ACPE UPDATE
APhA ANNUAL MEETING
MARCH 23, 2019, 1:00 TO 2:00 PM
Washington State Convention Center, Room 3B
PRESENTERS

Lori Duke, PharmD
Assistant Dean for Experience Programs/Interim Lead, Curricular Affairs for the University of Georgia College of Pharmacy
President, ACPE

Peter H. Vlasses, PharmD, DSc (Hon), FCCP
Executive Director, ACPE
ACPE Accredits:
- Professional degree programs (1932)
  - US Department of Education recognition, since 1952
  - Council on Higher Education Accreditation (CHEA) recognition, since 2004
  - Founding member (2014): Health Professions Accreditors Collaborative (HPAC)
- Providers of continuing pharmacy education (1975)
  - Joint Accreditation for Interprofessional Continuing Education™ (founded with Accreditation Council for Continuing Medical Education [ACCME] and American Nurses Credentialing Center [ANCC]) (2009) - American Academy of Physician Assistants (AAPA) and the Association of Regulatory Boards of Optometry’s Council on Optometric Practitioner Education (ARBO/COPE) American Psychological Association (APA) and the Association of Social Work Boards (ASWB) (added 2018 as associate members)
- Pharmacy technician programs (2015)
  - Collaboration with the American Society of Health-System Pharmacists

ACPE Certifies:
- Professional degree programs outside the USA and its territories (2011)
ACPE Board of Directors ( ) = appointing organization and term

Lori Duke, PharmD
(AACP, 2014–2020)
President

Anthony Provenzano, PharmD
(APhA, 2011–2020)
Vice President

Michael A. Mone, RPh, JD
(NABP 2006-2024)
Secretary/Treasurer
Board liaison to PTAC Commission

Marie Chisholm-Burns, PharmD, MPH, MBA, FCCP, FASHP
(AACP 2016-2022)
Board liaison to CPE Commission

John C. Kirtley, PharmD
(NABP 2014-2020)

Gregory Gruener, MD, MBA, MHPE
(ACE, 2019-2022)

Reza Karimi, RPh, PhD
(AACP, 2018-2024)

LuGina Mendez-Harper, PharmD
(NABP, 2016-2022)

Amy Seybert, PharmD, FASHP, FCCP, CHSE
(APhA 2019-2022)

Timothy L. Tucker, PharmD
(APhA 2012-2024)
Board liaison to ISP Commission
PRESENTATION TOPICS

- PharmD Accreditation Update: (Dr. Duke)
- CE Provider Accreditation Update (Dr. Vlasses)
- Progress in the International Services Program (Dr. Vlasses)
- New ASHP/ACPE Pharmacy Technician Education Accreditation Standards (Dr. Vlasses)
- Status of Executive Director Transition Plan (Dr. Duke)
This professional degree program leading to the Doctor of Pharmacy degree is judged to meet established qualifications and education standards through initial and subsequent periodic evaluations.

LEARN MORE
Doctor of Pharmacy Programs

Programs with ACPE accreditation status \( (n = 143^*) \)

- **Accredited Programs:** 135
  (programs that have graduated students)
  Accredited with Probation = 2

- **Candidate Status:** 7
  (programs with students enrolled but have not yet produced graduates)

- **Precandidate Status:** 1
  (programs that had not yet enrolled students)

- **Having On-site Evaluations S2019:** 1
  (seeking Precandidate Status)
JCPP vision:

Patients achieve optimal health and medication outcomes with pharmacists as essential and accountable providers within patient-centered, team-based healthcare.
ACPE STANDARDS 2016

Designed to 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)
Doctor of Pharmacy programs continue to advance activities in the following areas identified as important Key Elements:

- Pharmacists’ Patient Care Process (PPCP)
- Interprofessional Education (IPE)
  - Health Professions Accreditors Collaborative (HPAC) IPE Guidance document
- Co-Curriculum
  - Professionalism, patient advocacy, cultural sensitivity, self-awareness, leadership, innovation and entrepreneurship, problem solving, communication
- Experiential Site and Preceptor Development
  - ACPE Experiential Education Advisory Meeting, October 2018
• **28 comprehensive reviews** of established PharmD programs were conducted using the Rubric from fall 2016 through fall 2018.

