



**Accreditation Council for Pharmacy Education
Continuing Pharmacy Education Accreditation with Commendation**

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Accreditation Council for Pharmacy Education

Chicago, Illinois

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Continuing Pharmacy Education Accreditation with Commendation

Overview

Receiving ACPE accredited status provides recognition that a provider is meeting minimum expectations towards the provision of quality continuing education. Within ACPE's continuing pharmacy education accreditation process providers must demonstrate compliance with eleven standards representing four sections including: 1) content; 2) delivery; 3) learning assessment; and 4) evaluation.

Accredited CPE providers have the option to demonstrate that they surpass the minimum requirements of accreditation by applying for commendation. It is ACPE's expectations that providers applying for commendation will outline within their mission and vision the desire to advance practice, knowledge and skills of their learners and the profession. ACPE's goal is to encourage and reward accredited CPE providers for implementing best practices in pedagogy and assessment and for focusing on generating meaningful outcomes for learners.

Menu Approach

ACPE is using a menu approach for recognition of Accreditation with Commendation to promote flexibility, reflect the diversity of accredited providers and offer a pathway for all providers to achieve Accreditation with Commendation. The Menu of Criteria for Accreditation with Commendation can be used by any ACPE-accredited provider applying for Accreditation with Commendation. Please note that initial applicants are not eligible for Accreditation with Commendation.

Optional

An application for Accreditation with Commendation is optional and is not required to receive ACPE accreditation.

Eligibility

To be eligible for Accreditation with Commendation, providers must demonstrate compliance with the expectations outlined in Standards 1-11. Additionally, the CPE provider will need to demonstrate compliance with TWO criteria in TWO subcategories of their choice.

- Content
- Delivery
- Learning Assessment
- Evaluation

Each criterion is accompanied by supporting information designed to assist CPE providers in understanding and addressing ACPE's expectations. Critical elements required to demonstrate compliance are provided. Please note that some of the criteria are activity-based (i.e., focused on individual learning activities) while some are program-based (i.e., focused on the CPE program as a whole).

Implementation

If a provider is awarded Accreditation with Commendation, reference by the provider to Accreditation with Commendation in announcements, promotional materials, publications, or in any other form of communication or publicity, shall state only the following:



“(Name of Provider) is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education with Commendation.” ACPE’s official accredited Provider with Commendation logo shall also be used in close conjunction with the statement.

Initial Application for Commendation

Accredited CPE providers who have demonstrated compliance with all ACPE Standards (1-11), Policies, and Procedures are eligible to apply for Accreditation with Commendation. Accreditation with Commendation is optional.

If interested in initial application for Accreditation with Commendation, an eligible provider may submit the Commendation report during one of the two subsequent cycles following Comprehensive Review.

| Comprehensive Review | Commendation Report Submission Deadline |
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| Spring Review Cycle: June Accreditation Decision | October 1 st or April 1 st |
| Fall Review Cycle: January Accreditation Decision | April 1 st or October 1 st |

Reaccreditation with Commendation

Accredited providers with Commendation will submit a Self-Assessment Report for Comprehensive Review for reaccreditation.

- If the provider is compliant with all ACPE Standards (1-11), Policies, and Procedures, the provider will be awarded Accreditation with Commendation till the next cycle whereby the provider may submit for evaluation for Continued Commendation. The CPE provider will need to demonstrate compliance with TWO criteria in TWO subcategories of their choice as indicated above with the one cycle following the Comprehensive Review.
- If the provider is not compliant with all ACPE Standards (1-11), Policies, and Procedures, during the Comprehensive Review, Accreditation with Commendation will not be continued.

Menu of Criteria for Accreditation with Commendation

Content

The main focus of CPE activities is to progress the profession of pharmacy in a positive direction ultimately improving the healthcare field through unbiased, measurable, educational events targeting knowledge, skill, and/or practice gaps aiming to maintain and enhance competence as well as performance of the learner.

Commendation criteria:

- Practice gaps are identified and monitored to assess the effectiveness of the CE activities to close/narrow the gap.
- A continuing professional development (CPD) process is implemented for learners.
- At least 20% of CPE activities are application-based activities or certificate programs.
- At least 20% of CPE activities are team-based (pharmacists, pharmacy technicians, other healthcare professionals).
- The provider is engaged in research/scholarship related to areas of the ACPE CPE Standards associated with Content.

