How the competencies that must be achieved by graduates impact QA issues

Michael Rouse, Assistant Executive Director, Professional Affairs & Director, International Services

The PHAR-QA Project: Partners Meeting

Athens, Greece • May 16, 2015
The 7 Habits of Highly Effective People

Habit 2: Begin with the End in Mind

Stephen R. Covey
Pharmacy Practice and Science: Today and in the Future?
JCPP Vision of Pharmacy Practice

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

JCPP = Joint Commission of Pharmacy Practitioners, USA
NEEDS-BASED EDUCATION MODEL

Needs:
local, regional, national, & international

Services:
provided by the pharmacy workforce to meet these needs

Competencies:
demonstrated by the pharmacy workforce to provide these services

Education:
completed by the pharmacy workforce to achieve these competencies

Quality assured

Globally connected

Locally determined

Socially accountable

WHO-UNESCO-FIP Pharmacy Education Taskforce
Socially Accountable Education

CONTEXT

National Needs & Societal Environment

Educational Institution

QA

Outcomes: Education Research Service

IMPACT

Government, Policy Makers, Employers, Consumers, Funders, etc.

Graduate

Society
From Product to Patient … a Continuum of Competencies

National Needs & Priorities

Patient & Population Needs

Market Forces

Are there “Core Competencies”?

Who Decides?
Pharmacists’ Patient Care Process

• Approved by JCPP in May 2014
• Supported by 13 US national pharmacy organizations

What competencies are needed?

Quality Advancement

Program-driven
Endorser
Individuality

“Elective” Competencies

Core Competencies

Quality Assurance
Standardization, Consistency
The Pillars and Foundations of Educational Quality


What Outcomes do we need to achieve (Competencies of Graduates) in order to have the desired Impact?
Pillar 1: Context

✓ What are the national and community needs?
✓ What is the profession-wide vision for pharmacy practice and education?
✓ How are the school’s **vision, mission, goals**, and **values** developed and aligned with these?
✓ Does the school have unique aspects to its mission?
✓ What “culture” is the school trying to develop?
✓ What are the evolving technologies and trends?
✓ Are the goals set clearly?
Pillar 2: Structure

✓ Governance
✓ Administration
✓ Organizational structure
✓ Collaborative relationships
  ✓ Research
  ✓ Teaching
  ✓ Practice
  ✓ Inter-Professional

✓ Resources
  • Human
  • Educational
  • Technological
  • Financial
  • Physical facilities
  • Practice sites
Pillar 3: Process

- Policies, procedures, bylaws
- Strategic planning
- Management
- Assessment & evaluation
- Quality assurance
- Committee work
- CQI and innovation
- Curricular development, delivery, and improvement
- Teaching and learning methodologies
- Student services and advising
- Student input and representation
- Faculty mentoring
- Faculty and staff professional development
Pillar 4: Outcomes

Immediate/short-term; relatively easy to observe/measure; directly related to the program and/or activities of the school:

- Student learning & curricular effectiveness
  - “Practice-ready” graduates (as defined by Educational Outcomes & Competencies)
- Research – studies, publications, and presentations
- Service (university, community, national, international)
- Other mission-related outcomes
Pillar 5: Impact

Higher level local, national, international and social changes and advancement; more challenging to measure; generally factors other than the program and/or activities of the school also have a role:

- Scientific and technological advances
- Advancement of practice in the community and nation
- Leadership in the development of the national vision for practice and education and contribution to its achievement
- Graduates who become leaders in the profession and agents of change
- Leadership of and advocacy for the profession
- Innovations and changes that address or solve national health care needs and health-related priorities
- Attitude, motivation and self image of pharmacist
- Collectively reflect “social accountability”
Quality of Education

Educational activities must address all competency areas (knowledge, skills, attitudes, values)

- Science – base for knowledge
- Practice – base for experience
- Ethics – base for attitudes and values
Foundation 1: Science

- Appropriate qualifications of the academic staff
- Science foundation of the curriculum
- Evidence-based and source-referenced curricular content and delivery (teaching)
- Materials and resources provided to enhance understanding and application of the educational material in practice
- Research projects and publications; other scholarly activity
Foundation 2: Practice