• **Programs were evaluated as:**
  • Compliant with the standard;
  • Compliant with the standard with additional monitoring required;
  • Partially compliant with the standard; or
  • Non-compliant with the standard.
## STANDARDS 2016 ACCREDITATION ACTIONS

<table>
<thead>
<tr>
<th>Number of Standards Found to be “Partially Compliant” or “Non-Compliant”</th>
<th># Schools</th>
<th>Full Term</th>
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</table>
• **Section I: Educational Outcomes**
  - Based on AACP Center for the Advancement of Pharmacy Education 2013 learning outcomes
  - Comprise the first four standards
    - Foundational Knowledge (New annual monitoring added to assess)
    - Essentials for Practice and Care
    - Approach to Patient Care
    - Personal and Professional Development

• **Section II: Structure and Process** to promote achievement of educational outcomes
  - Standards 5 to 23

• **Section III: Assessment** of standards and key elements
  - Standards 24-25
### SECTION I: EDUCATIONAL OUTCOMES

#### First four standards: CAPE outcomes

<table>
<thead>
<tr>
<th>Standard</th>
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<td>2: Essentials for Practice and Care</td>
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<td>3: Approach to Practice and Care</td>
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<tr>
<td>4: Personal and Professional Development</td>
<td>20</td>
<td>5</td>
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</tbody>
</table>
Co-curricular activities:

- Deliberate and intentional (Program, Student)
- Augment and linked to the curriculum
  - “Alongside the curriculum, not outside the curriculum”
- Document how experience(s) advance learning
  - e.g., portfolios, guided reflections, activity logs
<table>
<thead>
<tr>
<th>Standard</th>
<th>Compliant</th>
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<th>Non-Compliant</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>6: College or School Vision, Mission, and Goals</td>
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<tr>
<td>7: Strategic Plan</td>
<td>11</td>
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<tr>
<td>8: Organization and Governance</td>
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<td>12</td>
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<td>9: Organizational Culture</td>
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### SECTION IIB: STRUCTURE & PROCESS

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<tbody>
<tr>
<td>10: Curriculum Design, Delivery, and Oversight</td>
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<td>11: Interprofessional Education (IPE)</td>
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</table>
• Key Element 10.8
• Approved by JCPP organizations in May 2014
• Supported by 13 national pharmacy organizations

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 IPCP
  - Roles Responsibilities
  - Interprofessional Communication
  - Team and Teamwork
STANDARD 11 REQUIREMENTS

• Development of an interprofessional education plan.

• IPE Plan must span the didactic and experiential curriculums.
  • Didactic, Experiential, Special Events

• Exposure to other healthcare professions including prescribers and their students.
  • Must include physicians and their students in both didactic and experiential.
## SECTION IIB: STRUCTURE & PROCESS

<table>
<thead>
<tr>
<th>Standard</th>
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<tr>
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<tr>
<td>13: Advanced Pharmacy Practice Experience (APPE) Curriculum</td>
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<tr>
<td>Standard</td>
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<tr>
<td>14: Student Services</td>
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<td>15: Academic Environment</td>
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<td>16: Admissions</td>
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<td>17: Progression</td>
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## SECTION IID: STRUCTURE & PROCESS

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<td>20: Preceptors</td>
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</table>
### SECTION IID: STRUCTURE & PROCESS

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<th>Compliant w/ Monitoring</th>
<th>Partially Compliant</th>
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<tbody>
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<td>22. Practice Facilities</td>
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<td>23. Financial Resources</td>
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### SECTION III: ASSESSMENT

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<tr>
<td><strong>25: Assessment Elements for Section II: Structure and Process</strong></td>
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</table>
ANNUAL MONITORING PARAMETERS

