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Clinical Meeting & Exhibition

ACPE Update: Assuring Quality in Pharmacy Education Amid a Pandemic

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Today's Agenda



- Discuss the impact of the COVID-19 pandemic on pharmacy education, continuing education providers, international programs and pharmacy technician training programs
- Describe the flexibilities offered to meet ACPE Standards to US pharmacy programs during the pandemic
- General update on ACPE activities

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Some background...



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ACPE – What do we do?



- **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) of 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)
 - **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)

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ACPE Board of Directors and Commissions



- Three appointees each by:
 - American Association of Colleges of Pharmacy (AACP) – **educators**
 - American Pharmacists Association (APhA) – **practitioners**
 - National Association of Boards of Pharmacy (NABP) – **regulators**
- One appointee by:
 - American Council on Education (ACE) – **non-pharmacy educator, public member**
- Six-year terms of office
- Commissions for CPE provider accreditation (10), International Commission (8), Pharmacy technician education accreditation (10 with ASHP)

The Board makes all determinations of compliance with accreditation and certification standards

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Where do you fit in?

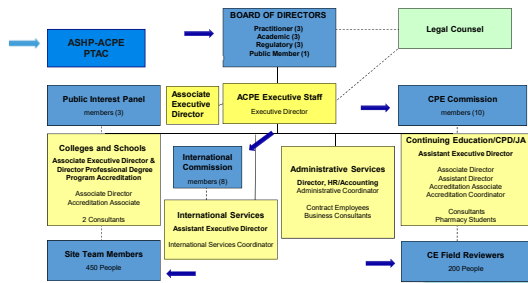
- Respond to calls for volunteers for these board positions
- Volunteer for various ACPE roles
 - Commissions
 - Site teams
 - Workshops



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ACPE Structure



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Current State of College/School Accreditation



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.

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Accreditation Statistics



- 142 PharmD programs hold status with ACPE
- One school has submitted an application for a new program (UC Irvine); board has approved a fall visit

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Statistics

Status	Number
Accredited	134
Accredited and on probation	1
Accreditation status withdrawn	2
Candidate status	7
Precandidate status	1
Accreditation Status Discontinued (since last year): merged or discontinued campuses	2

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Information is available on the ACPE website

ACPE ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

About Programs Calendar Communications CONTACT

Programs By Status

ACPE requires the programs it accredits to meet the expectations of all 25 standards of ACPE's accreditation standards. Any standard the board finds to be partially compliant or non-compliant can be seen by clicking on the Detailed PharmD Accreditation Inquiry link for each College or School. The program has two years to bring the standard into compliance as per US Department of Regulation. If no standard is noted, the program is in compliance with all 25 ACPE Accreditation Standards.

- Accredited
- Accredited with Probation
- Candidate Status
- Discontinued
- Precandidate Status
- Withdrawn

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Standards 2016 Monitoring - Comprehensive Visits

Standard	Through Spring 2020			
	C	CWM	PC	NC
1: Foundational Knowledge	49	2	0	0
2: Essentials for Practice and Care	48	3	0	0
3: Approach to Practice and Care	44	6	1	0
4: Personal and Professional Development	39	9	3	0

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Standards 2016 Monitoring - Comprehensive Visits

Standard	Through Spring 2020			
	C	CWM	PC	NC
5: Eligibility and Reporting Requirements	48	2	1	0
6: College or School Vision, Mission, and Goals	50	1	0	0
7: Strategic Plan	24	27	0	0
8: Organization and Governance	26	24	1	0
9: Organizational Culture	40	11	0	0

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Standards 2016 Monitoring - Comprehensive Visits

Standard	Through Spring 2020			
	C	CWM	PC	NC
10: Curriculum Design, Delivery, and Oversight	23	25	3	0
11: Interprofessional Education (IPE)	15	34	2	0
12: Pre-APPE Curriculum	34	13	2	2
13: APPE Curriculum	45	5	0	1

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Standards 2016 Monitoring - Comprehensive Visits


