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

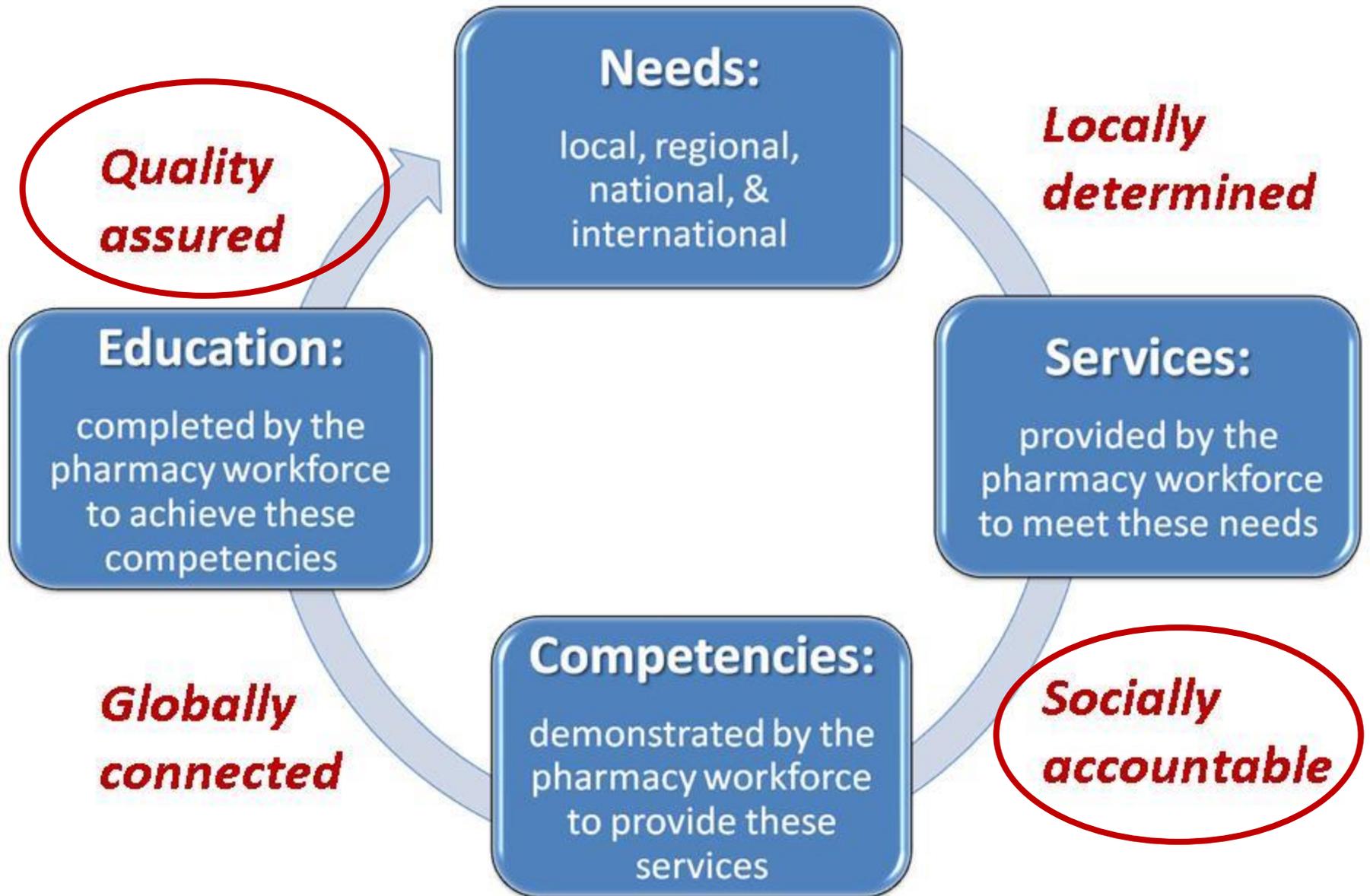# Pharmacy Practice and Science: Today and in the Future?