- Involvement of preceptors (teacher practitioners)
- Reinforce application of learning in practice (case studies, workshops, projects)
- Interactive educational activities - using active learning strategies and exercises, and promote “real life” problem solving and critical thinking
- Experiential learning in practice settings
- Appropriate for current and future practice
Foundation 3: Ethics

- Including into curriculum the **principles of professional ethics and autonomy** that must guide future pharmacists in decisions about patient care and the responsible use of medicines

- **Oath of a Pharmacist** - administer the oath publicly to pharmacy students upon commencing their professional studies and new pharmacy graduates
Every Course and Every Experience …

… should strive to include application and relevance for science, practice and ethics
UNESCO’s “Pillars of Learning”
1\textsuperscript{st} Pillar “Learning to Know”

- Core scientific knowledge as well as contextual knowledge (environment, etc.)
2nd Pillar “Learning to Do”

• Skills to apply knowledge in everyday life, learn to solve problems in various situations
• Professional skills as well as “generic” interpersonal and social skills
3rd Pillar “Learning to Live Together”

- Affective domain; learning to understand yourself and others
- Show empathy, respect and appreciate others and other cultures
- Ability to work together
4th Pillar “Learning to Be”

• Collectively the “competency base”
• Development of the individual personality through the mastery of knowledge, skills and values that is conducive to the development of personality within the dimensions of intellectual, moral, cultural and physical
The PharmD Degree (US Model)

**KNOW**
Knowledge + + + + + + +

**DO**
Skills + + + + + + +

**BE**
Attitudes/Behavior

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

- **Pre-Professional**
- **Biomedical & Pharmaceutical Sciences/Didactic**
- **Behavioral, Social, Admin & Clinical Sciences/Apply & build on knowledge**

IPPEs and simulations

Pharmacy Practice Experiences APPEs (patient settings)

2 years (min.)

3 years

1 year

Dependent/directed learner

Independent/self-directed lifelong learner
5th Pillar “Learning to Transform Oneself & Society”

• Changing the environment
• Transformation of habits, sustainable development-oriented behaviors and lifestyle
Transforming Oneself & Society

KNOW → DO → BE → CHANGE

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

Pre-Professional

Behavioral, Social, Admin & Clinical Sciences/Apply & build on knowledge
Biomedical & Pharmaceutical Sciences/Didactic
IPPEs and simulations

Pharmacy Practice Experiences APPEs (patient settings)

ENTER PRACTICE

ACPE
## Structure of ACPE Standards 2007

<table>
<thead>
<tr>
<th>MISSION, PLANNING, AND EVALUATION</th>
<th>ORGANIZATION AND ADMINISTRATION</th>
<th>CURRICULUM</th>
<th>STUDENTS</th>
<th>FACULTY AND STAFF</th>
<th>FACILITIES AND RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Assessment and Evaluation of Student Learning and Curricular Effectiveness</td>
<td></td>
<td>22. Student Representation and Perspectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Professional Behavior and Harmonious Relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Standards Directly Impacted by Competencies of Graduates

• College or School Mission and Goals
• Evaluation of Achievement of Mission and Goals
• College or School Organization and Governance
• Qualifications and Responsibilities of the Dean
Standards Directly Impacted by Competencies of Graduates

- The Goal of the Curriculum
- Curricular Development, Delivery, and Improvement
- Teaching and Learning Methods
- Professional Competencies and Outcome Expectations
- Curricular Core-Knowledge, Skills, Attitudes, and Values
- Curricular Core-Pharmacy Practice Experiences
- Assessment and Evaluation of Student Learning and Curricular Effectiveness
Standards Directly Impacted by Competencies of Graduates

• Organization of Student Services
• Admission Criteria, Policies, and Procedures
• Student Representation and Perspectives
• Professional Behavior and Harmonious Relationships
Standards Directly Impacted by Competencies of Graduates

- Faculty and Staff - Quantitative Factors
- Faculty and Staff - Qualitative Factors
- Faculty and Staff Continuing Professional Development and Performance Review
- Physical Facilities
- Practice Facilities
- Financial Resources
ACPE Standards 2016

• Standard 1: Foundational Knowledge
• Standard 2: Essentials for Practice and Care
• Standard 3: Approach to Practice and Care
• Standard 4: Personal and Professional Development
• Standard 11: Interprofessional Education
• Standard 20: Preceptors