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Webinar: Updated Standards for Continuing Pharmacy Education, Rubric, and Policies and Procedures
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ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

Objectives

- Describe updates of the ACPE CPE Enterprise.
- Summarize provider compliance rates of the Standards for Continuing Pharmacy Education.
- Discuss changes to the Standards for Continuing Pharmacy Education.
- Review updates to the ACPE CPE accreditation policies and procedures.


ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

Accreditation Council for Pharmacy Education (ACPE)

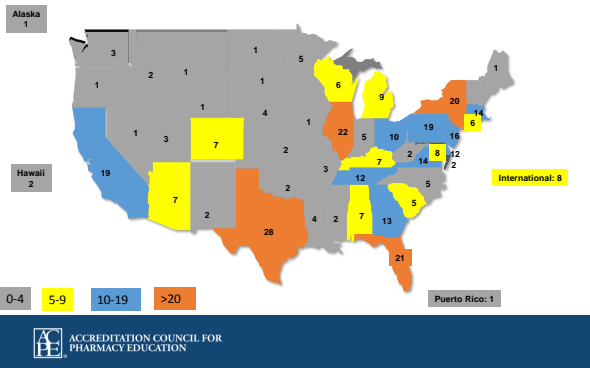
- ACPE accredits:
 - **Professional degree programs** (1932)
 - Recognized by:
 - U.S. Department of Education
 - Council on Higher Education Accreditation (CHEA)
 - **Providers of continuing pharmacy education** (1975)
 - Joint Accreditation for Interprofessional Continuing Education™ (with Accreditation Council for Continuing Medical Education [ACCME] and American Nurses Credentialing Center [ANCC])
 - **Pharmacy technician programs** – (2015)
 - With American Society of Health-System Pharmacists (ASHP)
- ACPE certifies:
 - **Professional degree programs** outside the USA and its territories (2011)


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ACPE CPE Enterprise – Providers

Year	1985	2005	2015	2017
Providers	Number (%) (n=201/239 provided data)	Number (%) (n=398/404 provided data)	Number (%) (n=352)	Number (%) (n=365)
Academia	61 (30%)	85 (21%)	86 (24%)	86 (24%)
Educational Companies	54 (27%) <small>*includes pharmaceutical manufacturers</small>	87 (22%)	65 (18%)	65 (18%)
Healthcare Networks	26 (13%)	59 (15%)	73 (22%)	82 (22%)
Local, State, and National Associations	42 (21%)	85 (21%)	77 (22%)	80 (22%)
Publishers, Government	18 (9%)	30 (8%)	20 (5%)	21 (6%)
Other		52 (13%)	31 (9%)	31 (8%)

Number of ACPE-Accredited CPE Providers by State



Continuing Pharmacy Education (CPE) Summary

	June 1, 2015 – May 31, 2016	June 1, 2016 – May 31, 2017
Home Study CE Activities	9,707 (30%)	11,044 (33%)
Pharmacist Learners	2,790,769 (68%)	3,097,829 (69%)
Pharmacy Technician Learners	1,650,256 (93%)	1,976,156 (91%)
Live CE Activities	22,297 (70%)	22,329 (67%)
Pharmacist Learners	1,336,816 (32%)	1,381,509 (31%)
Pharmacy Technician Learners	121,207 (7%)	195,483 (9%)

Continuing Pharmacy Education (CPE) Summary

June 1, 2016 – May 31, 2017			
	Home Study UANs	Live UANs	Live Dates
Knowledge	17,004 (84%)	24,710 (87%)	37,397 (75%)
Application	3,106 (15%)	3,540 (12%)	10,292 (21%)
Practice	14 (1%)	46 (1%)	2,188 (4%)
Total Activities	20,124 (100%)	28,296 (100%)	49,877 (100%)

Continuing Pharmacy Education (CPE) Summary

June 1, 2016 – May 31, 2017			
	Pharmacists	Pharmacy Technicians	Total
Knowledge	3,826,742	2,084,390	5,911,132 (88%)
Application	661,202	85,242	746,444 (11%)
Practice	2,872	2,005	4,877 (1%)
Total	4,490,816 (67%)	2,171,637 (33%)	6,662,453 (100%)

