



**Experiences of ACPE in the US and International Outreach**

**Michael J. Rouse, BPharm(Hons), MPS**

Director, International Services, ACPE

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## Outline

- ACPE: History and Governance
- ACPE: Four Programs
- U.S. Standards 2016: some key changes
- International Services Program: History, Vision, Mission, Services, Standards
- Key Principles behind International Services and Experience Gained

## ACPE History

- Founded in 1932 (11 types of degree program for pharmacists)
- Autonomous, independent, not-for-profit
- Office in Chicago, Illinois
- Recognized by U.S. Department of Education since 1952

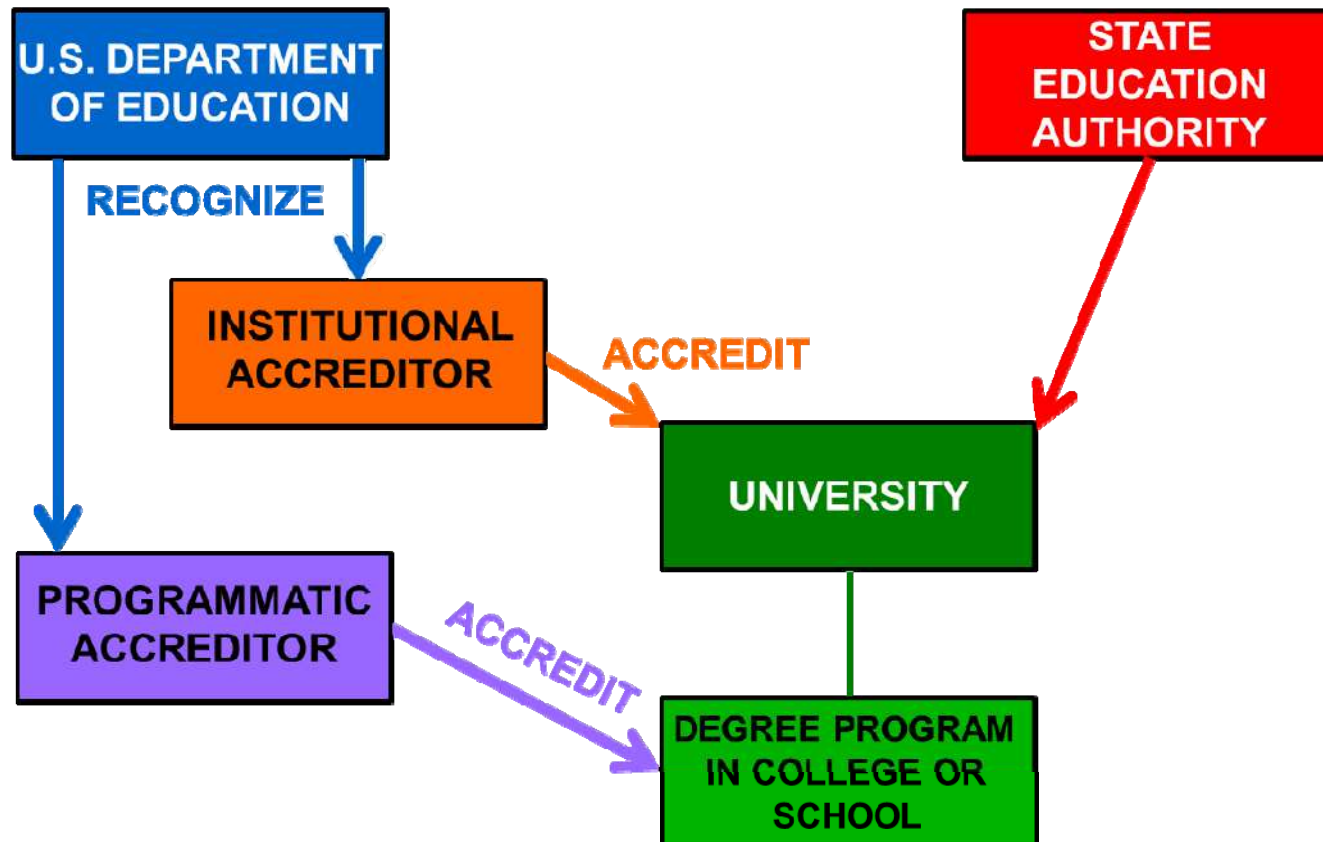


## ACPE Board of Directors

- Three appointees each by:
  - American Association of Colleges of Pharmacy (AACCP) – educators
  - American Pharmacist 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