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.***"

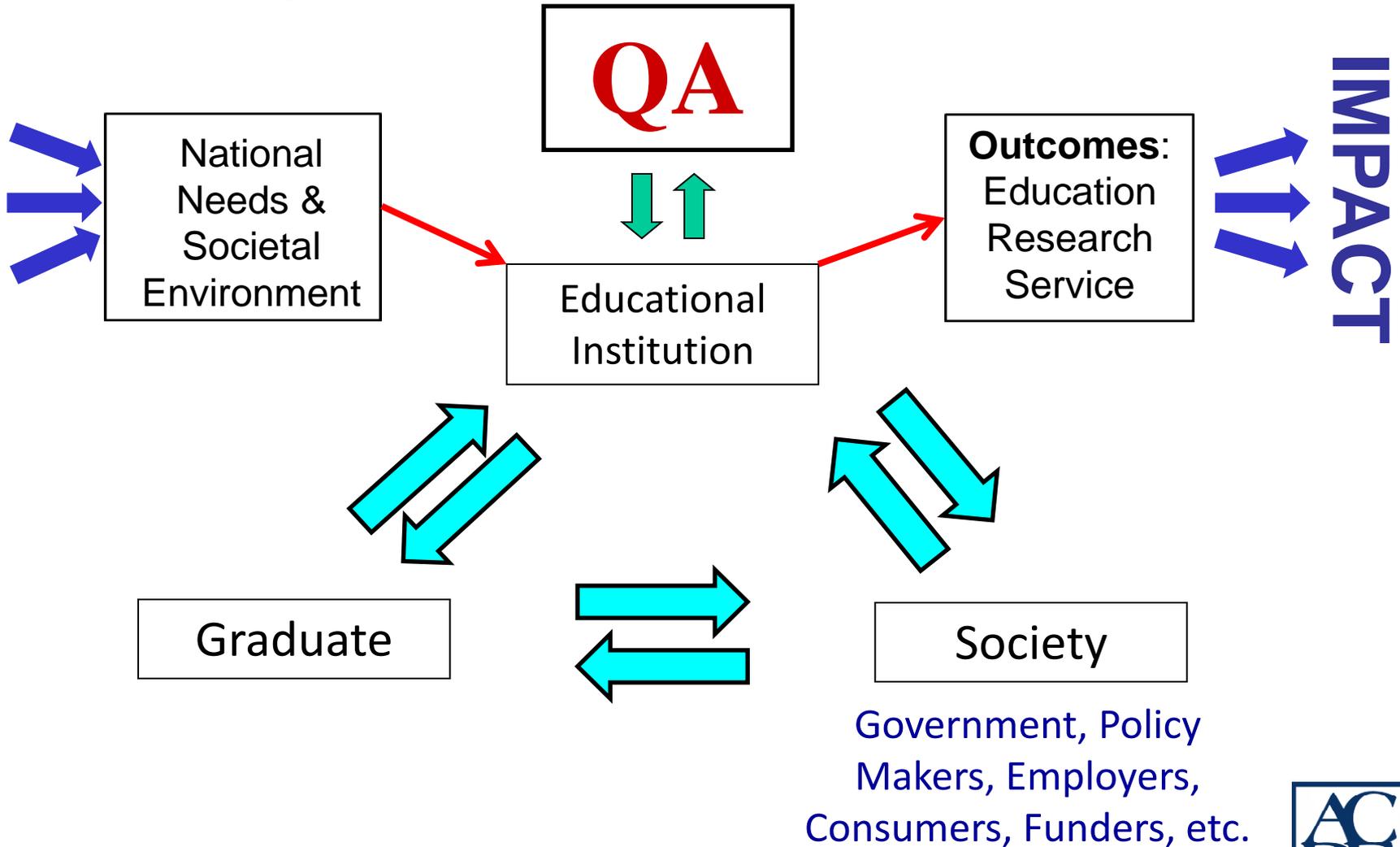JCPP = Joint Commission of Pharmacy Practitioners, USA