Delivery

The type of presentation, content and the expertise of faculty and/or presenter are important to the instructional design. In delivering the educational content, the goal is to engage the learner in an active way to bring about higher-level learning and foster application to practice.

Commendation criteria:

- Targeted and specific guidance is provided to individual faculty.
- Creative and innovative educational formats are utilized for the delivery of CPE activities.
- Educational materials include support strategies for learners to foster application to practice.
- The provider is engaged in research/scholarship related to areas of the ACPE CPE Standards associated with Delivery.

Learning Assessment

Assessment ensures the learners' underlying educational needs are met thus closing, or at least narrowing, the gap. Assessment feedback is focused on the timeliness and value of the feedback conveyed to the learner.

Commendation criteria:

- The provider utilizes learning assessment and feedback as resources for future CPE activities.
- Feedback on learning assessment provides the rationale to learners.
- A learning community is available to support learners.
- A CPD process for learners is implemented for learners to document assessment feedback within learners CPD cycle.
- The provider is engaged in research/scholarship related to areas of the ACPE CPE Standards associated with Learning Assessment.

Evaluation

Learners evaluate the CPE activity and the provider, in turn, reviews the evaluation feedback for quality control and assurance.

Commendation criteria:

- The provider gathers data or information to demonstrate achievement of the mission and goals related to population health.
- The provider gathers data or information to demonstrate achievement of the mission and goals related to patient care.
- The provider supports CPD of its own CPE team.
- The provider is engaged in research/scholarship related to areas of the ACPE CPE Standards associated with Evaluation.

ACPE CPE EVALUATION FORM (RUBRIC) - ACCREDITATION WITH COMMENDATION

The ACPE-accredited provider will need to demonstrate compliance with TWO criteria in TWO subcategories of their choice.

| CONTENT | | | | |
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| | Criterion | Rationale | Documentation | Evaluation |
| 1 | Practice gaps identified were closed/narrowed. | The provider is monitoring the effectiveness of the CPE activity to close the gap. | Document both the gap and the learner outcomes data demonstrating the gap has been closed/narrowed for at least 1 CPE activity. | Commend <input type="checkbox"/> Do not commend <input type="checkbox"/> |
| 2 | A continuing professional development (CPD) process has been implemented for learners. | Participation in CPD supports life-long learning and assists practitioners in developing and maintaining competence, enhancing professional practice, and supporting achievement of career goals. | Documentation provided to learners to support their CPD process. Documentation that learners engage in a CPD process that is created, implemented, and/or assessment feedback provided to learners. | Commend <input type="checkbox"/> Do not commend <input type="checkbox"/> |
| 3 | Provide application-based activities and/or certificate programs. | Application-based activities and certificate programs are associated with higher-order thinking. | Attest to meeting this criterion for at least 20% of activities that are application based and/or certificate programs. Two examples of application-based activities and/or certificate programs offered. | Commend <input type="checkbox"/> Do not commend <input type="checkbox"/> |
| 4 | Provide team-based (pharmacists, pharmacy technicians, other healthcare professionals) activities. | Team-based education occurs when two or more healthcare professionals learn from, with and about each other to enable effective team-based practice and improve health outcomes. | Attest to meeting this criterion for at least 20% of activities. Two examples of team-based activities offered. | Commend <input type="checkbox"/> Do not commend <input type="checkbox"/> |
| 5 | The provider is engaged in research/scholarship | Engagement by providers in the scholarly pursuit of research related to the | A description of at least one research/scholarly endeavor related to the | Commend <input type="checkbox"/> |