Doctor of Pharmacy programs are monitoring annually on the following parameters:

• NAPLEX® Outcomes

• Pharmacists Curriculum Outcomes Assessment (PCOA) (information only)
  Note: AACP, NABP, ACPE Task Force

• Changes and Trends in Enrollment
  • Matriculation, Academic Dismissals, Departures for Non-academic Reasons

• On-Time Graduation Rate

• Financial Resources

• Job Placement/Gainful Employment (information only)

• Other outcomes parameters of program choosing (information only)
HEALTH PROFESSIONS ACCREDITORS COLLABORATIVE (HPAC)

- Accrediting Bureau of Health Education Schools (ABHES)
- Accreditation Commission for Education in Nursing (ACEN)
- Accreditation Commission for Midwifery Education (ACME)
- Accreditation Council for Education in Nutrition and Dietetics (ACEND)
- Accreditation Council for Occupational Therapy Education (ACOTE)
- Accreditation Council for Pharmacy Education (ACPE)
- Accreditation Council on Optometric Education (ACOE)
- Accreditation Review Commission on Education for the Physician Assistant (ACR-PA)
- American Psychological Association Commission on Accreditation (APA-CoA)
- Commission on Collegiate Nursing Education (CCNE)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Commission on Accreditation of Athletic Training Education (CAATE)
- Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
- Commission on Accreditation in Physical Therapy Education (CAPTE)
- Commission on Accreditation for Respiratory Care (CARC)
- Commission on Dental Accreditation (CODA)
- Commission on Osteopathic College Accreditation (COCA)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAAASLP)
- Council on Accreditation of Nurse Anesthesia Educational Programs (CANAEP)
- Council on Chiropractic Education (CCE)
- Council on Education for Public Health (CEPH)
- Council on Podiatric Medical Education (CPME)
- Council on Social Work Education (CSWE)
- Liaison Committee on Medical Education (LCME)

Red Font = Founding member
HPAC IPE GUIDANCE PAPER


- **COLLABORATOR:** National Center for Interprofessional Practice and Education ([www.nexusipe.org](http://www.nexusipe.org))

- **STATUS:** Document distributed in February 1, 2019
• Offers *consensus terminology and definitions* for interprofessional education (IPE) and related concepts to guide plans for developing, implementing and evaluating IPE;

• Encourages institutional leaders to develop a *systematic approach to foster IPE* in their own institution and, where appropriate, with partners at collaborating academic institutions, health systems, and community partners;

• Provides a *framework* (rationale, goals, deliberate design, and assessment and evaluation) for program leaders and faculty to develop a plan for quality IPE;

• Provides opportunities for HPAC member accreditation boards/commissions to *utilize the guidance to assess their IPE standards and to train site visit teams regarding essential elements of quality IPE*.

• Facilitates *collaborative efforts across professional programs to advance interprofessional education*
HOW DOES THE GUIDANCE DOCUMENT SUPPORT CURRENT IPE ACCREDITATION STANDARDS?

• The guidance is *not intended to replace or subsume individual HPAC members’ accreditation standards for IPE, nor is it intended for accreditors to have identical IPE standards.*

• While maintaining individual accreditors’ autonomy, the guidance document seeks to encourage increased communication and collaboration and to provide guidance on expectations related to quality IPE.
Learn more about CPE Accreditation and CPD.