NEEDS-BASED EDUCATION MODEL

Quality assured

Needs: local, regional, national, & international

Locally determined

Education: completed by the pharmacy workforce to achieve these competencies

Services: provided by the pharmacy workforce to meet these needs

Globally connected

Competencies: demonstrated by the pharmacy workforce to provide these services

Socially accountable

WHO-UNESCO-FIP Pharmacy Education Taskforce

Socially Accountable Education

CONTEXT

QA

National Needs & Societal Environment

Educational Institution

Outcomes: Education Research Service

IMPACT

Graduate

Society

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

ACPE

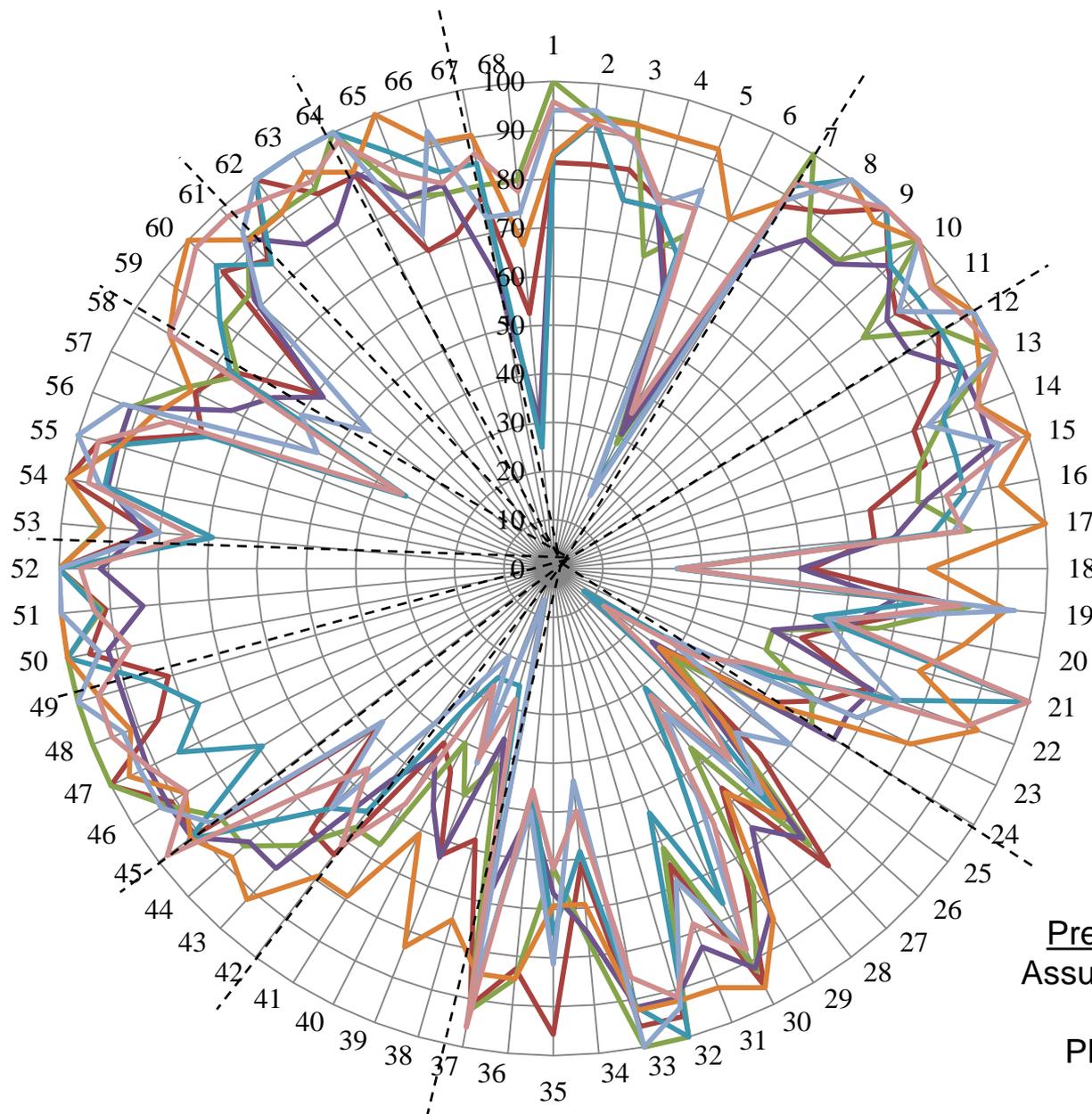# From Product to Patient … a Continuum of Competencies

National Needs & Priorities

Patient & Population Needs

Market Forces

Are there "Core Competencies"?

