



Policies and Procedures for ACPE Standards for Continuing Pharmacy Education

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Administrative Responsibility:

The Director of the Division for Continuing Pharmacy Education (DCPE) is responsible for assuring that all activities offered for continuing education credit follow the ACPE Criteria for Quality and Interpretive Guidelines. The director must approve all activities and activity elements before assigning continuing education credits. This responsibility cannot be delegated. The director also has the responsible for taking corrective action in the event that an approved activity fails to comply with the ACPE Criteria for Quality and Interpretive Guidelines during its accreditation period. In the event that corrective action is not remedial, the director can withdraw accreditation for the activity.

Transfer of Responsibilities:

In recognition of the critical role performed by the Director of the Division of Continuing Pharmacy Education, the following procedures have been designed to assure an orderly transition upon the appointment of a new Director:

- ACPE shall be informed of the name and qualifications of the new director. Included in this communication shall be a current Curriculum Vitae of the proposed Director.
- A copy of the Policy and Procedure Manual related to Operation of the Division shall be maintained in the office of the DCPE and available for inspection of all new and current administrators and office staff.
- All new administrators are required to attend an ACPE Administrator's Workshop at the earliest convenient time.

Administrator Qualifications:

The Director of the DCPE will develop an annual plan to participate in activities that enhance his/her knowledge and abilities to provide professional education for the adult learner.

Global Items:

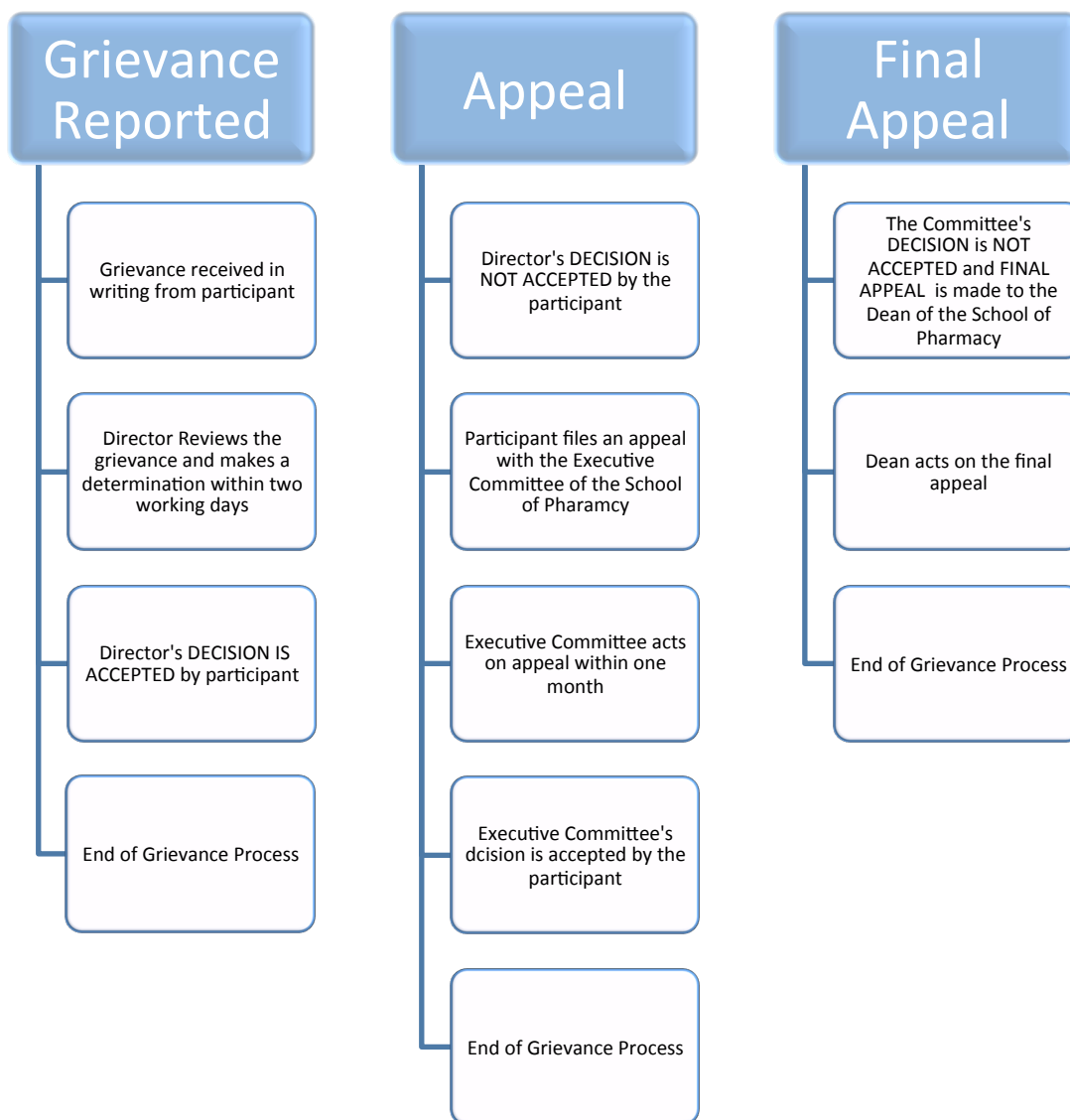
ACPE's full name shall be written as the "Accreditation Council for Pharmacy Education" and only the official ACPE log shall be displayed in relationship to the name.