Standards for Continuing Pharmacy Education: Provider Compliance Rates

Standard	2010 - 2016
Standard 1: Goal and Mission of the CPE Program	68%
Standard 2: Educational Needs Assessment	52%
Standard 3: Continuing Pharmacy Education Activities	79%
Standard 4: CPE Activity Objectives	63%
Standard 5: Standards for Commercial Support	50%
Standard 6: Faculty	79%
Standard 7: Teaching and Learning Methods	79%
Standard 8: Educational Materials	96%
Standard 9: Assessment of Learning	79%
Standard 10: Assessment of Feedback	58%
Standard 11: Evaluation of CPE Activities	79%
Standard 12: Achievement and Impact of CPE Mission and Goals	33%



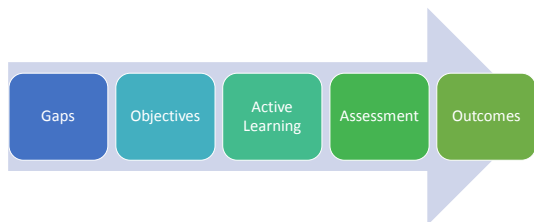
Items for Discussion

- Planning CE activities for Pharmacy Technicians and Pharmacists
- Effectiveness of Standards
 - Achievement and Impact of Mission and Goals
 - Educational Needs Assessment
 - Standards for Commercial Support
 - Evaluation of a CPE Activity
 - Faculty
- Policies and Procedures
 - Evaluation Rubric
 - Topic Designators



Standards for Continuing Pharmacy Education

Four sections:
Content, Delivery, Assessment, Evaluation



Definition of CE for the Profession of Pharmacy

- Pharmacists (based on **CAPE* Educational Outcomes 2013**)
 - Domain 1 – Foundational Knowledge
 - Domain 2 – Essentials for Practice and Care
 - Domain 3 – Approach to Practice and Care
 - Domain 4 – Personal and Professional Development
- Pharmacy Technicians (adapted from **PTCB** knowledge domains**)
 - 1.0 Pharmacology
 - 2.0 Pharmacy Law/Regulations
 - 3.0 Sterile/Non-Sterile Compounding
 - 4.0 Medication Safety
 - 5.0 Pharmacy Quality Assurance
 - 6.0 Medication Order Entry
 - 7.0 Pharmacy Inventory Management
 - 8.0 Pharmacy Billing and Reimbursement
 - 9.0 Pharmacy Information System
 - 10.0 Verbal Communication Skills#

*Center for the Advancement of Pharmacy Education **Pharmacy Technician Certification Board #Added competency by ACPE CPE Pharmacy Technician Group



Differentiating CPE for Pharmacists and Pharmacy Technicians

Different objectives: ACPE-accredited providers are encouraged to have **separate learning objectives** for each audience (P/T), specific to what that participant should **take away from the activity** and **apply in his/her practice**. ACPE's *Definition* delineates appropriate areas which are specific to practice.

Universal Activity Number: Intended audience suffix

- 0197-0000-17-078-L01-P
- 0197-0000-17-078-L01-T



Standard 1: Achievement of Mission and Goals of the CPE Program

- The provider must **develop a CPE mission statement** that defines the basis and intended outcomes for the majority of educational activities the provider offers.
- Providers must **establish and implement evaluation plans** that assess achievement and impact of stated mission and goals.
- They must use this information for continuous development and improvement of the CPE program.



Standard 1: Achievement of Mission and Goals of the CPE Program – Part 1

- Providers should **develop a mission** related to its CPE Program.
 - include the intended audience and the scope of activities.
 - address how a provider will assist pharmacists and/or pharmacy technicians to maintain and enhance their professional competencies to practice in various settings.
 - Examples may include, but are not limited to:
 - ensuring optimal medication therapy outcomes and patient safety,
 - managing practice settings,
 - satisfying the educational requirements for pharmacist relicensure,
 - meeting recertification requirements for pharmacy technicians, and/or
 - meeting certification, statewide protocols, collaborative practice agreements.
- Providers should **develop a strategic plan and/or goals** to indicate how the mission will be achieved.
 - concise and measurable statements
 - systematically evaluated
 - periodically updated