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

# Oversight of Higher Education in the USA



# ACPE Programs

- **ACPE Accredits:**
  - **Professional degree programs (1932)**
    - US Department of Education recognition
    - Council on Higher Education Accreditation (CHEA) recognition
    - Founding member in 2014 of Health Professions Accreditors Collaborative (HPAC)
  - **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]) (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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# Joint Commission of Pharmacy Practitioners' Vision

*“Patients achieve optimal health and medication outcomes with pharmacists as essential and accountable providers within patient-centered, team-based healthcare.”*

American Association of  
Colleges of Pharmacy **AACP**  
Discover • Learn • Care: Improve Health



**AMCP** Academy of  
Managed Care  
Pharmacy®



**ASCP** American Society of  
CONSULTANT  
PHARMACISTS

**ashp**  
pharmacists advancing healthcare



**NCPA**  
NATIONAL COMMUNITY  
PHARMACISTS ASSOCIATION

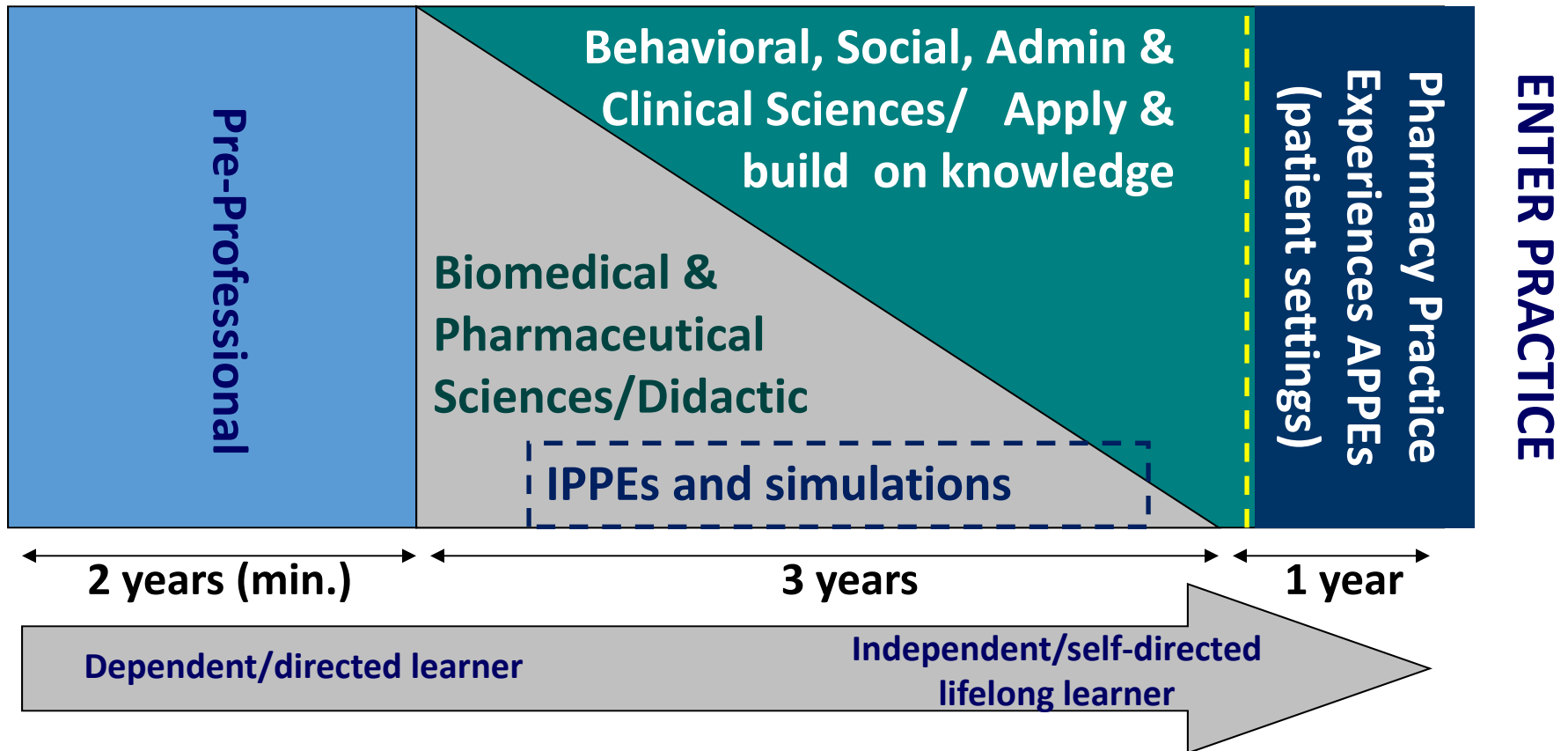


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# The PharmD Degree (US Model)

KNOW → DO → BE

Knowledge +++++ Skills +++++ Attitudes/Behavior



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## 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**)

# Standards 2016

- Section I: Educational Outcomes
  - Based on AACP Center for the Advancement of Pharmacy Education (CAPE) 2013 Educational Outcomes
  - Comprise the first four standards
    - Foundational Knowledge
    - 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

- Standard 1: Foundational Knowledge
  - Biomedical, Pharmaceutical, Social & Administrative Sciences, and Clinical Sciences
- Standard 2: Essentials for Practice
  - Patient-centered care as medication expert, includes health and wellness and population-based care
