

**ACCREDITATION COUNCIL FOR PHARMACY EDUCATION**  
**CONTINUING PHARMACY EDUCATION (CPE) PROVIDER ACCREDITATION PROGRAM**



**COMPREHENSIVE REVIEW FOR CPE ACCREDITATION STANDARDS:**  
**SELF-ASSESSMENT REPORT**

## Overview for the Preparation of the Self-Assessment Report

The Accreditation Council for Pharmacy Education (ACPE) is the national agency for accreditation of professional degree programs in pharmacy and providers of continuing pharmacy education. Accreditation is the public recognition afforded a professional degree program in pharmacy or a provider of continuing pharmacy education that are judged to meet standards through initial and subsequent periodic evaluations. The ACPE accreditation process for providers of continuing pharmacy education is designed to assure pharmacists, boards of pharmacy and others, of the quality of continuing education programs.

ACPE conducts its business in English. All correspondence and conversation with ACPE, including monitoring reports, must be in English. If any portion of the provider's continuing education program is conducted in a language other than English, the provider must submit a copy of the original non-English materials appropriately labeled with an English translation.

ACPE requests that Providers of Continuing Pharmacy Education (CPE) assess their activities, compliance with quality standards, and potential for improvement as part of the Comprehensive Review for Continued Accreditation process. The comprehensive review includes the self-assessment report, in-depth review of selected educational CPE activities, and external/peer review.

This self-assessment is intended to be a tool to stimulate your organization's growth as a provider. It is an opportunity to identify what you are doing well and strengthen areas of need. This document will assist you in preparing your Self-Assessment Report, so please use it to help describe your organization's structure and activities and to select appropriate supporting documentation. We encourage you to draw upon the perspectives of all those involved in your organization's continuing pharmacy education program and suggest that you consider forming a committee to initiate, organize, and manage the self-assessment and report writing. Although the continuing education administrator's participation in the self-assessment process is essential, it is not necessary that this individual chair a Self-Assessment Report committee. However, we do not recommend giving outside consultants' responsibility for leading the self-assessment or writing the report, because self-assessment and introspection by members of your own staff are central to long term improvement of a Provider's activities. ACPE's staff will be happy to assist you if you have any questions about preparing your report or need clarification about the standards.

Once the Self-Assessment Report is received, ACPE staff, an ACPE CPE Commissioner, and an external reviewer will evaluate it. A conference call will be scheduled. The conference call will allow for dialogue between reviewers and the provider, clarification of information found in the self-assessment report, and discussion of the strengths and challenges of the provider's CPE program.

The conference call will be staffed by two reviewers (one external field reviewer and one CPE Commission member) and a staff member will serve as the facilitator. The purpose of the conference call is to discuss your comprehensive report as a team; whereby clarifying any details, alleviating any inconsistencies, and offering an opportunity to submit any missing documentation within a week following the call and before decisions are made on accreditation terms. Providers may also encourage other staff members to join the call as well. ACPE will notify providers with a specified time and information for the conference call.

In order to facilitate the scheduling of these required conference calls, ACPE will utilize an online scheduling tool. The online scheduling tool is very easy to use and will require only a few minutes to note availability. Providers will be instructed to identify their availability for conference calls so that ACPE staff can assemble a review team. Although we recognize that unavoidable circumstances may present themselves, please make every effort to maintain your selected availability as it may not be possible to reschedule the conference call. Shortly after the call,

providers will receive an evaluation survey in an effort to gain comments and feedback on the conference call.

Following review and a conference call, the CPE Commission will propose accreditation actions to the ACPE Board of Directors for final approval at its regular Board meetings (held in January and June of each year). You will receive the result of this action in the form of an Action and Recommendations document soon thereafter.

### **Guidelines for CPE Provider Comprehensive Reviews**

The purpose of CPE comprehensive review conference is to validate the findings in the provider's self-assessment report and to give the provider the opportunity to answer questions and clarify issues that are unclear to the reviewers. The review team is made up of an ACPE Commissioner, a field reviewer, and an ACPE staff member. The process is divided into three stages, which should take no more than two hours and fifteen minutes. Recording, transcribing, or utilizing artificial intelligence (AI) during conference calls is prohibited.