Standard	Through Spring 2020			
	C	CWM	PC	NC
14: Student Services	36	15	0	0
15: Academic Environment	43	8	0	0
16: Admissions	41	10	0	0
17: Progression	24	26	1	0
18: Faculty and Staff - Quantitative Factors	15	34	2	0
19: Faculty and Staff - Qualitative Factors	30	20	1	0
20: Preceptors	41	10	0	0

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Standards 2016 Monitoring - Comprehensive Visits

Standard	Through Spring 2020			
	C	CWM	PC	NC
21: Physical Facilities and Educational Resources	27	23	1	0
22: Practice Facilities	38	12	0	1
23: Financial Resources	25	24	1	1
24: Assessment Elements for Section I: Educational Outcomes	15	31	5	0
25: Assessment Elements for Section II: Structure and Process	28	16	7	0

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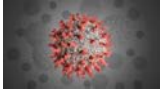



Annual Monitoring Parameters 

ACPE and Doctor of Pharmacy programs are monitoring annually:


- NAPLEX® Scores
- Pharmacists Curriculum Outcomes Assessment (PCOA) (information only)
- Changes and Trends in Enrollment including: Matriculation, Dismissals, Withdrawals, Delayed Progression
- On-Time Graduation Rate
- Financial Resources
- Job Placement/Gainful Employment (information only)
- Other outcomes parameters of program choosing (information only)

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Ensuring quality in pharmacy education in the midst of a pandemic


COVID-19





- Many issues were beginning to surface in early to mid-March
- Affected all aspects of ACPE operations
 - Colleges and Schools
 - CPE and CPD
 - International Services Program
 - Technician program accreditation
- Many concerns about site visits, commission meetings, an appeal hearing, workshops that were scheduled, etc.
- Illinois (ACPE office location) issued a stay-at-home order affecting all ACPE staff

COVID-19 and Colleges/Schools



- Schools were contacting us saying faculty travel was restricted; faculty unable to participate in site team visits
- Pharmacy programs began to teach all didactic material online; campuses were closing
- Many concerns about meeting accreditation standards for labs and experiential learning
- Students were concerned about their safety in patient care sites

COVID-19 and Colleges/Schools



- To better define the problems, ACPE staff along with AACP, held video conference calls with the majority of deans in the US
- Four calls were held where issues were identified and ACPE offered guidance
- ACPE then issued 4 guidance documents over the first few weeks of the pandemic to Deans outlining the issues that had been identified and potential solutions while respecting the boundaries of the Standards; by the end of the summer, a total of 7 guidance documents were issued



COVID-19 and Colleges/Schools



- Meanwhile, The Association of American Medical Colleges (AAMC) and the Liaison Committee on Medical Education (LCME) issued several joint statements providing guidance regarding medical students' participation in direct patient care activities
- Guidance documents strongly suggested that medical students not be involved in direct patient care activities
- Experiential education sites began questioning whether they should take pharmacy students or they outright chose to stop all experiential training based on the guidance for medical students



COVID-19 and Colleges/Schools



- Medicine has more flexibility than pharmacy with regard to clinical rotations as their goal is to graduate a residency-ready practitioner who will continue on to do a supervised residency
- Pharmacy's graduates need to be practice-ready and eligible to take the pharmacist licensure exam
- ACPE worked with ASHP to encourage health-systems to continue to train students



ACPE Response



Underlying philosophy

- Flexibility is allowed BUT *within the boundaries* of the ACPE Standards

Creativity and innovation is encouraged but within the standards; relaxing the standards was not an option



ACPE Staff and Board Philosophy



- While ACPE understands that schools are under a great deal of pressure with the loss of normal resources, our job is to *assure quality in pharmacy education* and we do that through the standards that all have agreed are necessary to produce a practice-ready pharmacist.