- Standard 3: Approach to Practice & Care
  - Problem solving, patient advocacy, IP collaboration, cultural sensitivity, communication
- Standard 4: Personal & Professional Development
  - Self-awareness, leadership, professionalism

# Pharmacists' Patient Care Process

## Standard 10.8 Pharmacists' Patient Care Process

The curriculum prepares students to provide patient-centered collaborative care as described in the Pharmacists' Patient Care Process model endorsed by the Joint Commission of Pharmacy Practitioners.



- ✓ Approved by JCPP organizations in May 2014.
- ✓ Supported by 13 national pharmacy organizations.

# Interprofessional Education

- 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 Interprofessional Education Collaborative (IPEC) Competencies
  - Values/Ethics
  - Roles Responsibilities
  - Interprofessional Communication
  - Team and Teamwork



## ACPE International Services Program (ISP)

- Long history of collaboration with other countries
- Assistance to international pharmacy stakeholders, including establishment of national accreditation bodies in other countries
- General oversight by International Commission; all decisions by ACPE Board of Directors

## Vision and Mission



**Vision:** Quality-assured pharmacy education and training prepares graduates throughout the world for expanded roles that optimize safe and effective medication use and improve patient care.

**Mission:** Promote, assure, and advance the quality of pharmacy education internationally to improve patient care through safe and effective medication use.



## ISP Services

- Certification of professional degree programs based on Quality Criteria and Policies and Procedures
- Consultation (national, institutional)
- Workshops and training programs
- Longer-term projects (e.g. with national governments)