Standard 1: Achievement of Mission and Goals of the CPE Program – Part 2

- The provider should **develop an evaluation plan**, that includes measurement indicators or benchmarks,
 - For example, **data may be collected in aggregate** across CE activities to show the impact of the provider's CPE program.
 - The impact of the provider's CPE program can be measured using the following levels (adapted from Moore's levels):
 - Participation: number of participants attending CPE activities
 - Satisfaction: directly measuring satisfaction with learning activities, topic, level of content, and speaker's organization of the material
 - Learning: pre- and post-tests, self-assessment tools, multiple choice, short answer, essays, presentations
 - Performance: demonstration of skills, application of treatment guidelines
 - Patient Health: compliance rates, reduced physician visits
 - Population Health: morbidity/mortality, infection rates, readmission rates



Standard 1: Achievement of Mission and Goals of the CPE Program – Part 2

OR

- the provider may choose to evaluate the impact of its mission depending on the **activity type**:
 - Knowledge-based CPE activity*: The levels that may be evaluated are participation, satisfaction, and learning.
 - Application-based CPE activity*: The levels that may be evaluated are participation, satisfaction, learning, and performance (demonstration during the activity and intended application in practice).
 - Practice-based CPE activity*: The levels that may be evaluated are participation, satisfaction, learning, performance (demonstration during the activity and application in practice post-activity), and, if applicable, patient and/or population health.



Standard 1: Achievement of Mission and Goals of the CPE Program – Part 3

- The provider should demonstrate evidence to **indicate the degree to which the mission and goal(s) of the CPE program are met.**



Rubric Standard 1: Achievement of Mission and Goals of the CPE Program

Criterion and Evidence	Meets Criterion	Needs Improvement
Mission Statement (Attach CPE mission statement.)	The provider has a CPE mission statement that defines the basis and intended outcomes for its CPE program, including the intended audience and the scope of activities.	The provider does not have a CPE mission statement that defines the basis and intended outcomes for its CPE program and/or does not indicate the intended audience and the scope of activities. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Strategic Plan/Goals (Attach strategic plan/goal statements.)	The strategic plan/goals indicate how the mission will be achieved. CPE goals are concise and measurable statements.	The strategic plan/goals do not indicate how the mission will be achieved and/or are not concise and measurable statements. Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Assessment plan (Attach assessment plan.)	The provider has an assessment plan to evaluate achievement of its mission and goals.	The provider does not have an assessment plan to evaluate achievement of its mission and goals. Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Documenting achievement (Attach data that document achievement of the mission and/or goals.)	The provider includes data collection and analysis to document achievement of the mission and goals.	The provider does not include data collection or analysis to document achievement of the mission and goals. Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Continuous development and improvement	The provider uses the results to demonstrate continuous development and improvement of the CPE program.	The provider does not use the results to demonstrate continuous development and improvement of the CPE program. Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Commendation Note:	The provider shows a commitment to continuous quality improvement. The provider's organization fosters a culture of research by formally evaluating and disseminating their practices and experiences toward achievement of outcomes to improve the quality of adult education and/or patient care. Examples include presentations, poster sessions, interviews/letters in relevant publications, published papers, drafts or research proposals.	
	Comment <input type="checkbox"/>	

Standard 2: Gap Analysis

- The provider must develop CPE activities based on a knowledge, skill, or practice gap.
- The provider should identify gaps between what pharmacists and pharmacy technicians currently know or do and what is needed and desired in practice.



Standard 2: Gap Analysis

- An identified knowledge, skill, and/or practice gap should guide content development and delivery of CPE activities.
 - These may include:
 - legislation change,
 - evaluation from a regulatory or accrediting body (i.e. Joint Commission),
 - release of new or updated evidence-based treatment guidelines, self-report from practitioners, etc.
- Identify the root of the identified gap (i.e. the specific knowledge, skill, attitude, experience)
 - inform the activity type, learning objectives, active learning exercises, and outcomes.