COVID-19 and Colleges/Schools



- What is next?
- ACPE issued another guidance letter in mid-May underscoring that the flexibilities offered earlier would be in effect for all of 2020
- Permanent changes considered substantive changes and need to be reported and in some cases, approved by ACPE
- 2021 and beyond remains to be seen



COVID-19 and Colleges/Schools



- ACPE is recognized by the US Department of Education (USDE) for the accreditation and preaccreditation, within the United States, of professional degree programs in pharmacy leading to the Doctor of Pharmacy degree
- USDE is allowing virtual site visits on a temporary basis based on predetermined parameters (e.g., a school in good standing)
- USDE also requires that a face-to-face site visit be completed as soon as is feasible after the virtual site visit in order to meet the statutory and regulatory requirements to perform regular on-site inspections
- All USDE guidance expires on 12/31/20

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Examples of issues addressed by ACPE due to pandemic

- Online learning
- Curricular changes
- Grading
- Laboratory sessions or skills labs
- Introductory Pharmacy Practice Experiences (IPPE); 300 hours required, 60 hours of which may be simulated
- Advanced Pharmacy Practice Experiences (APPE); 1440 hours required and 4 core rotations of 160 hours each required
- COVID-19 screening activities for IPPE/APPE hours
- Affiliation agreements
- Admissions standards

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Online Learning

- US Department of Education (who recognizes ACPE) is allowing flexibility to implement distance-learning solutions AND allowing accrediting agencies to waive the normal distance learning review requirements and processes up until 12/31/20



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Curricular Changes



- Standards 2016 detail what should be in a program’s didactic curriculum.
- There is no guidance or restrictions on how these topics are taught, combined, or sequenced. How a faculty executes curricular content of is unique to each accredited program.
- Sequencing of content, particularly face-to-face student laboratories in the didactic curriculum, is a faculty-driven decision.

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Curricular Changes



- No prior approval is required from ACPE for temporary sequencing changes, although a substantive change notification to inform us of any major changes is expected.
- A key element of any change is how basic knowledge and practice skills are retained, making assessment of those skills in later courses extremely important when temporary changes are necessitated by COVID-19.
- As students entering higher level courses, these basics are expected, and if not found, the deficiencies will need to be addressed.

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Grading – letter grades to P/F



- Given the pandemic, some schools inquired if they could change their grading scales
- The Standards don’t dictate whether letter grades are given or if a class is pass/fail – that is a faculty decision
- If grading change is temporary, ACPE is not requiring that it be reported as substantive change

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Laboratory Sessions/Skills Labs



- With regard to skills labs, they do not need to be completely cancelled during this time of online instruction
- Any concepts that may prepare the student for a skill can be offered virtually
- Faculty can use their professional judgement to deliver the lab and meet the objectives
- The actual performance of the "skill" can be delayed to a later date when students are back on campus.



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Introductory Pharmacy Practice Experiences (IPPE)

- 300 IPPE hours are required prior to the student's advancement to the Advanced Pharmacy Practice Experiences.
- The 300 hours must include a majority (at least 151 hours) equally divided between community and health-system settings, and the remaining 149 hours should involve patient care activities.
- Telemedicine may have a role if properly designed by a preceptor across any of the 300 hours, as might interprofessional education activities.
- Simulation is limited by the standards to 60 hours during the IPPE.
- Students with competencies learned in prior community or health-system experiences (i.e., paid employment) may test-out of those experiences using appropriate assessments, but the hours are not waived; rather the hours can be earned using other IPPE activities new to each particular student.

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Advanced Pharmacy Practice Experiences (APPE)



- Advanced Pharmacy Practice Experiences (APPEs):
 - 1440 hours are required
 - Must include at least 160 hours each in the required core APPE experiences of community, health-system/institutional, general medicine, and ambulatory care
- The majority of the 1440 hours must involve direct patient-care
- Elective APPEs must be offered

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Advanced Pharmacy Practice Experiences (APPE)



- Telemedicine can be direct-patient care if designed appropriately
- If a program has more required core APPE experiences or more than 1440 hours of APPE, that is a faculty decision (one the faculty may wish to reconsider temporarily as ACPE only requires 1440 and 4 core experiences.)
- Remuneration for APPE hours is prohibited by Standards 2016

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Advanced Pharmacy Practice Experiences (APPE)



- Sample flexibilities
 - Specialty inpatient rotations such as cardiology, nephrology, or transplant can count towards the core inpatient general medicine requirement. If a student completed one of these rotations earlier in the year as an elective, compare the objectives and competencies of the specialty rotation against the internal medicine outcomes.
 - If your practice sites allow it and can provide qualified preceptors, consider using evening and weekend hours for student rotations