Who Decides?
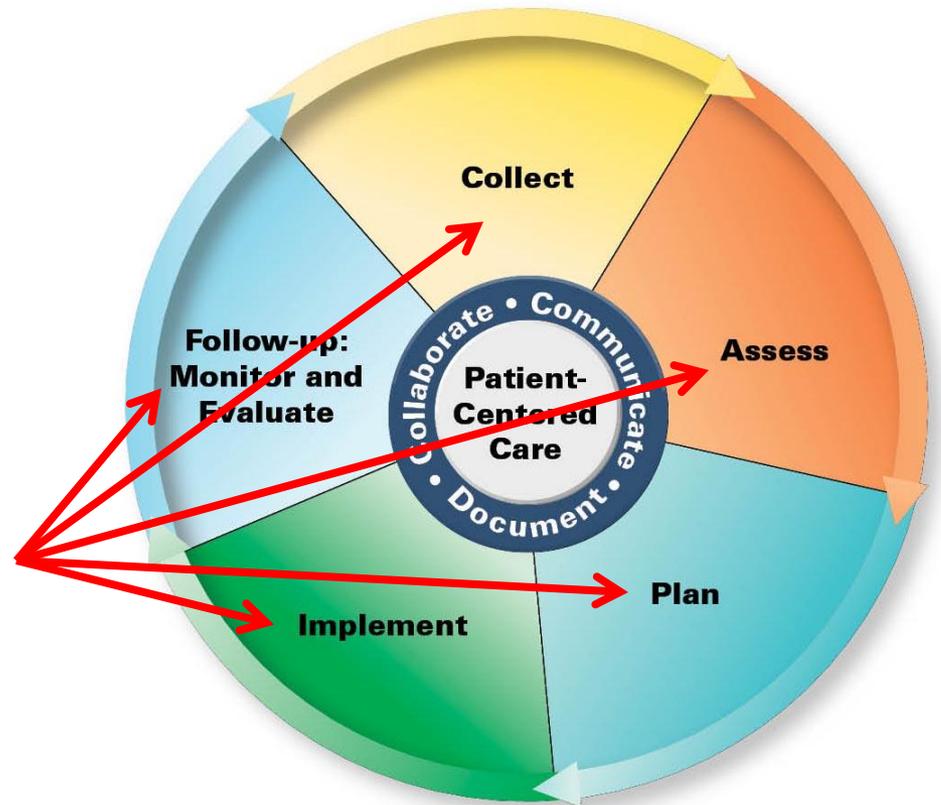
Pharmacists' Patient Care Process

- Approved by JCPP in May 2014

- Supported by 13 US national pharmacy organizations

What competencies are needed?