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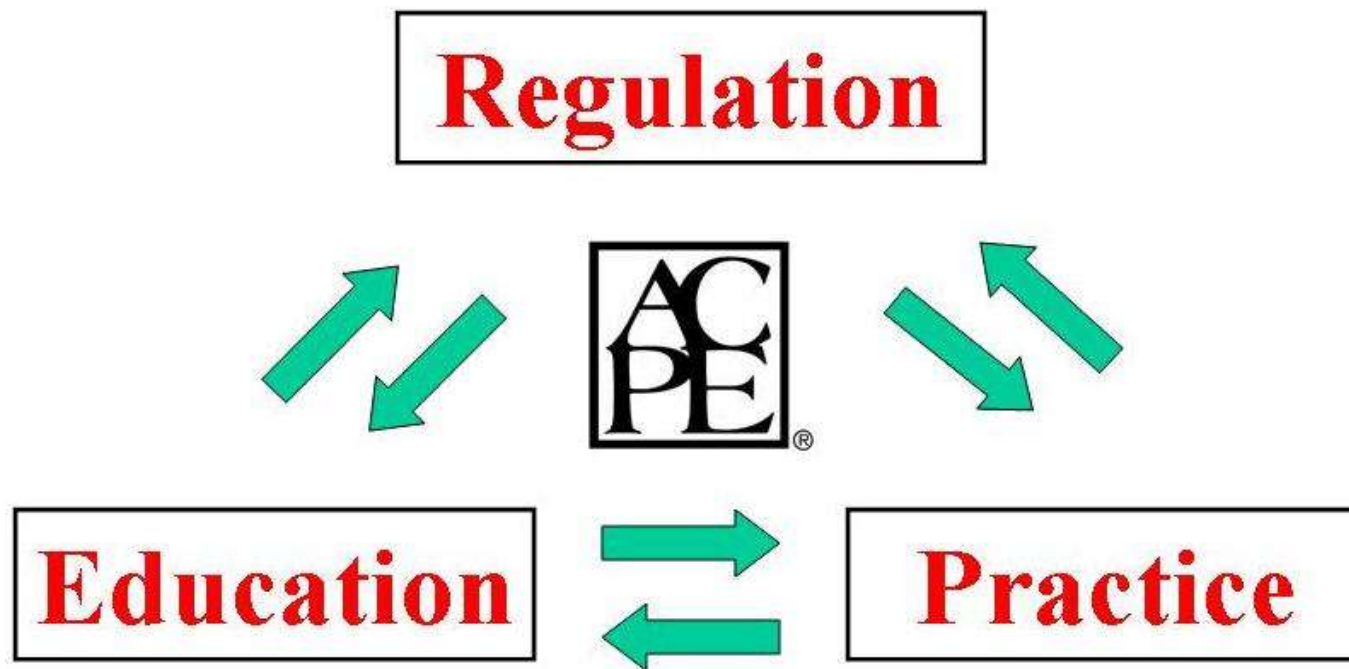