ACPE CPE EVALUATION FORM (RUBRIC) - ACCREDITATION WITH COMMENDATION

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| | <p>related to areas of the ACPE CPE Standards associated with Content.</p> | <p>effectiveness of and best practices in CPE supports the success of the enterprise. Participation in research includes developing and supporting innovative approaches, studying them, and disseminating the findings.</p> | <p>provider's CPE program during the accreditation term. A description of the process used to disseminate the results/conclusions should be provided. Examples include paper published, poster presentation, presentation at a meeting, conference.</p> | <p>Do not commend <input type="checkbox"/></p> |
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ACPE CPE EVALUATION FORM (RUBRIC) - ACCREDITATION WITH COMMENDATION

| DELIVERY | | | | |
|----------|--|--|---|--|
| | Criterion | Rationale | Documentation | Evaluation |
| 6 | Targeted and specific guidance is provided to individual faculty. | Competent faculty are essential towards ensuring effective delivery of the CPE activity. | <p>A description of the provider's efforts towards the provision of individualized and continuous faculty guidance.</p> <p>Documentation from two CPE activities supporting the provider's efforts towards providing individualized and continuous faculty guidance.</p> | <p>Commend <input type="checkbox"/></p> <p>Do not commend <input type="checkbox"/></p> |
| 7 | Creative and innovative educational formats are utilized for the delivery of CPE activities. | <p>Activities that promote active learning focus more on developing learners' skills than on transmitting information and require learners to do something that requires higher-order thinking.</p> <p>The innovations should be based on the context of the provider type, mission, goals, and intended audience.</p> | <p>A description and outcome of the provider's efforts towards incorporating innovative educational techniques. In addition, an explanation as to why the educational technique is innovative.</p> <p>Documentation from two CPE activities that incorporated innovative educational formats. Discuss how the innovative educational technique was utilized, and the intended and actual outcome.</p> | <p>Commend <input type="checkbox"/></p> <p>Do not commend <input type="checkbox"/></p> |
| 8 | Educational materials include support strategies for learners to foster application to practice. | Support strategies assist learners to apply content towards clinical practice. Examples include but are not limited to reminders, tool kits, patient feedback, etc. | <p>A description of the provider's efforts towards incorporating support strategies within its CPE activities.</p> <p>Documentation from two CPE activities which included supplemental support strategies provided to learners.</p> | <p>Commend <input type="checkbox"/></p> <p>Do not commend <input type="checkbox"/></p> |
| 9 | The provider is engaged in research/scholarship | Engagement by providers in the scholarly pursuit of research related to the | A description of at least one research/scholarly endeavor related to the | Commend <input type="checkbox"/> |

ACPE CPE EVALUATION FORM (RUBRIC) - ACCREDITATION WITH COMMENDATION

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| | <p>related to areas of the ACPE CPE Standards associated with Delivery.</p> | <p>effectiveness of and best practices in CPE supports the success of the enterprise. Participation in research includes developing and supporting innovative approaches, studying them, and disseminating the findings.</p> | <p>provider's CPE program during the accreditation term. A description of the process used to disseminate the results/conclusions should be provided. Examples include paper published, poster presentation, presentation at a meeting, conference.</p> | <p>Do not commend <input type="checkbox"/></p> |
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| LEARNING ASSESSMENT | | | | |
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| | Criterion | Rationale | Documentation | Evaluation |
| 10 | The provider utilizes learning assessment outcomes to inform future CPE activities. | Learning assessment should measure the extent to which the underlying needs/gaps have been met. Where gaps continue to assist this information can be used in the development of future CPE activities. | <p>A description of the provider's efforts towards using learning assessment data to inform the needs assessment/gap analysis process for future CPE activities.</p> <p>Documentation from two CPE activities utilizing learning assessment data within the needs assessment/gap analysis process.</p> | <p>Commend <input type="checkbox"/></p> <p>Do not commend <input type="checkbox"/></p> |
| 11 | Feedback on learning assessment provides the rationale to learners. | Providing the rationale for correct/incorrect selections further facilitates the learning process, promotes higher level thinking, and enhances practice. | <p>A description of the provider's efforts towards providing learners with the rationale for correct/incorrect responses on learning assessments.</p> <p>Documentation from two CPE activities demonstrating that learners are provided the rationale for correct/incorrect answers on learning assessments.</p> | <p>Commend <input type="checkbox"/></p> <p>Do not commend <input type="checkbox"/></p> |
| 12 | A learning community is available to support learners. | Learning communities enable participants to share results and learn from each other outside the structured educational activity, thereby improving their ability to achieve rapid yet significant progress. | <p>A description of the provider's efforts towards development of a learning community for a CPE activity.</p> <p>Documentation from two CPE activities demonstrating that the provider has created and implemented a learning community for learners.</p> | <p>Commend <input type="checkbox"/></p> <p>Do not commend <input type="checkbox"/></p> |
| 13 | A CPD process for learners is implemented for learners to document | Participation in CPD supports life-long learning and assists practitioners in developing and | A description of the provider's efforts towards development of a CPD process for learners. | <p>Commend <input type="checkbox"/></p> <p>Do not commend <input type="checkbox"/></p> |