Grievance Policy and Procedure

Participants having a grievance with any element of a CPE offering may send a written petition to the Director stating the specific nature of the grievance and acceptable remedies. Should the Director's decision or remedy be unsatisfactory to the grievant, he/she may appeal the grievance to the Executive Committee of the School of Pharmacy. A final appeal may be submitted to the Dean of Temple University School of Pharmacy.

Grievance Process



Section 1: Content of Continuing Pharmacy Education (CPE) Activities

Standard 1: Goal and Mission of the CPE Program

The provider must develop a CPE goal and mission statement that defines the basis and intended outcomes for the majority of educational activities the provider offers.

Mission

The Division of Continuing Pharmaceutical Education (DCPE) is an integral part of Temple University School of Pharmacy. Its mission is to provide high quality evidence based educational activities that engage the learner in issues relating to the evolving changes in therapy and the provision of health care. The DCPE strives to offer educational activities for pharmacists in diverse practice settings focusing on applying knowledge through the use of case/problem based learning and teaching methods that support the needs and professional development of adult learners. At its core the DCPE is an important provider of no cost Continuing Professional Education (CPE) for pharmacist preceptors within the Temple University Health System (TUHS) and offers a structured learning opportunity for PGY1 and PGY2 residents to hone their skills as future educators.

Goals:

- Provide evidence based educational programs for pharmacists to update their knowledge about drug therapy, patient monitoring to enhance their practice and to prepare pharmacist's for evolving practice roles within the health care system.
- Provide programming that engages the learner in order to enhance learning and to stimulate the desire to gain additional knowledge and skills.
- Deliver programs that address patient safety issues and speak to the societal need to decrease the incidence of medical errors.
- Provide preceptor development programs for pharmacists at the TUHS.

Standard 2: Educational Needs Assessment

The provider must develop CPE activities based on multifaceted process where educational needs are prospectively identified.

Educational Needs Assessment

The DCPE will continually monitor the educational needs of pharmacists through surveys and observational research. Newly identified needs will be given high priority in the development of new educational offerings.

Topic Development

Each CPE activity shall be designed to address one subject or a group of closely related subjects. For educational offerings with multiple components, all components shall be relevant and related to the subject matter.

Re-purposing

The DCPE will not participate in the re-design, distribution, implementation for any activity previously created by another provider without their express consent and an operational letter of agreement. The DCPE will not adapt completed non-accredited activities for the purpose of providing credit hours.