# Key Principles

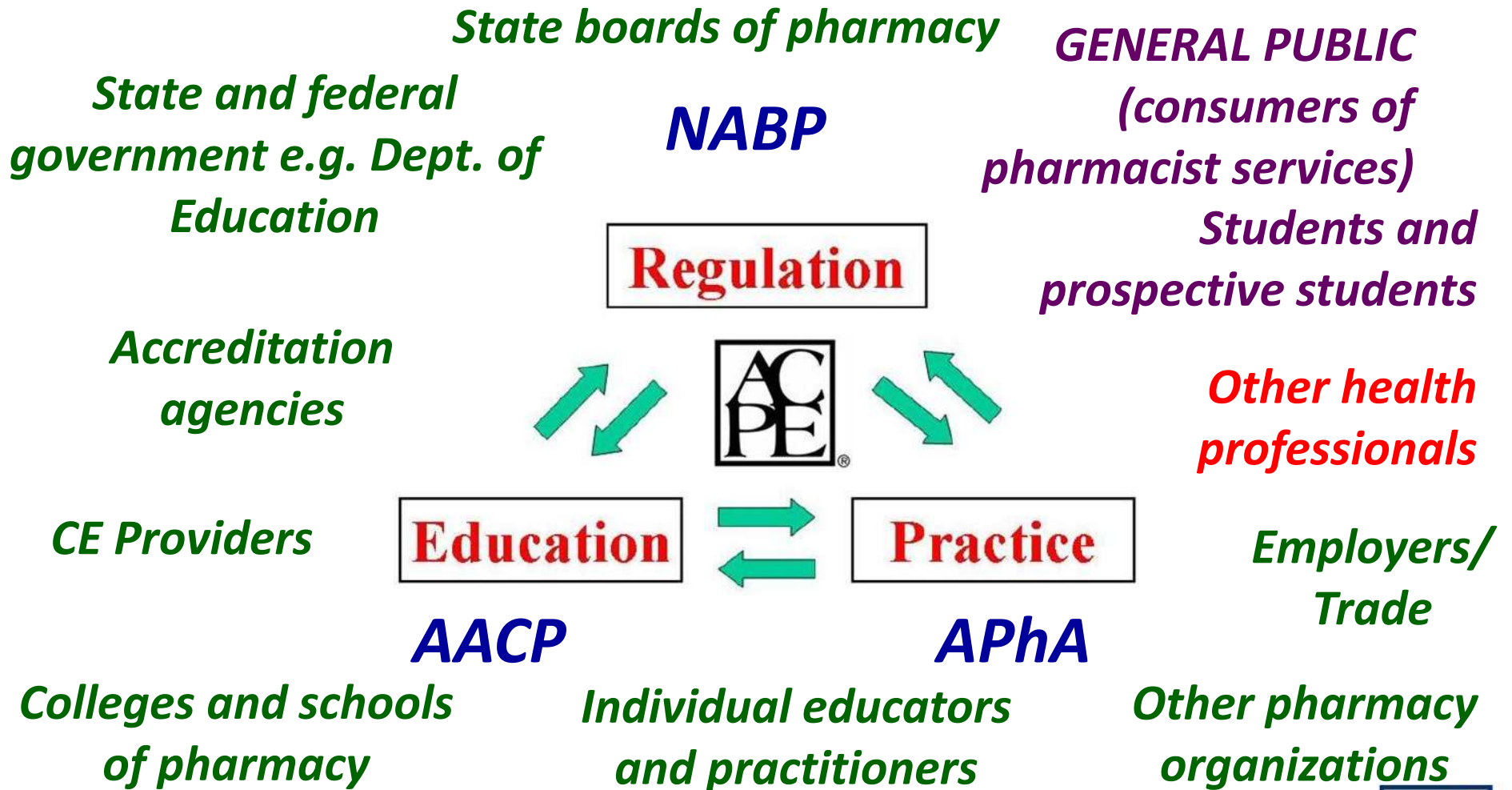


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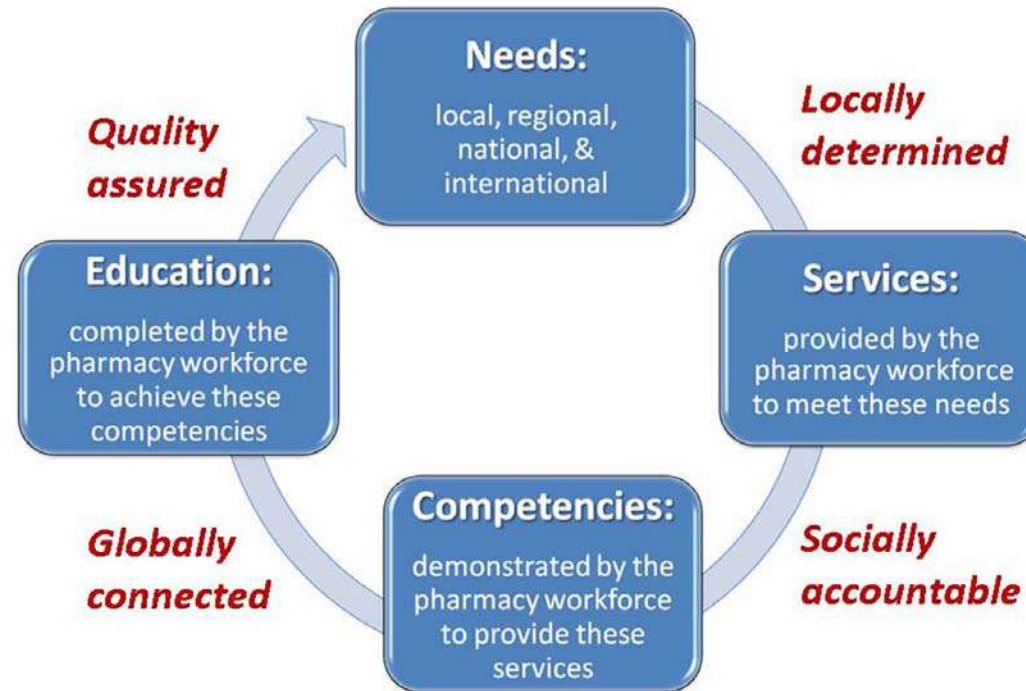
# Dynamic Relationships and Drivers for Change