ACPE CPE EVALUATION FORM (RUBRIC) - ACCREDITATION WITH COMMENDATION

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| | assessment feedback within learners' CPD cycle. | maintaining competence, enhancing professional practice, and supporting achievement of career goals. | Documentation that learners engage in a CPD process that is created, implemented, and/or assessment feedback provided to learners. | |
| 14 | The provider is engaged in research/scholarship related to areas of the ACPE CPE Standards associated with Assessment. | Engagement by providers in the scholarly pursuit of research related to the effectiveness of and best practices in CPE supports the success of the enterprise. Participation in research includes developing and supporting innovative approaches, studying them, and disseminating the findings. | A description of at least one research/scholarly endeavor related to the provider's CPE program during the accreditation term. A description of the process used to disseminate the results/conclusions should be provided. Examples include paper published, poster presentation, presentation at a meeting, conference. | <p>Commend <input type="checkbox"/></p> <p>Do not commend <input type="checkbox"/></p> |

ACPE CPE EVALUATION FORM (RUBRIC) - ACCREDITATION WITH COMMENDATION

| EVALUATION | | | | |
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| | Criterion | Rationale | Documentation | Evaluation |
| 15 | The provider gathers data or information to demonstrate achievement of the mission and goals related to population health. | Assessment of achievement of the provider's mission and goals is a critical continuous quality improvement component. Results of the analysis should be used to modify the organization's mission and goals related to CPE for the outcomes of population health. | <p>A description of the provider's assessment of the extent to which the mission and goals have been achieved as related to population health.</p> <p>Documentation to support the provider's assessment of the extent to which the mission and goals have been achieved related to population health.</p> | <p>Commend <input type="checkbox"/></p> <p>Do not commend <input type="checkbox"/></p> |
| 16 | The provider gathers data or information to demonstrate achievement of the mission and goals related to patient care. | Assessment of achievement of the provider's mission and goals is a critical continuous quality improvement component. The results of the analysis should be used to modify the organization's mission and goals related to CPE for the outcomes of patient care. | <p>A description of the provider's assessment of the extent to which the mission and goals have been achieved as related to patient care.</p> <p>Documentation to support the provider's assessment of the extent to which the mission and goals have been achieved related to patient care.</p> | <p>Commend <input type="checkbox"/></p> <p>Do not commend <input type="checkbox"/></p> |
| 17 | The provider supports the continuing professional development of its own CPE Team. | Participation of CPE professionals in their own continuing professional development supports improvements in their CE programs and advances the profession. The CPE team includes those individuals regularly involved in the planning and development of CPE activities as determined by the provider. | <p>A description of the provider's efforts towards ensuring members of the CPE team are engaged in CPD during the term.</p> <p>Documentation to support the provider's implementation of CPD for the members of the CPE team.</p> | <p>Commend <input type="checkbox"/></p> <p>Do not commend <input type="checkbox"/></p> |
| 18 | The provider is engaged in research/scholarship related to areas of the ACPE CE Standards | Engagement by providers in the scholarly pursuit of research related to the effectiveness of and best practices in CPE supports the success of the | A description of at least one research/scholarly endeavor related to the provider's CPE program during the accreditation term. A description of the | <p>Commend <input type="checkbox"/></p> <p>Do not commend <input type="checkbox"/></p> |

ACPE CPE EVALUATION FORM (RUBRIC) - ACCREDITATION WITH COMMENDATION

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| | associated with Evaluation. | enterprise. Participation in research includes developing and supporting innovative approaches, studying them, and disseminating the findings. | process used to disseminate the results/conclusions should be provided. Examples include paper published, poster presentation, presentation at a meeting, conference. | |
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