

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



Appendix C

- Completed items (cont'd)
 - Listed core activities that students are expected to complete while on IPPE & APPEs in respective Experiential Manuals
 - IPPE students are asked to bring a paper copy of activities to rotation and discuss with preceptor on Day #1



Appendix C

- 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
 - Alzheimers, 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



Appendix C

- 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



Part 2

IDENTIFYING NEW SYLLABI REQUIREMENTS



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?

