Incorporation of ACPE Standards into Rotation Syllabi

Part I
ACPE STANDARDS THAT ADDRESS PRACTICE EXPERIENCES

ACPE
• Accreditation Council for Pharmacy Education
  – National accreditation body for Colleges of Pharmacy and providers of continuing pharmacy education
  – Establishes standards & guidelines for professional pharmacy programs
    • Mission: to assure and advance quality in pharmacy education
  – New guidelines adopted in January 2011
    • Appendix C provides additional guidance on Pharmacy Practice Experiences
  – SCCP will have an accreditation visit in October

Appendix C
• Primary goal
  – General objectives and learning modules, as well as site-specific learning objectives, should be established for all pharmacy practice experiences

• Objectives should identify:
  • The competencies to be achieved
  • Expected types of patients (if applicable)
  • Level of student responsibility
  • Setting needed for the objectives to be met

Appendix C
• College responsibilities
  • Specify, for pharmacy practice experiences involving direct patient care, the major disease states/conditions that all students are expected to encounter
  • Specify the extent of student interaction with patients and the settings in which the interactions will occur

Appendix C
• College responsibilities (cont’d)
  • Specific criteria should be developed to enable preceptors and students to assess progress midway through the experience and at its completion
  • Specific core activities for IPPEs and APPEs listed in appendix
  • Additional activities for specific APPE rotation categories (community, hospital/health system, ambulatory care & acute/general medicine) included
Appendix C

• Completed items
  – Revised IPPE Evaluation Tools that address competencies appropriate for students’ place in curriculum
  – Revised APPE Evaluation Tools that address competencies appropriate for specific “categories” identified by ACPE
    • Community pharmacy
    • Hospital or health-system pharmacy
    • Ambulatory care
    • Acute / general medicine
    • Elective

• Items that need to be addressed
  – Disease states/conditions that students will encounter on patient care rotations
    • Simplified PxDx (student requirement in E-Value) to record the disease states encountered in some aspect on each rotation
      – Alzheimer's, Asthma, Cancer, COPD, Diabetes, Heart Disease, HIV / AIDS, Hypertension, Kidney Disease, Stroke, Liver Disease, Obesity, Influenza & Pneumonia, Metabolic Syndrome, Parkinson’s Disease, Septicemia
    – Preceptor syllabi need to include disease states applicable to their rotation

• Items that need to be addressed (cont’d)
  – Syllabi need to include extent that students will interact with patients
    • Be specific whether student will observe or complete certain patient-related tasks under supervision (i.e. taking med histories, medication counseling)
  – Syllabi need to include rotation activities that will be assessed on midpoint & final evaluations

Workshop Process

• EE Team developed template syllabi for each ACPE-identified rotation “category”
  – Introductory Community (P1 students)
  – Introductory Institutional (P2 students)
  – Advanced Community pharmacy (P4 students)
  – Hospital or health-system pharmacy (P4 students)
  – Ambulatory care (P4 students)
  – Acute / general medicine (P4 students)
  – Elective (P4 students)
Workshop Process

• EE team has assigned work groups based on rotation categories and practice site
  – Find number written on your nametag
• Each group has been assigned an individual to help facilitate group discussion
  – Find table with facilitator with your number
• Facilitators will provide you with:
  – Appropriate syllabus template
  – Copy of appropriate core activities

Discussion Part I

• Use current syllabus and colleagues to share ideas to address Appendix C standards
• Questions to address
  – List disease states/conditions that students encounter on your rotation
  – Identify rotation-specific activities students are required to complete on your rotation
  – For each rotation-specific activity, identify the extent that students work with patients (if applicable) or extent that students complete tasks if non-patient oriented

Part 3
IDENTIFYING GENERAL & SPECIFIC OBJECTIVES

Discussion Part II

• Questions to address
  – Using the syllabus template you were provided, which general objectives apply to your rotation?
  – Specify other objectives that are site-specific that students should achieve on your rotation.

Part 4
MAPPING ROTATION ACTIVITIES TO EVALUATION TOOLS

Discussion Part III

• Facilitator will provide you with evaluation tool
• Questions to address
  – For each rotation-specific activity that you listed in Discussion I, which competency on the evaluation tool should the activity be evaluated under?
  – Identify in your syllabus the weight of each activity (or if all activities are weighted equally) when scoring each competency.
    • Example: Preceptors that require a final exam may want to weight this heavily under a specific competency
Part 5
BUILDING A NEW SYLLABUS THAT INCORPORATES APPENDIX C GUIDELINES

Discussion/Work Session
• Using provided syllabus template and/or current syllabus, build and/or update a syllabus to incorporate the discussions that occurred in Parts I, II, & III
• Utilize your small groups to help with wording, etc.

Questions?