The process is divided into three stages as follows:

#### **Team Conference (60 minutes)**

- Team members join the review, identifying themselves upon entering the session.
- Engage in discussion of the review team's findings of the provider's self-assessment report, identifying strengths and areas needing improvement.
- Determine clarification questions to ask of the provider and assign to team members.

Provider Conference (60 minutes – In extenuating circumstance, the team may extend the review or reschedule a follow-up call with the provider.)

- ACPE Staff: Describe the timeframe, purpose, and ground rules for the discussion.
- ACPE Staff: Identify the participants and facilitate introductions.
- ACPE Staff: Ask the provider to give an overview of major changes in the organization along with strengths and areas needing improvement.
- Review Team: Ask clarifying questions, providing guidance as appropriate.
- ACPE Staff: Ask if provider has any questions for the review team.
- ACPE Staff: Describe any follow-up actions or documents that the provider may submit for consideration for the Commission's review.
- ACPE Staff: Describe the next steps in the review process
- Provider disconnects from the session.

#### **Team Report (15 minutes)**

- Discuss the review and handling of any follow-up information to be submitted by the provider.
- Staff drives consensus to complete the CPE Rubric with specific written comments on the following areas:
  - Gains made since the last comprehensive evaluation
  - A summary of areas deemed as noteworthy
  - Detailed comments on areas needing improvement or additional documentation
- Discuss any other issues or comments.
- Disconnect from the session.

## Instructions for Preparation and Submission of the Self-Assessment Report

**After receiving feedback from providers regarding difficulties in formatting their electronic submissions in one PDF format, ACPE has now transitioned to an electronic report submission tool for you! All providers** will submit their Self-Assessment report via ACPE's new online platform, CESARS: Continuing Education Self-Assessment Report System!

Login information will be provided by ACPE at least two months in advance. Providers can prepare their report in a word document and can copy and paste the information into the platform once access is granted. Additional formatting can be done using the editor in the platform.

## **ACPE GUIDELINES FOR CONTINUING-EDUCATION PROVIDERS PREPARING ELECTRONIC SELF-ASSESSMENT DOCUMENTS**

Preparing for evaluation for purposes of accreditation requires the submission of an in-depth and broadly-based self-assessment report. ACPE staff has drafted the following guidelines to assist a continuing education provider in preparing and submitting their report for the CESARS (Continuing Education Self-Assessment Report System) platform.

### **CESARS Tips**

- Only upload each document once. If the document is appropriate elsewhere, the provider can refer to the specific document by its name. (Or- the provider can choose that document in the dropdown box in **evidence**.)

#### The Narrative

- The easiest way to format the narrative is to copy and paste it from a word document and into the platform. Additional formatting can be done using the editor in the platform.
- Graphics and tables can be included in the narrative sections using copy and paste.

#### Attachments/Evidence

- The provider is encouraged to limit the file size of attachments to no more than 80MB. In order to minimize the length and size of the report while providing the necessary documentation, providers should place evidence in one section of the report (rather than multiple sections) with accurate cross-referencing.
- The number of pages within attachments should not exceed 500 pages total.
- The provider is encouraged to use .doc, and .pdf, and minimize the amount of large graphic files (e.g., JPEG, PNG, GIF) in attachments to help contain the size of the report.
- PowerPoint slides can be six-slides per page, as long as they are still visible, and printed in PDF format. Please do not submit PowerPoint files.
- Reference any additional documents added in the narrative.

ACPE staff will be happy to receive comments or answer questions about these guidelines or other issues. Please contact our office at (312) 664-3575 or by email at [ceinfo@acpe-accredit.org](mailto:ceinfo@acpe-accredit.org).



## SELF-ASSESSMENT REPORT: CHECKLIST

Please ensure all items are within the CESARS report before submission.