Appropriate Subject Matter

For all educational offerings, the subject matter will be designed to maintain the professional competencies of the practicing pharmacist or to develop new competencies that support evolutionary changes occurring in the profession. When subjects are selected for a multidisciplinary audience, the content will be closely examined to assure that the subject matter is presented in a manner that is relevant to pharmacy practice.

Assigning Continuing Education Credit

The DCPE is responsible for determining the appropriate number of contact hours (CEUs) to be awarded for participation and successful completion of an approved educational offering. The number of contact hours (CEUs) will be determined prior to distribution or presentation of the activity and will appear on promotional and activity materials.

Record Keeping

All materials related to the development, implementation, and assessment of CPE offerings will be archived for a period of not less than five years. Computer generated materials are backed-up daily to a secure server. Materials checklists will be referenced to assure file completeness.

Statement of Credit

Credit issuance will be tracked via CPE Monitor, a collaborative effort by NABP and the ACPE. TUSPCPE will require the participant's e-Profile ID and the date of birth (MMDD) in order for a pharmacist or pharmacy technician to be credited for a completed CPE activity. In the instance of an attendee without an e-Profile ID, a paper or electronic statement of credit will be issued to the participant within two to four weeks of successful completion of all activity requirements.

Standard 3: Continuing Education Activities

The provider must structure each CPE activity to meet the knowledge-, application- and/or practice based educational needs of pharmacists and technicians.

Activities and Objectives

Each CPE activity shall be structured to meet the Knowledge-, application-, and/or practice-based educational needs of the audience. Definitions and clarifications on the Types of CPE activities can be found in the *Accreditation Standards for Continuing Pharmacy Education* available for viewing or downloading at <https://www.acpe-accredit.org/ceproviders/CPProviders.asp>

For Assigning Activity Designators

All Faculty will be provided with an Activity Planning Instrument which defines and details the nuances of assigning the appropriate designator. This instrument will be reviewed by the DCPE director to assure compliance with the standard. When the activity is prepared by a resident of the TUHS the Associate Dean of Education will review the planning instrument with the presenter and then forward it to the DCPE.

Standard 4: CPE Activity Objectives

The provider must develop objectives for each CPE activity that define what the pharmacists and technicians should be able to do at the completion of each CPE activity.

Educational Objectives

Continuing education activities will be planned to achieve stated goals and specific learning objectives. Learning objectives will address specific competencies and will be measurable. As a general guideline, two to four learning objectives should be developed for each credit hour.

Objectives must be:

- Specific and measurable
- Developed to specifically address the identified educational need (Standard 2)
- Addressed by an active learning activity (Standard 7) and
- Covered by a learning assessment (Standard 9)

Standard 5: Standards for Commercial Support

The provider must plan all CPE activities independent of commercial interest. The educational content must be presented with full disclosure and equitable balance.

Appropriate topics and learning activities must be distinguished from topics and learning activities which are promotional or appear to be intended for the purpose of endorsing either a specific commercial drug, device or other commercial product (as contrasted with the generic product/drug entity and its contents or the general therapeutic area it addresses), or a specific commercial service (as contrasted with the general service area and/or the aspects or problems of professional practice it addresses).

Policy on Independence

Independence

Throughout the development, implementation, and evaluations processes, educational offerings will be critically assessed to void commercialism or the perception of commercialism. Recommendations suggesting a particular approach to disease state management must be supported by scientific or clinical literature. All products will be referred to by their generic names. Brand names may not be used unless there is clear and compelling evidence that their use contributes meaningfully to the participant's understanding of the material without creating a commercial message. When this is the case, all brands of approved products and services will be listed to provide equitable balance.

Commercial Support

When live offerings are presented, there can be no commercial materials displayed or for distribution in the presentation room or directly in the path(s) of entrance to the room. There shall be no influence on CPE planning or presentation near commercial exhibits, advertisements or arrangement for these, nor shall any of this be a condition for commercial support. There shall be no sales or promotional activity nor will any CPE activities be provided or distributed to learners by representatives of commercial interests.