QUALITY

CONTEXT STRUCTURE PROCESS OUTCOMES IMPACT

ETHICS
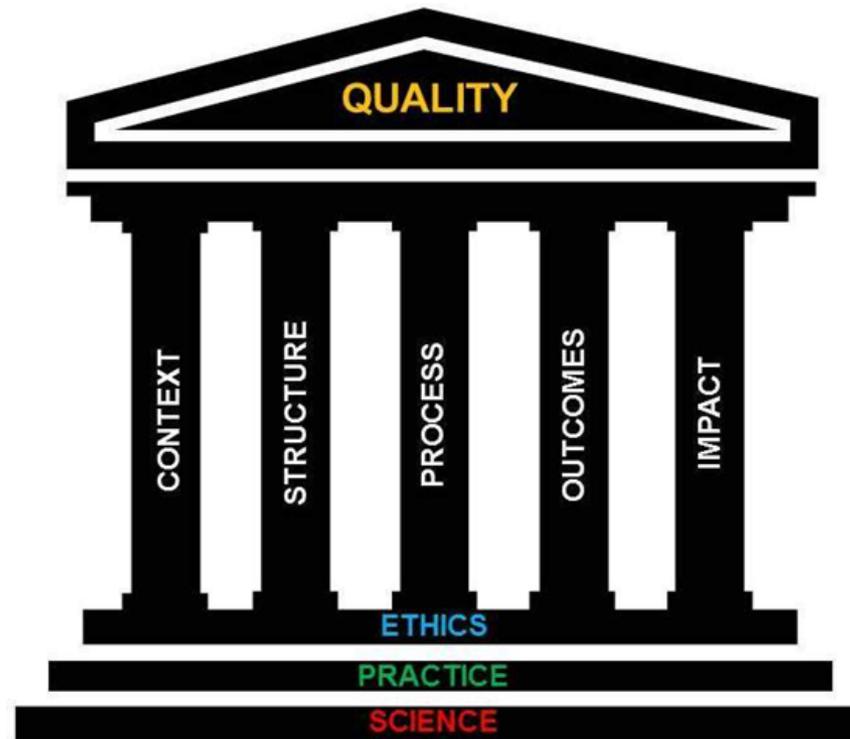PRACTICE
SCIENCE

The Pillars and Foundations of Educational Quality

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

2. Meštrović A, Rouse M. Pillars and Foundations of Quality for Continuing Education in Pharmacy. *American Journal of Pharmaceutical Education.* 2015; 79 (3) Article 45
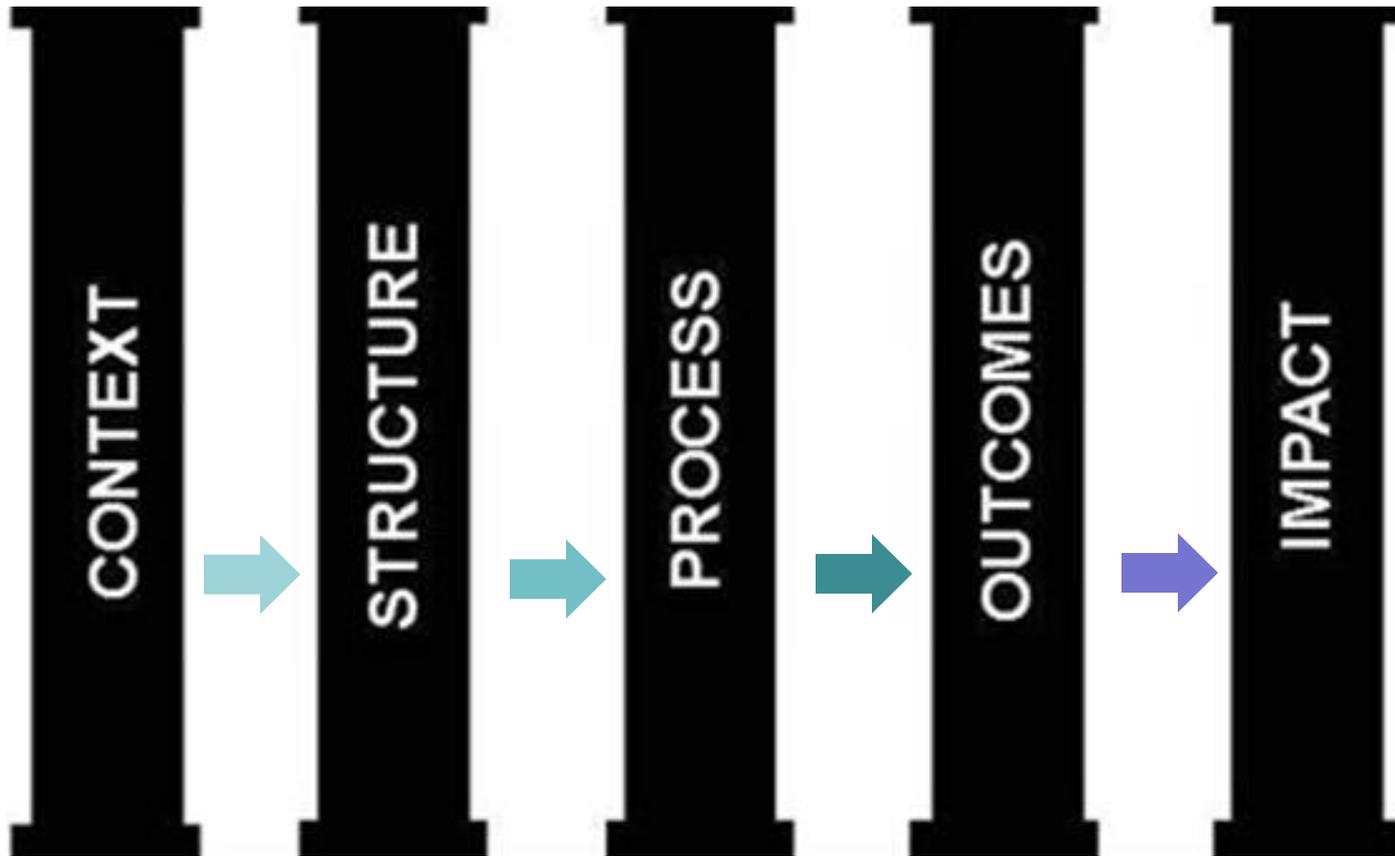
What Outcomes do we need to achieve (Competencies of Graduates) in order to have the desired Impact?