Rubric Standard 2: Gap Analysis

Criterion and Evidence	Meets Criterion	Needs Improvement
Gap Identification Process (Attach description of how gaps are identified.)	The provider describes the process of how knowledge, skill, or practice gaps are identified.	The provider does not have a process of identifying knowledge, skill, or practice gaps.
Gap Analysis (Attach evidence of gaps identified)	The provider identifies a gap between what pharmacists and/or pharmacy technicians currently do and what is needed and desired in practice.	The provider does not identify gaps between what pharmacists and/or pharmacy technicians do and what is needed or desired in practice.
Educational Need(s) for Pharmacists (Attach description of educational need(s) that cause the identified gap.)	The provider determines the cause(s) of the identified practice gap(s) for pharmacists, e.g., lack of knowledge, skill, attitude, and/or experience.	The provider does not determine cause(s) of the identified practice gap(s) for pharmacists, e.g., lack of knowledge, skill, attitude, and/or experience.
Educational Need(s) for Pharmacy Technicians (Attach description of educational need(s) that cause the identified gap.)	The provider determines the cause(s) of the identified practice gap(s) for pharmacy technicians, e.g., lack of knowledge, skill, attitude, and/or experience.	The provider does not determine cause(s) of the identified practice gap(s) for pharmacy technicians, e.g., lack of knowledge, skill, attitude, and/or experience.
Commentation Note:	The provider's organization fosters a culture of research by formally evaluating and disseminating their practices and experiences in identifying and analyzing performance gaps to improve the quality of adult education. Examples include: presentations, poster sessions, letters/newsletters in relevant publications, published papers, drafts or research proposals.	



Standard 11: Evaluation of a CPE Activity

- Providers must develop and conduct evaluations which allow pharmacists and technicians to provide feedback on CPE activities.
- Elements of the evaluation should be relevant to the intended outcome of the activity.
- Feedback should be summarized for pharmacists and technicians separately and used in a systematic fashion for the purpose of ongoing improvement of the overall CPE program.

Rubric Standard 11: Evaluation of CPE Activity

Criterion and Evidence	Meets Criterion	Commendable	Needs Improvement
Activity Evaluation Process (Attach a description of the activity evaluation process.)	The provider has an evaluation process for its CPE activities that allows for feedback from learners. The provider periodically examines and revises its activity evaluation process for quality improvement.	Not Applicable	The provider does not have an evaluation process for its CPE activities.
Activity Evaluation Elements (Attach CPE activity evaluations.)	Activity evaluations contain elements relevant to the intended outcome of the activity.	Not Applicable	Activity evaluations do not contain elements relevant to the intended outcome of the activity.
Separate Evaluations for Pharmacists (Attach pharmacist activity evaluation summary data.)	Feedback from activities is summarized for pharmacists separately from non-pharmacists.	Not Applicable	When activities are offered to inter-professional audiences, the feedback from pharmacists is not summarized or evaluated separately from that received from non-pharmacists.
Separate Evaluations for Technicians (Attach technician activity evaluation summary data.)	Feedback from activities is summarized for technicians separately from non-technicians.	Not Applicable	When activities are offered to inter-professional audiences, the feedback from pharmacy technicians is not summarized or evaluated separately from that received from non-technicians.
Evaluation Feedback for Ongoing Improvement (Attach a description of how feedback from activity evaluations is used to improve the CPE program. Include any relevant evidence.)	Feedback is used systematically for ongoing improvement of the overall CPE program. Evaluation results are compiled, interpreted and returned to the faculty to assist in their effectiveness as educators.	The provider longitudinally assesses the effect of the educational activity on participants' practice. The provider's organization fosters a culture of research and evaluation to improve learning of activity participants, and also to add to the literature in adult and continuing education.	The provider does not collect data on the effectiveness of its educational activities, or use it in a systematic manner for the purpose of improving ongoing activities.



Standard 5: Standards for Commercial Support (SCS)

Can corporate logos of ACPE-defined commercial interests be used in educational materials and disclosure of commercial support?

- The 2014 modifications to the Standards for Commercial Support focus on prohibiting the corporate logos of ACPE-defined commercial interests when making disclosure of commercial support to learners (SCS 5.6d) or in educational materials (SCS 5.4c).



Standard 5: Standards for Commercial Support (SCS)

- Guideline 4 (SCS 5.4): Appropriate Management of Associated Commercial Promotion
 - Educational materials that are part of a CPE activity, such as slides, abstracts and handouts, cannot contain any advertising, **corporate logo**, trade name or a product-group message **of an ACPE-defined commercial interest**.
- Guideline 6 (SCS 5.6): Disclosures Relevant to Potential Commercial Bias
 - Disclosure of commercial support must never include the use of a **corporate logo**, trade name or a product-group message **of an ACPE-defined commercial interest**.