CE PROVIDER ACCREDITATION

CONTINUING PROFESSIONAL DEVELOPMENT
• Tammie Armeni, Pharmacist's Letter Therapeutic Research Center, CA – Chair
• Joe Fontenot, Louisiana State Board of Pharmacy, LA
• JoAnn Harris, American Society of Health-System Pharmacists, MD
• Tracy Hunter, University of New Mexico College of Pharmacy, NM
• Barbara Jolly, Sullivan University College of Pharmacy, KY – Vice Chair
• Lindsay Kaster, Boise Veterans Affairs Medical Center, ID
• Jennifer Pauley, St. Jude Children’s Research Hospital, TN
• Aaron Reich, TRINU Corporation, TX
• Virginia (Ginger) Scott, West Virginia University School of Pharmacy, WV
• Trish Wegner, Illinois Council of Health-System Pharmacists, IL
• Marie Chisholm-Burns, PharmD, MPH, MBA, FCCP, FASHP, FAST, University of Tennessee—Board Liaison
<table>
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<th>Activity Type</th>
<th>June 1, 2015 – May 31, 2016</th>
<th>June 1, 2016 – May 31, 2017</th>
<th>June 1, 2017 – May 31, 2018</th>
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<tbody>
<tr>
<td><strong>Home Study CE Activities</strong></td>
<td>9,707 (30%)</td>
<td>11,044 (33%)</td>
<td>11,524 (33%)</td>
</tr>
<tr>
<td><strong>Pharmacist Learners</strong></td>
<td>2,790,769 (68%)</td>
<td>3,097,829 (69%)</td>
<td>4,739,685 (75%)</td>
</tr>
<tr>
<td><strong>Pharmacy Technician Learners</strong></td>
<td>1,650,256 (93%)</td>
<td>1,976,156 (91%)</td>
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<tr>
<td><strong>Live CE Activities</strong></td>
<td>22,297 (70%)</td>
<td>22,329 (67%)</td>
<td>23,069 (67%)</td>
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<tr>
<td><strong>Pharmacist Learners</strong></td>
<td>1,336,816 (32%)</td>
<td>1,381,509 (31%)</td>
<td>1,542,714 (25%)</td>
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<tr>
<td><strong>Pharmacy Technician Learners</strong></td>
<td>121,207 (7%)</td>
<td>195,483 (9%)</td>
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### Top 20 Pharmacist-Specific Keywords

**Total UAN Count (H+LD+B)**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Keyword</th>
<th>Count</th>
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<td>1.</td>
<td>Diabetes (DM)</td>
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<td>2.</td>
<td>Infectious Diseases</td>
<td>2,326</td>
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<tr>
<td>3.</td>
<td>Education</td>
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<tr>
<td>4.</td>
<td>Mental Health</td>
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<td>Immunizations</td>
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<td>6.</td>
<td>Medication Safety</td>
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<td>7.</td>
<td>Management</td>
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<td>8.</td>
<td>Communication</td>
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<td>9.</td>
<td>Nutrition</td>
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<td>10.</td>
<td>Oncology</td>
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<td>11.</td>
<td>Law</td>
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<td>12.</td>
<td>Human Immunodeficiency Virus (HIV)</td>
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<tr>
<td>13.</td>
<td>Women’s Health</td>
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<td>Safety</td>
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<td>15.</td>
<td>Depression</td>
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<td>16.</td>
<td>Pain Management</td>
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<td>Drug Information</td>
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<td>Vaccines</td>
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<td>Counseling</td>
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**Pharmacist Learner Count**

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<tr>
<th>Rank</th>
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<tbody>
<tr>
<td>1.</td>
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<td>Diabetes (DM)</td>
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<td>Infectious Disease</td>
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<td>Compounding</td>
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<td>7.</td>
<td>Medical Therapy Management</td>
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<td>8.</td>
<td>Medication Errors</td>
<td>99,747</td>
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<td>9.</td>
<td>Safety</td>
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<td>10.</td>
<td>Addiction</td>
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<td>Pain</td>
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<td>Pediatrics</td>
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<td>Adverse Drug Reactions</td>
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<td>Opioids</td>
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CPE MONITOR PLUS – NEW VALUE-ADDED SERVICE

NABP E-Profile

iPhone?
Search in the App Store and install

Android?
Search in Google Play Store and install
**PROVIDES CPE STATUS SUMMARIES**