When enduring materials are distributed, no commercial materials can be incorporated into or adjacent to the continuing education packet.

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When continuing education activities are offered within a journal or magazine that accepts commercial messages, no advertising will be displayed on or between the pages devoted to the CE activity.

Co-sponsorship agreements

When external funding or support is received for an accredited activity, the Letter of Agreement (LAO) documents the funding, the source and the nature of the support.

The DCPE will handle the distribution of all funds to cover honoraria, travel, reimbursement and any other expenses for planners, teachers or authors. Under no circumstances shall a commercial interest directly pay any of the afore mentioned expenses. In addition, anyone involved in a CPE activity shall accept no other payments from those involved in the planning or implementation of the CPE activity and shall only be paid for the expenses directly related to the CPE activity. Non-faculty, authors or learning participants shall not be financially compensated.

Disclosure

All contributing faculty must read and sign a disclosure form explaining any real or potential conflicts of interest as it relates to their educational offering. When a conflict of interest is disclosed, the participants will be made aware of it so that they can make an assessment of bias in the activity content. Faculty who do not sign or refuse to sign a disclosure form may not be involved with any CPE Activity. The source of support from commercial interests who supplied financial grants or "in-kind" support for the CE activity will be acknowledged prior to each activity.

Conflict of Interest

When the disclosure form indicates an actual or potential conflict of interest, the audience is informed. Live activities incorporate disclosures in conjunction with slide(s) in the presentation.

Budget

The financial position of the DCPE will be reviewed quarterly. All educational offerings will be reviewed with respect to expected and realized income and costs.

Section 2: Delivery of CPE Activities

Standard 6: Faculty

The provider must communicate and collaborate with CPE activity faculty regarding the identified educational needs, intended audience, objectives, active participation, and learning assessments for each CPE Activity.

Faculty and Staff

Any faculty contributing to a continuing education offering will be reviewed and approved by the Director. The review process will consider the faculty members' formal education, training experience, and recognized expertise. Faculty who are not pharmacists will be oriented to the educational needs of the practicing pharmacist.

Contributing faculty will receive appropriate guidelines to assure the quality and consistency of their educational efforts.

Support Staff

Sufficient support staff will be employed to adequately assist with the administrative, technical and logistical matters related to operations and activity development. Necessary training will be provided as needed to assure the adequacy of the duties and responsibilities of support staff.

Standard 7: Teaching and Learning Methods

The provider must assure that all CPE activities include active participation and involvement of the pharmacist and technician.

Instructional Delivery Methods

The method of delivery for an activity will facilitate the attainment of learning objectives and educational needs of participants.

Participant Involvement in Learning

The method of delivery will allow for and encourage active participation or involvement by participants.

Standard 8: Educational Materials

The provider must offer educational materials for each CPE activity that will enhance participants' understanding of the content and foster applications to pharmacy practice.

Educational Materials

All educational materials shall be suitable, appropriate, and current. Educational materials will serve as a guide, and include reference tools usable in practice.

All educational materials must be approved by the provider prior to use in an educational offering.

Section 3: Assessment

Standard 9: Assessment of Learning

The provider in collaboration with faculty must include learning assessments in each CPE activity to allow pharmacists and technicians to assess their achievement of the learned content. Completion of a learning assessment is required for CPE credit.

Learning Assessment

Participants will be provided with a mechanism to evaluate the attainment of the offering's learning objectives. The time and mechanism for learning assessment will be determined based upon the method of delivery and length of the activity.

Informal techniques involve participant discussions. Formal techniques, such as tests and quizzes, are individualized, written, and graded.

Knowledge-based CPE activity must include assessment questions structured to recall facts

Application-based CPE activity must include case studies structured to address application of learned principles

Practice-based CPE must include formative and summative assessments that demonstrate that the pharmacists and technicians achieved the stated objectives.