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
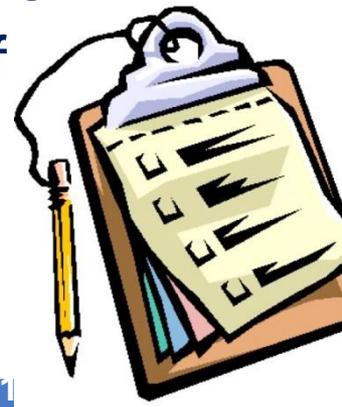
Pillar 4: Outcomes

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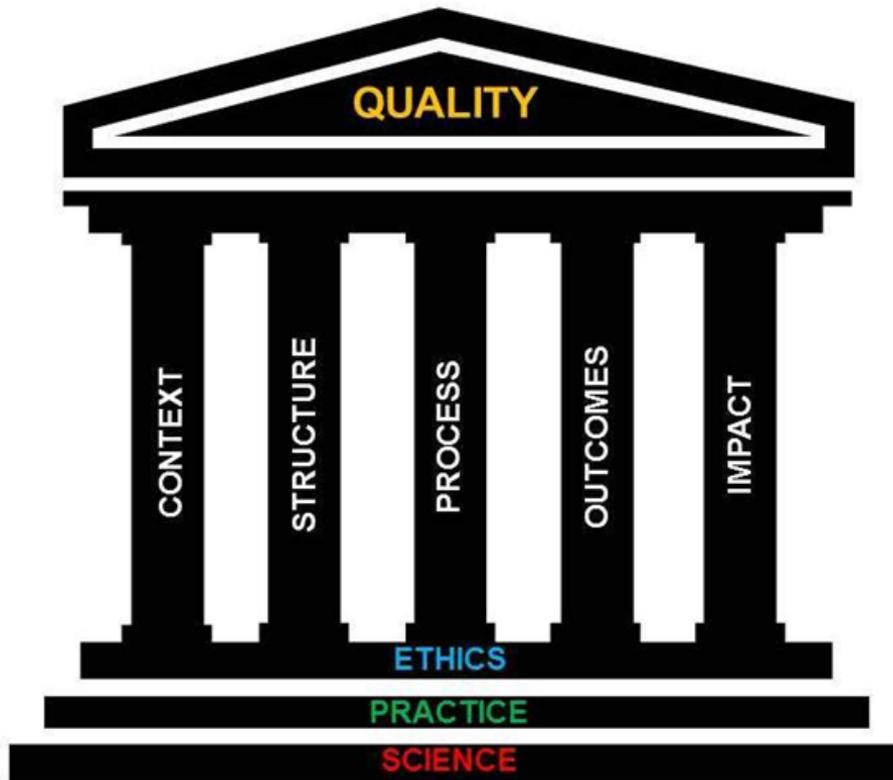
Educational activities must address
all competency areas
(knowledge, skills, attitudes, values)