# Engagement with All Key Stakeholders



# Needs-Based Education Model

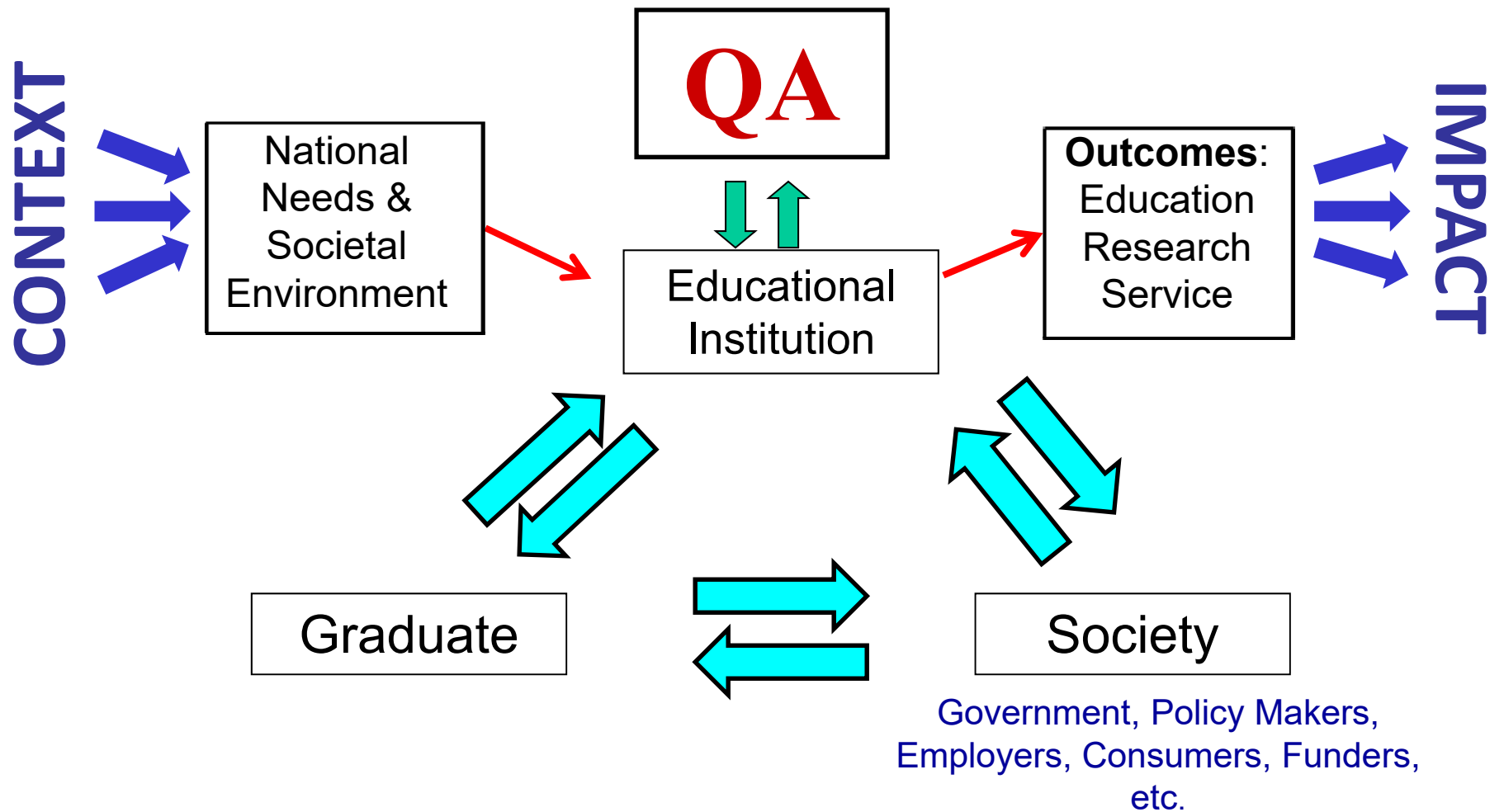


WHO-UNESCO-FIP Pharmacy Education Taskforce



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# Socially Accountable Education