<table>
<thead>
<tr>
<th>State</th>
<th>License</th>
<th>CPE Requirements</th>
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<tr>
<td><strong>Michigan</strong></td>
<td>5309876543</td>
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<td><strong>Colorado</strong></td>
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<td><strong>Maryland</strong></td>
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<td><strong>Ohio</strong></td>
<td>03356789</td>
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<tr>
<td><strong>South Carolina</strong></td>
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<td>Met</td>
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<tr>
<td><strong>Tennessee</strong></td>
<td>41051</td>
<td></td>
</tr>
</tbody>
</table>

- **CPE Cycle ending in 90 days or less & CPE status is incomplete**
- **CPE cycle ending in more than 90 days and CPE status is incomplete**
- **CPE status is complete**
- **CPE cycle has ended and CPE status is incomplete**
My CPD is designed to help you manage your professional development based on your specific needs. It supports lifelong learning throughout your career and grows with you over time.

I would like to....

- Start a new cycle
- View open cycles
- Review my progress

Residency Preceptor Development

- Started: 5/1/2018 10:43 AM
- Last Modified: 5/1/2018 10:43 AM
- Completed: 5/1/2018 10:43 AM

Q: What areas do you want to develop or improve?
Q: How did you determine the areas you want to develop or improve? (Select all that apply)

Back To Cycle  Go To Plan
# MENU OF CPD ACTIVITIES AND SAMPLE DOCUMENTATION

<table>
<thead>
<tr>
<th>Category</th>
<th>CPD Activities</th>
<th>Sample Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuing Education</strong></td>
<td>• CPE activities by ACPE-accredited providers</td>
<td>• CPE Monitor® statements of credit</td>
</tr>
<tr>
<td></td>
<td>• Non-ACPE CE activities</td>
<td>• Non-ACPE CE statements of credit</td>
</tr>
<tr>
<td><strong>Academic/Professional Study</strong></td>
<td>• Conferences, workshops, certificate courses</td>
<td>• Academic transcripts, course syllabus</td>
</tr>
<tr>
<td></td>
<td>• Academic courses, postgraduate education</td>
<td>• Certificate of attendance/completion</td>
</tr>
<tr>
<td></td>
<td>• Independent study</td>
<td>• Independent learning contract</td>
</tr>
<tr>
<td></td>
<td>• Reading/reflecting on healthcare literature</td>
<td>• Journal article; citation, abstract</td>
</tr>
<tr>
<td></td>
<td>• Leading/participating in journal clubs</td>
<td></td>
</tr>
<tr>
<td><strong>Scholarly Activities</strong></td>
<td>• Conducting research in professional field</td>
<td>• Research proposal, approved IRB</td>
</tr>
<tr>
<td></td>
<td>• Preparing/writing grant proposals</td>
<td>• Abstract, publication, grant summary</td>
</tr>
<tr>
<td></td>
<td>• Presenting/publishing scholarly works</td>
<td>• Reviewer disposition letter</td>
</tr>
<tr>
<td></td>
<td>• Content reviewer</td>
<td>• Publication acceptance letter</td>
</tr>
<tr>
<td><strong>Teaching and Precepting</strong></td>
<td>• Presenting, authoring educational content</td>
<td>• Acceptance letter for presentation/poster</td>
</tr>
<tr>
<td></td>
<td>• Teaching/precepting students, residents, others</td>
<td>• Copy of abstract, educational content</td>
</tr>
<tr>
<td></td>
<td>• Peer coaching or mentoring programs</td>
<td>• Faculty agreement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Precepting, mentoring documentation forms</td>
</tr>
<tr>
<td><strong>Workplace Activities</strong></td>
<td>• Point-of-care learning</td>
<td>• Summary of point-of-care interventions</td>
</tr>
<tr>
<td></td>
<td>• In-service training; job shadowing</td>
<td>• Performance improvement measures</td>
</tr>
<tr>
<td></td>
<td>• Implementing PI projects</td>
<td>• Record of in-service, training</td>
</tr>
<tr>
<td></td>
<td>• Serving on a committee</td>
<td>• Meeting minutes, summaries</td>
</tr>
<tr>
<td></td>
<td>• Consultation with peers, healthcare experts</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Service</strong></td>
<td>• Active involvement in professional organizations,</td>
<td>• Description of duties</td>
</tr>
<tr>
<td></td>
<td>• Involvement in advocacy, outreach</td>
<td>• Letter documenting appointment/election</td>
</tr>
<tr>
<td></td>
<td>• Volunteer experiences</td>
<td>• Certificate of service</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Attestation of service</td>
</tr>
</tbody>
</table>