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COVID-19 screening activities for IPPE/APPE hours



- Volunteer hours helping screen patients for COVID-19 could count as IPPE or APPE if:
 - they are prospectively approved by the experiential education administration
 - appropriate learning objectives are developed for the experience
 - the student is appropriately precepted by a health care professional able to sign off and verify the hours and activities

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Affiliation agreements



- Schools have asked if it is permissible to use new experiential sites where there is no affiliation agreement
- ACPE approved the use of these sites where you don't have a formal affiliation agreement
- The experiential education administration director must be satisfied with the quality of the site and preceptor to proceed without the customary affiliation agreement
- ACPE suggests that the experiential education administrator document that the site was vetted, even if it is just via a phone call with the preceptor

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Admissions standards



- Programs inquired if they can waive certain admission prerequisites if it isn't available due to the pandemic, accept pass/fail and online coursework for prerequisites, accept course substitutions and the like.
- ACPE's position on these types of issues is that if changes are made in admissions policies, they should be vetted through the normal process at the school (e.g., approval by admissions committee with subsequent faculty approval or however the school normally does this).
- For changes, ensure it doesn't compromise the quality of the students admitted.
- ACPE wouldn't want to see so many accommodations made such that the student was set up for failure because they didn't have the proper background to succeed. That would open the door for progression issues later.

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Admissions standards



- Admissions interviews are still required
- The standards allow for them to be conducted in several different manners including over the telephone.
 - If you have done face to face interviews in the past, it is fine to change to another method that makes sense during the pandemic.

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Ensuring quality...site visits



- The majority of on-site evaluations in spring 2020 were postponed to fall 2020
- All fall 2020 visits (25) were converted to virtual visits using Zoom technology.
- Programs were given a 30% refund in site visit fee since ACPE incurs no travel expenses.
- Per the USDE mandate, ACPE must conduct a Verification Visit (on-site) at a later time for each Virtual Visit as outlined in ACPE policy



Ensuring quality...summary



- ACPE has offered as much flexibility as it possibly can while remaining "within the boundaries of the standards."
- ACPE leaves it to a program's faculty to determine what can be offered virtually via distance learning and what must be taught in a face-to-face settings. How an instructor conducted his/her classroom, offered examinations, etc., has always been a faculty responsibility.
- ACPE's expectations are that what the faculty does must be "within the boundaries of the standards" 3 years of didactic instruction or its equivalent, 300 hours of IPPE appropriately placed in curriculum, 1440 hours APPE with four-week core (minimum) experience in community, institutional, ambulatory care and medicine.





COVID-19 and CPE/CPD



- CPE providers were faced with transitioning live programs to an online format
- The profession needed solid CPE programming related to coronavirus
 - A listing was developed and posted on our website
- Creativity and innovation in content delivery had to be addressed

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COVID-19 and CPE/CPD



- To allow flexibility during the pandemic, the ACPE CPE staff waived some policies related to the administrative components of CE activities
- ACPE staff became aware of CE professionals and entire CE departments being furloughed
- For Joint Accreditation for Interprofessional Continuing Education, accreditation reviews were converted to virtual conference calls since many team members were not able to travel
 - A few of the organizations due to be reviewed had to postpone their review due as they were first line responding organizations.

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COVID-19 and CPE/CPD HHS Guidance on Immunizations



- The United States Department of Health and Human Services (HHS) has recently issued guidance under the Public Readiness and Emergency Preparedness Act (PREP Act) to expand access to safe and effective COVID-19 vaccines when they are made available
- ACPE was specifically mentioned in the guidance with regard to the initial qualifications, maintaining qualifications and the training needed
- ACPE reached out to all accredited providers with additional information about these requirements and posted a list of ACPE-accredited CE activities available on the ACPE website

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International Services Program

Consulting, training, and professional degree program Certification to stakeholders around the world who seek guidance related to quality assurance and advancement of pharmacy education.