# From Product to Patient ... a Continuum of Competencies



National Needs  
& Priorities



Market Forces

Are there “Core  
Competencies”?

Who Decides?

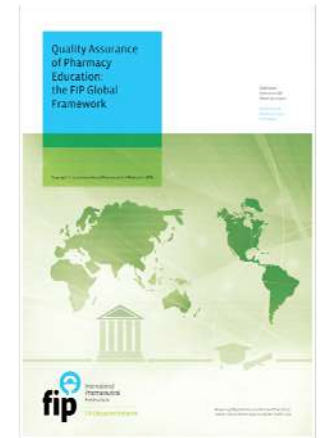
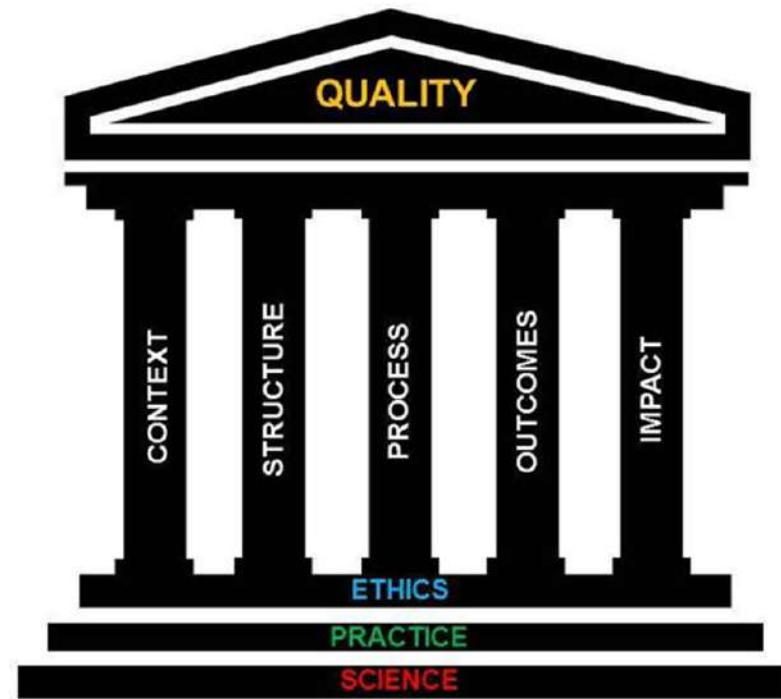


Patient &  
Population Needs



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# The Pillars and Foundation of Educational Quality



1. International Pharmaceutical Federation. *Quality Assurance of Pharmacy Education: the FIP Global Framework*. 2nd Ed. 2014.

2. Meštrović A, Rouse MJ. Ensuring quality of pharmacists' continuing education - pillars of quality based on science, practice and ethics; *American Journal of Pharmaceutical Education*. 2015;79(3): article 45.



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# ISP: Greater Focus on Quality Advancement