- Participated in Self-Assessment Report Preparation Webinar**
  
- Completed Provider Summary Sheet**
  
- Signed Provider Attestations for Policy and Procedure Monitoring**
  
- Completed Evaluation Form (Rubric)** - the Provider's self-rating of each criterion
  
- Included Supplemental Narratives**
  
- Included Supporting Documentation**
  
- Utilized 2-3 CPE Activities selected by ACPE as the basis of the Report**
  
- Additional CPE Activities selected by the Provider** (optional)
  
- Electronic submission of the Provider's Report as instructed by ACPE**

**Per ACPE Administrative Warning policy, failure of a provider to submit a complete Self-Assessment Report will result in written notification whereby the provider will be given 2 weeks to fulfill all outstanding requirements, after which time continued failure to comply will result in the imposition of Administrative Warning and subsequent Board action.**



# SELF-ASSESSMENT REPORT: PROVIDER SUMMARY SHEET

## Questions that will appear in the CESARS platform.

1. How long have you been the Continuing Pharmacy Education (CPE) Administrator?  
 <1 year OR  (number of years)
2. When did you last attend a CPE Administrator Workshop?
3. Do you conduct CPE activities for (select one):  
 Pharmacists only  
 Pharmacy technicians only  
 Both pharmacists and pharmacy technicians
4. Which activity types do you conduct? (select all that apply)  
 Knowledge-based (K)  
 Application-based (A)  
 Certificate Programs
5. Do you plan and conduct continuing education activities for an interprofessional audience (e.g., pharmacists, physicians, nurses, other)? (select one)  
 Yes  
 No, but plan to within the next 1 – 3 years  
 No, and do not plan to within the next 1 – 3 years

**Please provide a summary description of the Provider’s CPE program, including background of the organization. The summary should be no more than one page in length (12-point font, single-spaced).**

**Please indicate the CPE activities selected by ACPE:**

Universal Activity Number (UAN)	Title	Activity Type (K, A, Certificate)

**Please indicate any additional activities included as selected by the Provider (optional)**

Universal Activity Number (UAN)	Title	Activity Type (K, A, Certificate)



## GENERAL STANDARDS FOR ACPE-ACCREDITED PROVIDERS OF CONTINUING PHARMACY EDUCATION (CPE)

### SELF-ASSESSMENT REPORT – EVALUATION FORM (RUBRIC) GUIDELINES

The following document is the evaluation form (rubric) for the policies and procedures attestation, four Sections and eleven Standards of the *ACPE Standards for Continuing Pharmacy Education*, global assessment, and evaluation summary. This rubric will be embedded within the CESARS platform for completion.

For each component of the report, you should assess your CPE program and selected activities by the following:

- A. Include a narrative response with enough detailed information for reviewers to accurately assess your rubric ratings and supporting documentation.
- B. Respond to EVERY item ensuring that each criterion in the rubric evaluation grid is addressed. If you believe that an item does not apply to your organization, please explain. For each criterion, the provider is to indicate its self-assessment rating by marking the corresponding checkbox:
  - **Meets Criterion:** The provider has achieved all the elements required by the criterion.
  - **Noteworthy Finding:** The provider has exceeded the requirements of the criterion. The provider shows a commitment to continuous quality improvement. It is honest about its areas of strength and weakness and presents viable plans in areas where it may need improvement. The provider is making a documented effort to cultivate an environment of research, information sharing and innovation.
  - **Needs Improvement:** The provider has not achieved all the elements required by the criterion.
  - **Additional Documents Required:** There is inadequate information in the narrative or documentation to assess whether the provider meets the criterion. For example, the provider's discussion is absent, or incomplete or requested supporting documents are missing.
  - **N/A - Not Applicable.....:** This section of the criterion does not apply.

Please note that "Meets Criterion" appears before "Noteworthy Finding," on the forms, because the core requirements of each criterion must be met before a criterion should be considered as noteworthy.

