Objectives

• At the completion of this activity, the participant will be able to:
  – Describe the major changes to the accreditation standards for pharmacist education
  – Explain the major differences between current and revised PharmD curriculums
  – Evaluate how these curricular changes will better prepare students for clinical rotations and practice as pharmacists

ACPE Standards 2016

What’s different?

• Philosophy and Emphasis
  – Standards have been refined to ensure that graduating students are “practice-ready” and “team-ready”
    • What does this mean to you?
  – UNM is striving for graduates who are beyond practice-ready in general settings via curricular revision including more practice experience during first three years of program.
  – Importance of assessment
    • Feedback should be provided to students throughout the curriculum (didactic and experiential)

ACPE Standards 2016

What’s different?

• Focus
  – Development of students’ professional knowledge, skills, abilities, behaviors, and attitudes
  – Manner in which programs assess students’ acquisition of knowledge and application of knowledge to practice
  – Mastery of skills and achievement of competencies
  – Importance of both curricular and co-curricular experiences in advancing the professional development of students
  – Developing interprofessional skills (teamwork)

ACPE Standards 2016

What’s different?

• Organization
  – Education Outcomes
    • CAPE 2013
  – Structure and Process to Promote Achievement of Education Outcomes
    • Planning and Organization
    • Educational Program for the PharmD Degree
    • Students
    • Resources
  – Assessment
    • Educational Outcomes
    • Structure and Process

ACPE Standards 2016

What’s different?

• Philosophy and Emphasis
  – Greater emphasis on critical educational outcomes identified by Center for the Advancement of Pharmacy Education (CAPE) and the assessment of the level of student achievement of these outcomes
    • Foundational Knowledge
    • Essentials for Practice and Patient-Centered Care
    • Approach to Practice and Care
    • Personal and Professional Development

ACPE Standards 2016

What’s different?

• CAPE 2013
  – Structure and Process to Promote Achievement of Education Outcomes
    • Planning and Organization
    • Educational Program for the PharmD Degree
    • Students
    • Resources
  – Assessment
    • Educational Outcomes
    • Structure and Process
Integrated Pharmacotherapy (IP)

Introduction to IP/Self-Care

Clinical Capstone Course

Advanced Pharmacy Practice Experiences

Complex Ambulatory Care

General Ambulatory Care

Introduction to IP/Self-Care

Applied Biochemistry
- Pathophysiology & Immunology
- Intro to Pharmacology & Med Chem

Complex Hospital Care

IP Example

• Cardiology
  – Gen Amb Care
    • Hypertension
    • Dyslipidemia
  – Complex Amb Care
    • Ischemic Heart Disease
    • Arrhythmias
  – Complex Hospital
    • Acute Stroke
    • Acute Heart Failure
    • VTE and anticoagulation

How does revised curriculum address new requirements?

CAPE 2013 Outcomes

Foundational Knowledge

• Integrated throughout curriculum
• UNM’s Approach:
  – Integrated Pharmacotherapy Course series
  – Spiral nature of integration, which aims to introduce, reinforce and build in complexity

Essentials for Practice and Care

• Domains
  – Patient-centered care
  – Medication use systems management
  – Health and wellness
  – Population-based care
• UNM Approach:
  – Public health refocus (P1 and extended across curriculum)
  – Aspects of patient care
  – Integrated IPPE throughout P1-P3 years

CAPE 2013 Outcomes

Approach to Practice and Care

• Domains
  – Problem solving
  – Education
  – Patient Advocacy
  – Interprofessional collaboration
  – Cultural sensitivity
  – Communication
• UNM Approach:
  – Aspects of patient care
  – Integrated IPPE throughout P1-P3 years
  – Greater emphasis and assessment of co-curriculum

Personal and Professional Development

• Domains
  – Self-awareness
  – Leadership
  – Innovation and entrepreneurship
  – Professionalism
• UNM Approach
  – 5 course professional development series
  – Work with Innovate ABQ
  – Co-curriculum

Standards 2016 Readiness Survey

• The ACPE Board expected each college to be in compliance by July 1, 2016
• To assist ACPE in monitoring compliance, each college had to respond to a brief survey regarding its plans for compliance with important aspects of Standards 2016 by April 1, 2016
  – Pharmacist Patient Care Process
  – Interprofessional Education
  – Co-curricular activities
  – Preceptor Training and Development
Standard 10: Curriculum Design, Delivery and Oversight

- **10.8. Pharmacists’ Patient Care Process (PPCP)**
  - The curriculum prepares students to provide patient-centered collaborative care as described in the Pharmacists’ Patient Care Process model endorsed by the JCPP.

- **UNM Approach**
  - PPCP process will be more fully integrated into our new curriculum
    - Building in complexity in a stepwise approach across our six Aspects of Patient Care courses, reinforced in our integrated pharmacotherapy series as well as capstone course and applied longitudinally in IPPEs and APPEs.

**Discussion**

- How can you, as pharmacists (preceptors), incorporate student pharmacists into patient care services using the PPCP?

Standard 11: Interprofessional Education

**Interprofessional Collaborative Practice**

- 4 IPE Core Competencies
- 39 individual IPE sub-competencies

**Discussion**

- How can you, as pharmacists (preceptors), cultivate interprofessional opportunities or activities into your site for student pharmacists?
Assessment of Co-Curricular Activities

- Co-Curriculum
  - Student involvement in experiences that complement, augment, and/or advance what is learned in the formal curriculum

- Student portfolios help in documenting student progressive achievement of the competencies.
  - Include student self-assessment, as well as faculty and preceptor assessments

- UNM Approach:
  - Students excel in co-curricular activities including community outreach, service to professional organizations and advocacy
  - Plan to enhance portfolio system to better capture student activities
  - This portfolio will be regularly assessed in a standardized manner in the Professional Development courses by faculty, preceptors, and/or alumni

Discussion

- How can you, as pharmacists (preceptors), become involved in the co-curricular activities of the College through participation and/or assessment?

Current situation

- Curriculum has been fully approved by the University
- College has decided to implement new curriculum for both P1 and P2 cohorts of students
- College working on implementation plan
  - Day to day schedule, classrooms, etc.
- Launch date – August 7, 2017

Questions