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

competency

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**
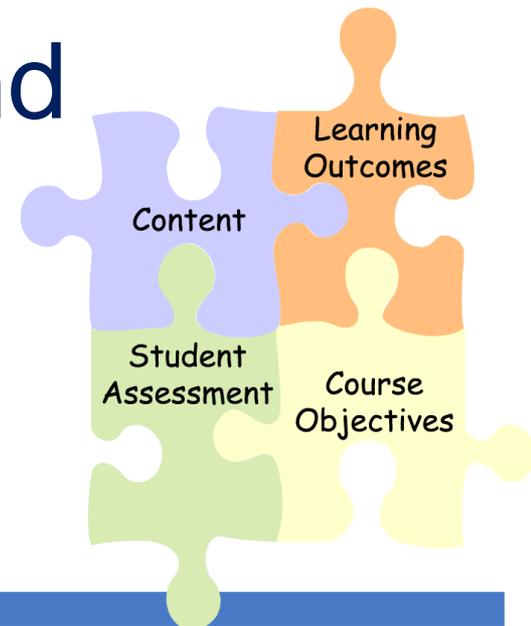
UNESCO's "Pillars of Learning"

1st 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 ➡ **DO** ➡ **BE**

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

| Pre-Professional | Biomedical & Pharmaceutical Sciences/Didactic | Behavioral, Social, Admin & Clinical Sciences/ Apply & build on knowledge | Pharmacy Practice Experiences APPEs (patient settings) | ENTER PRACTICE |

IPPEs and simulations

← 2 years (min.) → ← 3 years → ← 1 year →

Dependent/directed learner → **Independent/self-directed lifelong learner**

ACPE
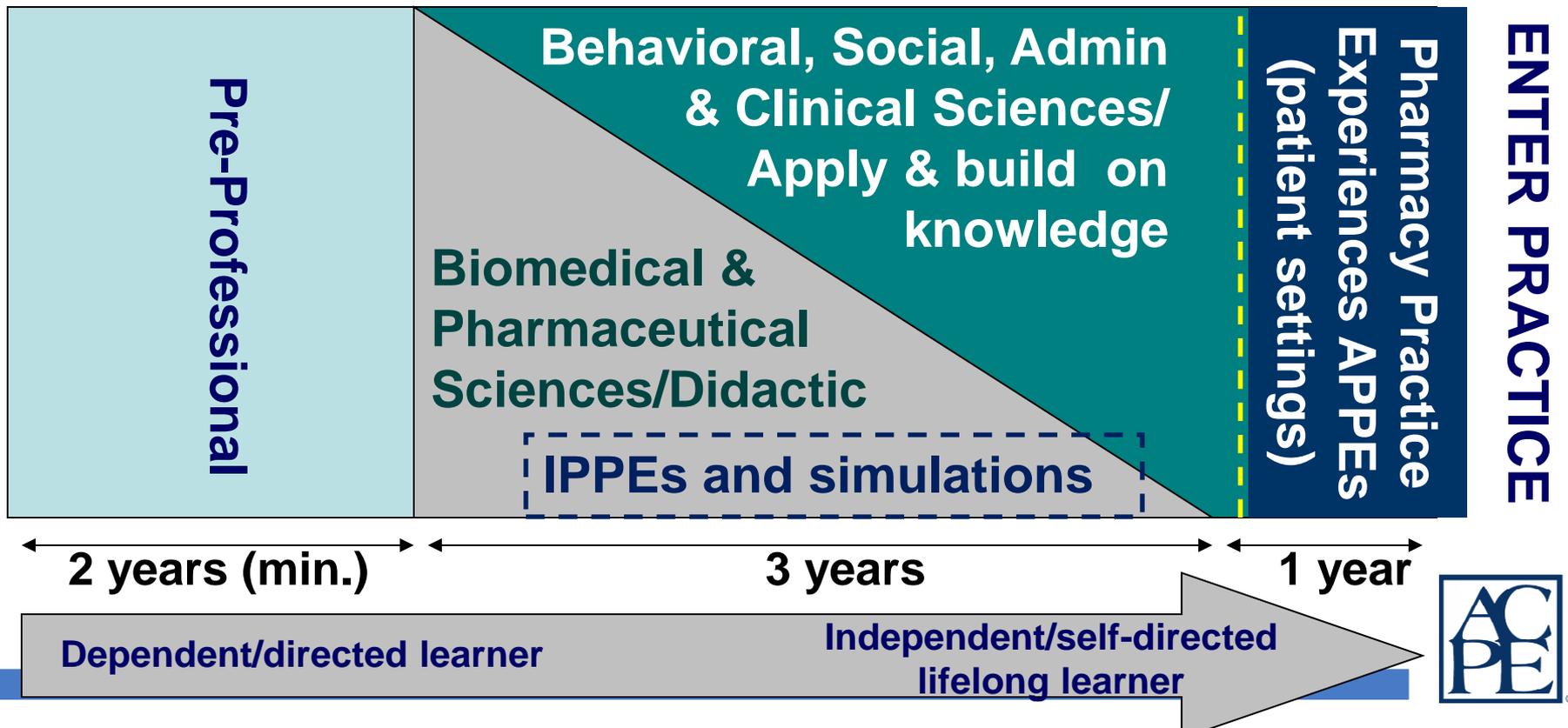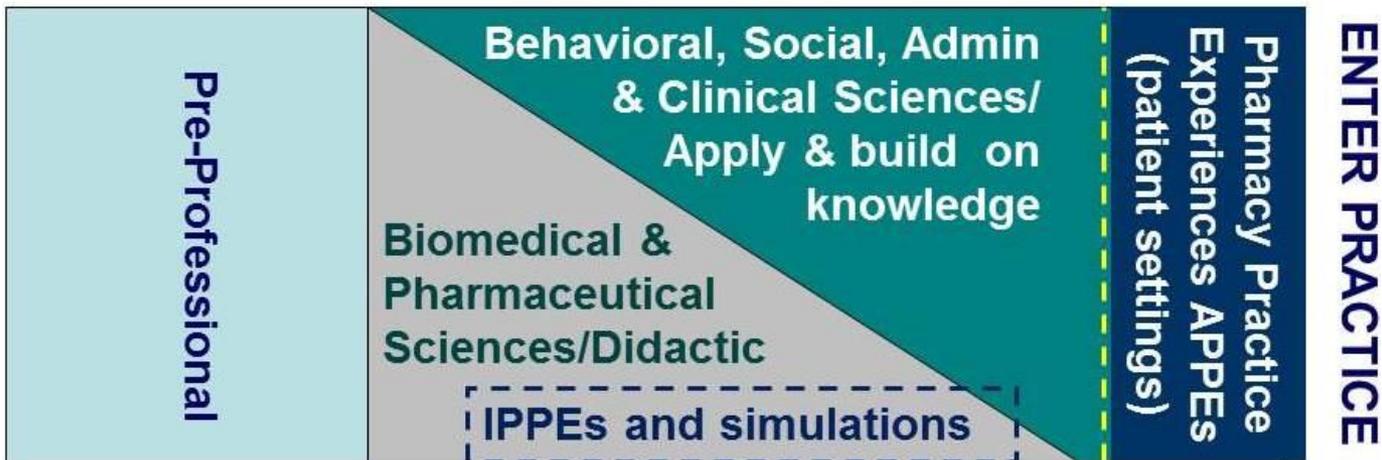
5th Pillar "Learning to Transform Oneself & Society"