Rubric Standard 5: Standards for Commercial Support

ACPE Standards for Commercial Support - Policies and Procedures

Attestation Statement: As the Continuing Pharmacy Education (CPE) Administrator on record with ACPE, on behalf of our organization, I attest that we implement and follow the most current Standards for Commercial Support. We understand that our organization must have policies and procedures defining the organization's processes to implement the Standards for Commercial Support. We acknowledge that ACPE may request to review and evaluate the policies and procedures at any time, as part of the evaluation process, or as a component of a subsequent monitoring report.

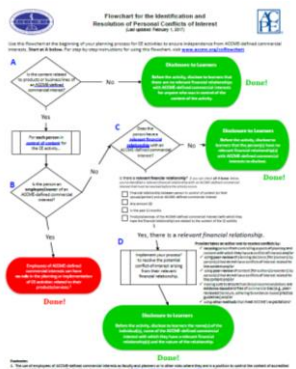
CPE Administrator's Signature

Date

Rubric Standard 5: Standards for Commercial Support

Standard 5: Standards for Commercial Support		Meets Criterion	Needs Improvement
5.1	Independence		Needs Improvement or Additional Docs Required
5.2	Resolution of Personal Conflicts of Interest 5.2 (a) - Identification of relevant financial relationships 5.2 (b) - Disqualification 5.2 (c) - Conflict of interest resolution	Meets requirements per attestation statement unless Needs Improvement column is checked.	Needs Improvement or Additional Docs Required
5.3	Appropriate Use of Commercial Support 5.3 (a,b,c) - Disposition and disbursement of commercial support 5.3 (d,e,f) - Written agreement documenting terms of support 5.3 (g,h,i,j) - Expenditures for an individual providing CPE 5.3 (k,l) - Expenditures for learners 5.3 (m) - Accountability	Policies and procedures address all aspects of appropriate use of commercial support (SCS 5.3) per the Standards for Commercial Support. We Do Not accept commercial support for any directly or jointly provided CPE activities	Meets Needs Improvement or Additional Docs Required
5.4	Appropriate Management of Associated Commercial Promotion 5.4 (a) - Arrangements for commercial exhibits or advertisements 5.4 (b,c) - Separation of promotional activities from CPE 5.4 (d) - Product promotion or advertisements in non-CPE materials 5.4 (e) - Provision of CPE activities by commercial interests	Meets requirements per attestation statement unless Needs Improvement column is checked.	Needs Improvement or Additional Docs Required
5.5	Content/Format without Commercial Bias		Needs Improvement or Additional Docs Required
5.6	Disclosures Relevant to Potential Commercial Bias 5.6 (a,b) - Disclosure of relevant financial relationships 5.6 (c,d) - Disclosure of commercial support		Needs Improvement or Additional Docs Required

SCS: Conflict of Interest Flowchart*



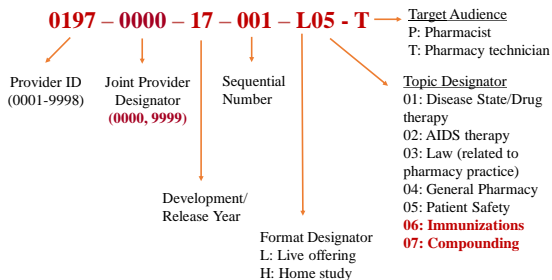
*Adopted from Accreditation Council for Continuing Medical Education (ACCME)

Standard 6: Faculty

- The provider must communicate and collaborate with CPE activity faculty regarding the identified educational needs, intended audience, objectives, active participation, and learning assessments for each CPE activity.
- Pharmacist's Patient Care Process
Commission of Pharmacy Practitioners. Accessed July 8, 2017 at <https://jcnp.net/patient-care-process/>



Universal Activity Number: Topic Designators



Educational Opportunities

- CPE Administrator Workshop
 - September 25-26, 2017
 - April 19-20, 2018 (tentative date)
- CPE Modified Workshop
 - in conjunction with the Alliance for CE in the Health Professions Annual Meeting.
 - Saturday, January 20, 2018 from 9:00 am – 2:00 pm at the Grande Lakes in Orlando, Florida.
 - ACEHP 43rd Annual Conference held January 20-23, 2018. Our learners will get \$100 discount if they register for the ACEHP meeting. The code will be ACPEPre (please note, it is case sensitive). The ACEHP Annual Meeting theme, *Destination: Patient Outcomes – Our Journey to Improving Patient Care*.
- CPE Webinars: coming soon!



Thank You!

CPE Provider Accreditation Program

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