IRB = Institutional Review Board, PI = Performance Improvement
JOINT ACCREDITATION

What?

Simultaneous accreditation to provide medicine, pharmacy, and nursing continuing education through a single, unified application process, fee structure, and set of accreditation standards.

- Offer interprofessional education (25% minimum)
- Offer single (uniprofessional) education
- Recent additions of PAs, Optometrists, Social Workers, Psychologists
Jointly accredited providers are comprised of associations, healthcare systems, government/regulator, private education companies, and colleges and universities, including…
“This activity was planned by, and for, the healthcare team, and learners will receive (INSERT #) Interprofessional Continuing Education (IPCE) credits for learning and change.”

 ✓ Offered by an organization that is Jointly Accredited
 ✓ Activity that has been planned by and for the healthcare team
 ✓ Use the credit mark in addition to the Joint Accreditation Statement
 ✓ Accepted by the Federation of State Medical Boards (FSMB)
 ✓ Accepted by the Georgia State Board of Pharmacy
Consulting, training, and professional degree program Certification to stakeholders around the world who seek guidance related to quality assurance and advancement of pharmacy education.
INTERNATIONAL COMMISSION

US-based Commissioners
- Indra K. Reddy
- Anthony K. Wutoh
- Magaly Rodriguez de Bittner
- Jannet Carmichael
- Michael Katz (Commissioner-Elect)

International Commissioners
- Abeer Alghananeem (Jordan)
- Yousif Asiri (Saudi Arabia)
- Suresh Bhojraj (India) - Chair
- Yen Huei (Tony) Tarn (Taiwan)

ACPE Board Liaison
- Tim Tucker (USA)
CERTIFICATION VERSUS ACCREDITATION?

• Primary purpose is to 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); not intended to imply or confer eligibility to practice in any jurisdiction
• PharmD Accreditation Standards designed with US education and health systems in mind; have very specific requirements; likely that only a limited number of non-US-based programs would meet these standards; would limit ACPE’s ability to help countries and institutions in their quality improvement efforts
PROGRAMS WITH CERTIFICATION STATUS (14 PROGRAMS; 11 SCHOOLS)

INDIA
- JSS Academy of Higher Education and Research, College of Pharmacy (Mysuru and Ooty Campuses): PharmD Degree Program

JORDAN
- Applied Science Private University, Faculty of Pharmacy: BSc Degree Program
- Jordan University of Science and Technology, Faculty of Pharmacy: BSc and PharmD Degree Programs
- The University of Jordan (UJ), School of Pharmacy: BSc and PharmD Degree Programs
- University of Petra, Faculty of Pharmacy: BSc Degree Program

NORTHERN CYPRUS
- Near East University (NEU), Faculty of Pharmacy: MPharm Degree Program

SAUDI ARABIA
- King Faisal University (KFU), College of Clinical Pharmacy: PharmD Degree Program
- King Saud University (KSU), College of Pharmacy: BPharm and PharmD Degree Programs
- Qassim University (QU), College of Pharmacy: PharmD Degree Program

UNITED ARAB EMIRATES
- Ajman University, College of Pharmacy and Health Sciences: BPharm Degree Program
- Al Ain University (AAU) of Science and Technology, College of Pharmacy: BSc. (Pharm) Degree Program
A collaboration between ACPE and the American Society of Health-System Pharmacists (ASHP) to promote, assure, and advance the quality of pharmacy technician education and training programs.