Standard 10: Assessment Feedback

The provider must ensure learner assessment feedback is provided to participants in an appropriate, timely, and constructive manner.

The feedback provided will be consistent with the learning assessment (Standard 9), activity objectives (Standard 4) and activity type (Standard 3). Verbal and written feedback may be provided as follows:

Knowledge-based CPE Activity feedback may include the correct response to the questions.

Application-based CPE activity feedback may include the correct evaluation of case studies.

Practice-based CPE activity feedback should be based on the formative and summative assessments that were used to demonstrate that the pharmacist or technician achieved the stated objectives.

In all instances, the faculty shall communicate when a question is answered incorrectly and provide the rationale for the correct response.

Section 4: Evaluation

Standard 11: Evaluation of CPE Activity

Providers must develop and conduct evaluations of each CPE Activity. The evaluations must allow pharmacists and technicians to provide feedback on the following items:

- **applicability of the CPE activity to meet their educational needs**
- **achievement of each stated objective**
- **quality of faculty**
- **usefulness of educational material**
- **effectiveness of teaching and learning methods, including active learning**
- **appropriateness of learning assessment activities**
- **perceptions of bias or commercialism**

Feedback

Activity evaluations are to be separated by profession and summarized. All data gained from the summarization is to be used in a continuous quality assurance process.

Standard 12: Achievement and Impact of Mission and Goals

Providers must establish and implement evaluation plans that assess achievement and impact of stated mission and goals (Standard 1). They must use this information for continuous development and improvement of the CPE program.

Achievement of the Mission and Goals

- A yearly review of all planning documents and assessment instruments shall be conducted.
- An analysis of the achievement of the stated mission and goals shall be performed during this yearly event using data provided by the activity evaluations.
- The faculty shall be presented with a report indicating any deficiencies and discuss how to improve future activities.
- If necessary, the Mission and Goals will be modified based upon the input from faculty and the aggregate data from activity assessment.

Glossary of Terms (as they relate to Continuing Pharmacy Education):

approved provider – an organization accredited by the ACPE to develop and deliver programs that can be credited to continuing education requirements by boards of pharmacy

letter of agreement – a letter between two providers or a provider and sponsor stipulating duties and responsibilities of both parties

provider – an organization that develops, presents, or distributes educational activities

sponsor – an organization that financially supports the development, presentation or distribution of educational programs

standard – one of twelve quality standards established by the ACPE

accreditation – the process of gaining the approval of the ACPE to provide continuing pharmacy education programs with continuing education statements

statement of credit – documentation of successful completion of an ACPE approved activity

cosponsor – programs where two or more providers have collaborated in developing, presenting, or distributing an educational offering.

noncommercialism – that lack of any commercial message

director – the administrator responsible to assure compliance with ACPE Standards for Continuing Pharmacy Education

reviewer – a qualified individual charged with auditing and editing educational offerings for clinical accuracy and compliance with ACPE Standards for Continuing Pharmacy Education

faculty – any qualified individual that authors, develops or presents some or all of an educational offering

promotional materials – materials used to announce an educational offering and provide sufficient information upon which to decide to participate.

disclosure – providing information about faculty that might lead to bias in the process of their teaching

learning objectives – measurable learning outcomes that are to be achieved in an educational offering

activity/faculty evaluation – a critical quality assessment of an educational offering by the participants

needs assessment – a determination of the knowledge and skills necessary for the practice of pharmacy and needed by pharmacists in a variety of practice settings.

Frequently used abbreviations:

DCPE –	Division of Continuing Pharmacy Education
TUSP –	Temple University School of Pharmacy
ACPE –	Accreditation Council for Pharmacy Education
UAN# -	An identification number for accredited continuing education activities.
CE –	Continuing Education (approved for credit hours)
QA –	Quality Assurance
SOP –	Standard Operating Procedure
LOA –	Letter of Agreement
CEU –	Continuing Education Unit (0.1 CEU = 1.0 contact hour)