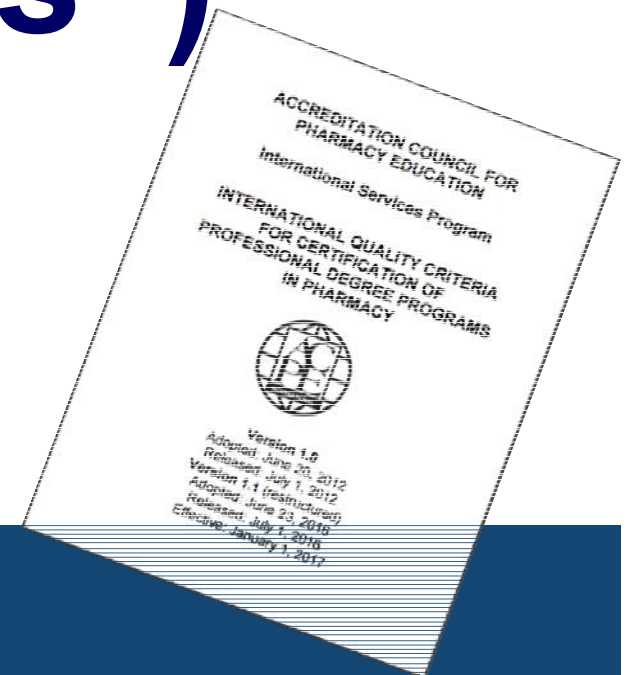
## Guiding Principles

- Certification applies only to professional degree programs outside the United States and its territories
- **The certification process is not designed to grant eligibility for licensure or registration to practice as a pharmacist in any jurisdiction**
- The intent is **not to impose** other countries' systems and models for pharmacy education and quality assurance on other countries
- The Quality Criteria are designed to be applicable to a **range of professional degree programs** and to assure that the degree program is **relevant, contemporary, socially accountable, and appropriate to the needs and health systems** of the country in question

## Guiding Principles *(continued)*

- The certification program is to help assure that professional degree programs are designed and implemented in accordance with quality principles and criteria that have been developed through a **broad-based, transnational consensus process**
- A program's compliance will be **evaluated in the context** of the health and education systems, government structures, regulation, language and culture of the school or institution's country

# Certification Quality Criteria ("Standards")



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# Mission, Planning, and Evaluation

1. Mission, Goals, and Values
2. Professional, Ethical and Harmonious Environment
3. Strategic Planning and Continuous Quality Improvement
4. Assessment of Achievement of Mission and Goals

## Organization and Administration

5. School and University Internal Relationships
6. External Collaborative Relationships
7. Organizational Structure and Governance of the School



## Curriculum

8. Competencies of Graduates
9. Development and Delivery of the Curriculum
10. Teaching and Learning Methods
11. Curricular Foundation in the Sciences
12. Simulation and Practice Experiences
13. Assessment of Student Learning and Curricular Improvement



## Students and Academic Policies

14. Student Services
15. Program Information
16. Academic Policies and Procedures
17. Enrollment Management
18. Student Representation, Perspectives,  
and Grievances

## Staff Resources

19. Academic and Other Staff Resources – Quantitative
20. Academic Staff Resources: Qualitative
21. Continuing Professional Development and of the Staff
22. Performance Evaluation of the Staff



## Facilities and Resources

- 23. Physical Facilities
- 24. Library and Educational Resources
- 25. Pharmacy Practice Sites and Preceptors
- 26. Financial Resources



## Fees

- Fee Schedule published annually on ACPE website
- Annual inflation  $\pm 3\%$
- In addition, all direct costs associated with on-site evaluations (travel, accommodation, meals, etc.)
- Annual Fee
- Subject to change as determined by Board

## New Fee Structure 2016

- Tiered Fee Structure based on World Bank country classifications
- Three tiers:
  - (A) 100%
  - (B) 85%
  - (C & D) 65%



## Contact ACPE

- By phone: +1 (312) 327-8207 (Mike Rouse direct)
- By phone: +1 (312) 327-8217 (Silvi Kastrati direct)
- By phone: +1 (312) 664-3575 (ACPE general line)
- By fax: +1 (312) 664-4652
- By e-mail:
  - Mike Rouse - [mrouse@acpe-accredit.org](mailto:mrouse@acpe-accredit.org)
  - Silvi Kastrati - [skastrati@acpe-accredit.org](mailto:skastrati@acpe-accredit.org)
- Web site: [www.acpe-accredit.org/international](http://www.acpe-accredit.org/international)
- By mail:
  - 135 South LaSalle Street, Suite 4100  
Chicago, Illinois 60603-4810  
USA
- Follow ISP on [Facebook](#) and [Twitter](#)