LEARN MORE
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 MEMBERS

• Donna S. Wall, BCPS, FASHP  
  Chair
• Barbara Lacher, BS, RPHTECH, CPHT  
  Vice Chair
• John J. Smith, ED  
  Past Chair
• Charles E. Daniels, PhD
• Michael Diamond, MSc
• Denise Frank, RPh
• Barbara Giacomelli, PharmD, MBA
• Janet Kozakiewicz, MS, PharmD, FASHP

• Jeannie Pappas, RPT, CPhT
• Matthew A. Rewald, CPhT
• Lisa S. Lifshin, BS Pharm, ASHP  
  Secretary
LIAISON TO ACPE BOARD OF DIRECTORS
• Michael A. Moné, RPH, JD, FAPHA
LIAISON TO ASHP BOARD OF DIRECTORS
• Kathleen S. Pawlicki, BS Pharm, MS, RPh, FASHP
VARIOUS POINTS OF ENTRY FOR PHARMACY TECHNICIANS

- Registration
- Licensure
- Certification

- Retail Based
- Hospital Based

- Programmatically accredited
- Non accredited

- PTCE
- ExCPT
- State Exam
TYPES OF PHARMACY TECHNICIAN EDUCATION/TRAINING PROGRAMS

• Certificate and degree programs in community colleges or technical schools
• College of Pharmacy associated programs
• Employer sponsored programs
• High school programs
• Military training programs
• Certification review courses
• Distance education programs
To stimulate important profession wide dialog about the state of pharmacy technician qualifications, ACPE, the Pharmacy Technician Certification Board (PTCB), and the American Society of Health-System Pharmacists (ASHP) jointly planned and sponsored the Pharmacy Technician Stakeholder Consensus Conference.

- February 14-16, 2017, Omni Mandalay Hotel Las Colinas, TX
- 110 participants from all aspects of pharmacy, including pharmacists and technicians from various practice settings, non-pharmacists, organizational leaders, educators, and regulators
- 380 webinar participants during plenary sessions
RECOMMENDATIONS: BROAD CONSENSUS

• Defining Pharmacy Technicians

• Pharmacy Technician Education

• **Required Knowledge, Skills, and Abilities of Entry-Level Pharmacy Technicians**

• Certification of Pharmacy Technicians

• State Laws and Regulations on Pharmacy Technicians

• Advanced Pharmacy Technician Practice

• Moving Forward on Pharmacy Technician Issues

http://www.ajhp.org/content/ajhp/74/17/1321.full.pdf
THREE SECTIONS OF THE NEW ASHP/ACPE STANDARDS

• SECTION I: COMPETENCY EXPECTATIONS
  • Standards # 1 to 5

• SECTION II: STRUCTURE AND PROCESS TO PROMOTE ACHIEVEMENT OF COMPETENCY EXPECTATIONS
  • Standards # 6 to 13

• SECTION III: ASSESSMENTS OF STANDARDS AND KEY ELEMENTS
  • Standards # 14 to 15
SECTION I: COMPETENCY EXPECTATIONS

Entry-Level

• The program prepares students for practice as Entry-level pharmacy technicians in a variety of contemporary settings (e.g., community, hospital, home care, long-term care) and has students acquire knowledge, skills, behaviors, and abilities needed for such practice.