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Programs with Certification Status



SAUDI ARABIA

- > King Saud University (KSU), College of Pharmacy: BPharm and PharmD Degree Programs
- > King Faisal University (KFU), College of Clinical Pharmacy: PharmD Degree Program
- > Qassim University (QU), College of Pharmacy: PharmD Degree Program
- > Prince Sattam bin Abdulaziz University College of Pharmacy
- > Batterjee Medical College Pharmacy Program, PharmD Degree Program

INDIA

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

INDONESIA


- > University of Surabaya, Faculty of Pharmacy: Pharmacy Education Program

JORDAN

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

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Programs with Certification Status



NORTHERN CYPRUS

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

UNITED ARAB EMIRATES

- > Al Ain University (AAU) of Science and Technology, College of Pharmacy: BSc. (Pharm) Degree Program
- > Ajman University, College of Pharmacy and Health Sciences: BPharm Degree Program
- > Gulf Medical University, College of Pharmacy: PharmD Degree

LEBANON

- > Lebanese International University School of Pharmacy, Bachelor of Pharmacy Degree Program

MAURITIUS (Precertification Status)

- > JSS Academy of Higher Education and Research, Mauritius School of Pharmacy, Bachelor of Pharmacy Degree

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COVID-19 and International Services Program



- All 9 international site visits were completed for the spring cycle on-site
- We had several teams in the field that had to be monitored
- During one of our last visits, airports were beginning to close to passengers incoming from certain countries including one that our team was in so that necessitated shortening the duration of the visit, extending the length of the days to accommodate all scheduled sessions, and rescheduling everybody on different flights to get them home safely and without incident

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COVID-19 and International Services Program

- All fall site visits were postponed
- Virtual site visits for some programs will occur in the spring
- In person fall visits for programs that do not qualify for a virtual visit are all tentative at this point



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Pharmacy Technician Education Accreditation Collaboration

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.

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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

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COVID-19 and Technicians



- ASHP/ACPE accredited technician programs had issues similar to those experienced by our colleges and schools of pharmacy
- Issues with experiential and lab training
- Schools closed down so site visits could not occur
- Several calls held with stakeholders
- PTAC meetings have been held virtually

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COVID-19 and the Profession



- National pharmacy organizations under the umbrella of JCPP have been working together
- Bi-weekly and now weekly calls occur to discuss issues
- Several guidance documents and letters to FDA and other government officials have been disseminated endorsed by most organizations
- Weekly calls with the state boards of pharmacy and NABP are held monitoring issues such as availability of NAPLEX testing sites



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ACPE and the future; View from the Office of the Executive Director



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Leading ACPE into the Future



- First and foremost, ACPE needs to be above reproach for its accreditation/certification activities and to ensure excellence in all aspects of pharmacy education
 - Council for Higher Education Accreditation (CHEA)/CHEA International Quality Group
 - National Advisory Committee on Institutional Quality and Integrity (NACIQI)/US Department of Education



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Leading ACPE into the Future



- Fact-finding with Board, staff, internal and external constituencies to better determine the opportunities and challenges ACPE faces
 - Surveyed our key constituencies
 - Reviewing data
- Engagement of our stake-holders in a deliberate way; focus groups at national meetings
 - To date
 - Meetings with ASHP, NABP, APhA, FIP, AFPE, PTCB, ASHP as well as accreditor meetings
 - Scheduled presentation (virtual) at AACP Interim Meeting as was done in early 2020

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Leading ACPE into the Future



- Strategic planning with action plan to follow
- Communication and transparency critical
 - Four conference calls with Deans and AACP
 - Seven "Dear Dean" guidance letters
 - Response to Experiential Administrators
 - 3 task forces held in August (curriculum, assessment, experiential education) involving over 50 faculty
 - CE Provider workshops
 - International informational webinar completed in May
 - Article about ACPE and COVID-19 published in AJPE in June
 - Participation in weekly JCPP calls/NABP state board calls
 - Co-signatory on many profession-wide letters

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Conclusion



- Relaxing the PharmD, CE or technician training program standards or quality criteria is not an option even in such times as these
- Finding new and creative ways to live within the boundaries of the standards is appropriate and needed
- Accredited pharmacy, CE and technician programs are likely to encounter challenges that stretch us all, yet we must always be guided by the need to maintain academic integrity and fulfill our responsibility to the public safety by graduating pharmacists and technicians ready to enter practice

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Thank you!

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