commission
www.ashp.org/DocLibrary/Accreditation/Pharmacy-Technicians/PTAC-Frequently-Asked-Questions.pdf Note: technician misspelling in link
- ACPE International Certification
<https://www.acpe-accredit.org/international/resources.asp>



References (cont.)

- New CPE and CPD resources

www.acpe-accredit.org/ceproviders/CPDResource.asp

- Joint Accreditation of Interprofessional Continuing Education

www.jointaccreditation.org/

- Health Professions Education Collaborative

www.acpe-accredit.org/pdf/HPAC_PressRelease12152014.pdf





Information For:

- Pharmacists
- Pharmacy Technicians
- CE Providers
- Deans/Faculties
- Students
- International
- CPE Monitor
- State Boards of Pharmacy

Search

[ADVANCED SEARCH](#)



Bulletins & Reports

Are you interested in becoming an **ACPE Continuing Pharmacy Education Field Reviewer**? [Click here](#) for more information and to register!

AACP Interim Meeting 2011 Presentation
[Click here](#) to download presentation

ACPE Releases Standards 2007 Guidelines 2.0
[Download Adobe Acrobat File](#)

ACPE Announces Officers for 2011-2012

Documents & Forms



Pharmacists' Learning Assistance Network A Continuing Education Activities Database

ACPE Update Newsletter Accreditation Council for Pharmacy Education

•Accreditation Council for Pharmacy Education Annual Report
Jan. 12, 2009 - Jan. 24, 2010



Provider Web Tool
For Continuing Education Providers to create and submit CPE activity descriptions to ACPE

ACPE CPE Administrator Workshops
March 21-22, 2011 (Registration Closed)
Chicago, IL

ACPE Self-Study Workshop
August 11-12, 2011