Advanced-Level

• The program prepares students for practice as Advanced-level pharmacy technicians, in a broad range of advanced roles in a variety of contemporary settings (e.g., community, hospital, home care, long-term care) and has students acquire additional knowledge, skills, behaviors, and abilities beyond those of the Entry-level pharmacy technician, needed for such advanced practice.
COMPETENCY EXPECTATIONS

Standard 1: Personal/Interpersonal Knowledge and Skills
  • Entry-level: 8 Key Elements
  • Advanced-level: 4 Key Elements

Standard 2: Foundational Professional Knowledge and Skills
  • Entry-level: 8 Key Elements
  • Advanced-level: 3 Key Elements

Standard 3: Processing and Handling of Medications and Medication Orders
  • Entry-level: 22 Key Elements
  • Advanced-level: 9 Key Elements

Standard 4: Patient Care, Quality and Safety Knowledge and Skills
  • Entry-level: 8 Key Elements
  • Advanced-level: 5 Key Elements

Standard 5: Regulatory and Compliance Knowledge and Skills
  • Entry-level: 8 Key Elements
  • Advanced-level: 2 Key Elements
# PHARMACY TECHNICIANS: ENTRY AND ADVANCED LEVEL REQUIREMENTS

<table>
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<th></th>
<th>Didactic</th>
<th>Simulation</th>
<th>Experiential</th>
<th>Optional</th>
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<td>50</td>
<td>130</td>
<td>100</td>
<td>400</td>
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<tr>
<td><strong>Advanced</strong></td>
<td>160</td>
<td>100</td>
<td>200</td>
<td>140</td>
<td>600</td>
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<td><strong>Above Entry Level</strong></td>
<td><strong>40</strong></td>
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<td><strong>Advanced Level</strong></td>
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IMPLEMENTATION TIMELINE

• The new standards became effective for first time applicant programs as of January 1, 2019.

• Existing accredited pharmacy technician programs will have until January 1, 2020 to incorporate the new standards into their programs and will be surveyed against these revised standards after that date.
RECENT JCPP PRESS RELEASE

National pharmacy organization members of the Joint Commission of Pharmacy Practitioners (JCPP) have agreed to support “the adoption of national standards to ensure that pharmacy technician education consistently achieves quality outcomes.” Their statement of support adds, “In applying developed standards, accrediting bodies should allow for innovation and flexibility in program delivery.” The following organizations worked to draft the statement, and their boards have voted to support the adoption of national standards:

- Academy of Managed Care Pharmacy
- Accreditation Council for Pharmacy Education
- American Association of Colleges of Pharmacy
- American College of Apothecaries
- American College of Clinical Pharmacy
- American Pharmacists Association
- American Society of Consultant Pharmacists
- American Society of Health-System Pharmacists
- College of Psychiatric and Neurologic Pharmacists
- Hematology/Oncology Pharmacy Association
- National Alliance of State Pharmacy Associations
- National Association of Boards of Pharmacy
PRESENTATION TOPICS

- PharmD Accreditation Update: (Dr. Duke)
- CE Provider Accreditation Update (Dr. Vlasses)
- Progress in the International Services Program (Dr. Vlasses)
- New ASHP/ACPE Pharmacy Technician Education Accreditation Standards (Dr. Vlasses)
- Status of Executive Director Transition Plan (Dr. Duke)
At 20 years of service as ACPE Executive Director, Peter H. Vlasses, PharmD, DSc (Hon), FCCP will retire June 30.

Search is open for a visionary leader to join as ACPE Executive Director.

- Search Committee accepting applications until April 15
- Details: [http://acpe-accredit.org](http://acpe-accredit.org)
ACPE – EXECUTIVE DIRECTOR SEARCH

• Accomplished leader who will provide energetic and visionary leadership, as well as principled administrative guidance and advocacy for the mission of the organization

• Advance leadership in pharmacy education, continuing professional development and pharmacy technician education at the national and international levels in collaboration with corresponding professional organizations and other stakeholders
• Candidates are encouraged to submit their materials by April 15, 2019.

• Application Packet:
  • Cover letter (detailing how credentials and experience meet the needs, responsibilities and qualifications)
  • CV
  • Contact information for 3 professional references

• Applications, nominations, questions and/or other inquiries should be directed to Beth Cessna with Cessna & Associates, LLC at Beth@cessnasearch.com or 202/232-1765.

• Details: http://acpe-accredit.org
CPE Administrators Workshop


Register Here