- 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

Structure of ACPE Standards 2007

MISSION, PLANNING, AND EVALUATION	ORGANIZATION AND ADMINISTRATION	CURRICULUM	STUDENTS	FACULTY AND STAFF	FACILITIES AND RESOURCES
1. College or School Mission and Goals	4. Institutional Accreditation	9. The Goal of the Curriculum	16. Organization of Student Services	24. Faculty and Staff-Quantitative Factors	27. Physical Facilities
2. Strategic Plan	5. College or School and University Relationship	10. Curricular Development, Delivery, and Improvement	17. Admission Criteria, Policies, and Procedures	25. Faculty and Staff-Qualitative Factors	28. Practice Facilities
3. Evaluation of Achievement of Mission and Goals	6. College or School and other Administrative Relationships	11. Teaching and Learning Methods	18. Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing	26. Faculty and Staff Continuing Professional Development and Performance Review	29. Library and Educational Resources
	7. College or School Organization and Governance	12. Professional Competencies and Outcome Expectations	19. Progression of Students		30. Financial Resources
	8. Qualifications and Responsibilities of the Dean	13. Curricular Core-Knowledge, Skills, Attitudes, and Values	20. Student Complaints Policy		
		14. Curricular Core-Pharmacy Practice Experiences	21. Program Information		
		15. Assessment and Evaluation of Student Learning and Curricular Effectiveness	22. Student Representation and Perspectives		
			23. Professional Behavior and Harmonious Relationships		

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