- C. Carefully review the items in parentheses in the 'Criterion and Evidence' sections of the rubric (shaded columns on the left) to identify required supporting materials.
- D. Please add your documentation as an attachment in the CESARS platform. Your documentation is the basis for ACPE's evaluation and should correspond to each of the rubric items. In the event that documentation is not available, please provide an explanation. If you are asked to provide documentation that is included in an earlier section, state which document attachment you are referring to (do not upload the document more than once per report). Feel free to include documentation beyond that requested if it adds to the understanding of your efforts.

Refer to your specific ACPE comprehensive review notification letter for selected CPE activities, timelines, and submission requirements for your report. For further questions or clarification, please contact the ACPE office at (312) 664-3575 or by email at [ceinfo@acpe-accredit.org](mailto:ceinfo@acpe-accredit.org).





## **SELF-ASSESSMENT REPORT: SUPPORTING DOCUMENTATION**

### **Summary of evidence to be submitted for CPE Standards**

(Evidence and documentation should be placed in the report with accurate cross-referencing if used in other standards. Please only upload each document once per report.)

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

- CPE mission and goals/strategic plan
- Assessment plan to evaluate achievement of mission and goals
- Data collection and analysis to document achievement of mission and goals

#### **Standard 2: Gap Analysis**

- Description and evidence of gaps identified for pharmacists and/or pharmacy technicians
- Description and evidence of educational need(s) that cause the identified gap(s) for pharmacists and/or pharmacy technicians
- Evidence of how objectives are developed to address the identified educational need for pharmacists and/or pharmacy technicians

#### **Standard 3: Continuing Pharmacy Education Activities and**

#### **Standard 4: CPE Activity Objectives**

- Policy and procedure or description of the process used to assign activity type designators to meet the educational needs of pharmacists and/or pharmacy technicians
- Activity announcement for selected CPE activities
- Syllabus or description of how certificate programs are designed to meet the listed requirements, if applicable

#### **Standard 5: Standards for Integrity and Independence**

##### **5.1 - Ensure Content is Valid**

- Process and evidence for ensuring content is fair, balanced, and evidence-based

##### **5.2 - Prevent Commercial Bias and Marketing in Accredited Continuing Education**

- Process and evidence for ensuring CE protects learners from commercial bias and marketing

##### **5.3 - Identify, Mitigate, and Disclose Relevant Financial Relationships**

- Evidence of identification of relevant financial relationships
- Evidence of mitigation of relevant financial relationships
- Evidence of disclosure to learners of relevant financial relationships

##### **5.4 - Manage Commercial Support Appropriately**

- Evidence of decision-making and disbursement of commercial support
- Grant agreements for requested commercially supported activities
- Evidence of receipt and expenditure of commercial support, e.g., income/expense statements
- Evidence of disclosure to learners of sources of commercial support

##### **5.5 - Manage Ancillary Activities Offered in Conjunction with Accredited Continuing Education**

- Evidence of separation of marketing from accredited continuing education

#### **Standard 6: Faculty**

- Description of the process for selecting faculty
- Evidence of verbal and written faculty guidance documents

**Standard 7: Teaching and Learning Methods**

- Description of techniques to foster active participation of learners along with evidence of active learning methods for selected CPE activities
- Evidence of how objectives are addressed by active learning

**Standard 8: Educational Materials**

- Educational materials from selected CPE activities

**Standard 9: Assessment of Learning**

- Description and evidence of how learners are able to assess achievement of learned content including participant results
- Description of how learning assessments are documented for credit
- Evidence of how objectives are covered by a learning assessment

**Standard 10: Assessment Feedback**

- Description and evidence of how feedback is provided to learners in an appropriate, timely, and constructive manner

**Standard 11: Evaluation of CPE Activity**

- Description of activity evaluation process with evaluations from selected CPE activities
- Activity evaluation summary data separated by profession
- Description and evidence of how feedback from activity evaluations is used to improve the overall CPE program
- Evidence of process for monitoring of promotion, marketing, and commercial bias