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ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

**The Current and Future State of U.S. Pharmacy Education**

**Peter H. Vlasses, PharmD, DSc (Hon.), BCPS, FCCP**  
**Executive Director , ACPE**

The speaker has no conflict to disclose.

ICHP Annual Meeting  
 August 26, 2010

ASSURING AND ADVANCING QUALITY IN PHARMACY EDUCATION

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**Learning Objectives**

- Discuss the history and purpose of the Accreditation Council for Pharmacy Education
- Describe the relationship between the Joint Commission of Pharmacy Practitioners (JCPP) *Future Vision of Pharmacy Practice 2015* and the ACPE accreditation standards for PharmD programs and CE providers
- Summarize the nature of the expansion of the number of the U.S. pharmacy colleges and schools over the last decade, including the process used by ACPE when evaluating a new school



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### Learning Objectives (cont.)

- Identify the relationship between the number of current and projected PharmD graduates in the U.S. and the number of current and projected PGY1 residency positions
- List several areas of the ACPE standards that current and new PharmD programs have had trouble achieving
- Express an opinion on the future of pharmacy education in the U.S.




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### Assessment Question #1

- How many different degrees to enter pharmacy practice existed across the United States prior to ACPE's founding in 1932?
  - a) 3
  - b) 1
  - c) 5
  - d) 11
  - e) None of the above




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### ACPE

- National agency for accreditation of pharmacy education
- ACPE accredits:
  - Professional degree programs (i.e., Doctor of Pharmacy degree, Pharm D)
- Recognized by:
  - U.S. Department of Education
  - Council on Higher Education Accreditation (CHEA)
- Providers of continuing pharmacy education




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## ACPE

- Founded in 1932 for accreditation of professional programs, by:
  - National Association of Boards of Pharmacy (NABP) (regulators)
  - American Association of Colleges of Pharmacy (AAP) (educators), and
  - American Pharmacists Association (APhA) (practitioners)
- Accreditation of CE Providers added in 1975; accreditation of Certificate Programs (1999-2008)
- ACPE is an autonomous, independent, not-for-profit agency with headquarters in Chicago, IL




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## ACPE: Basic Premises

- How do you know a good Pharm D program or CPE provider when you see one?

(Quality assurance)

- The perfect Pharm D program or CPE provider doesn't exist.

(Quality advancement)




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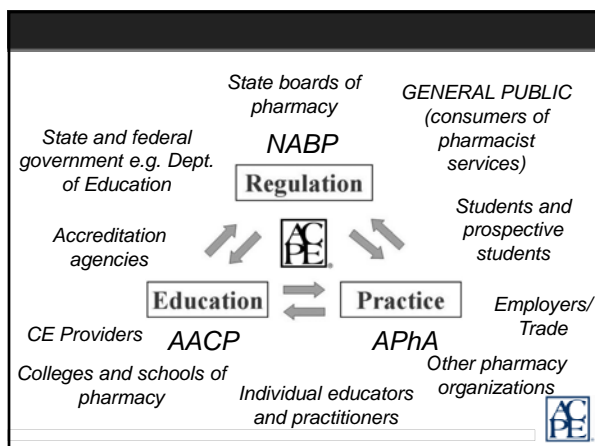
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### Assessment Question #2

- I have heard of the Joint Commission of Pharmacy Practitioners (JCPP) *Vision for Pharmacy Practice 2015*?
  - a) Yes, it applies to the accreditation standards for pharmacy degree program graduates
  - b) Yes, it applies to the accreditation standards for continuing pharmacy education participants
  - c) Yes, it applies to the accreditation standards for both new graduates and pharmacist CE
  - d) No




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### Assessment Question #3

- Which one of the following answers is CORRECT regarding pharmacist competencies are part of the Joint Commission of Pharmacy Practitioners (JCPP) *Vision for Pharmacy Practice 2015*?
  - a) Promote disease prevention
  - b) Provide patient-centered care
  - c) Manage health system resources
  - d) Provide population-based patient care
  - e) All of the above




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### JCPP Future Vision of Pharmacy Practice 2015

“Pharmacists will be the health care professionals responsible for providing patient care that ensures optimal medication therapy outcomes.”




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### Joint Commission of Pharmacy Practitioners (JCPP) Vision

Pharmacy education and continuing education will prepare pharmacists to:

1. *provide patient-centered and population-based care that optimizes medication therapy*
2. *manage health care system resources to improve therapeutic outcomes*
3. *promote health improvement, wellness, and disease prevention*

JCPP Vision forms basis of ACPE standards for degree programs and CPE providers




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### Assessment Question #4

- I believe that the expansion of the number of pharmacy colleges/schools and graduates (pick the ONE answer that you most believe in):
  - a) Has been beneficial to address the pharmacist workforce shortage
  - b) Has or will overshoot the workforce demand for pharmacists
  - c) Should have been better managed by ACPE, including calling for a moratorium
  - d) Has diminished the quality of graduates




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### Professional Degree Program Accreditation: Possible Stages

- **Pre-Accreditation**
  - Pre-candidate (before students enrolled)
  - Candidate (students enrolled, but no graduates yet)
- **Accreditation (only possible after program has graduates)**




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### Accredited PharmD Programs\*

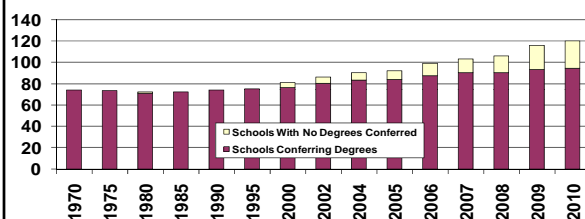
Programs with accreditation status ( $n = 120$ ):

- **Full Accreditation Status: 99**  
(programs that have graduated students)
- **Candidate Accreditation Status: 16**  
(programs with students enrolled but have not yet produced graduates or have graduates and have not addressed all the accreditation standards)
- **Pre-Candidate Accreditation Status: 5**  
(programs that have not yet enrolled students)

\* Inclusive of June 2010 Board Actions



### Colleges and Schools of Pharmacy with ACPE-Accredited Degree Programs\*



\* Inclusive of January 2010 Board Actions



### Expansion in Public & Private Sectors

The following figures are for the 119 US-based programs:

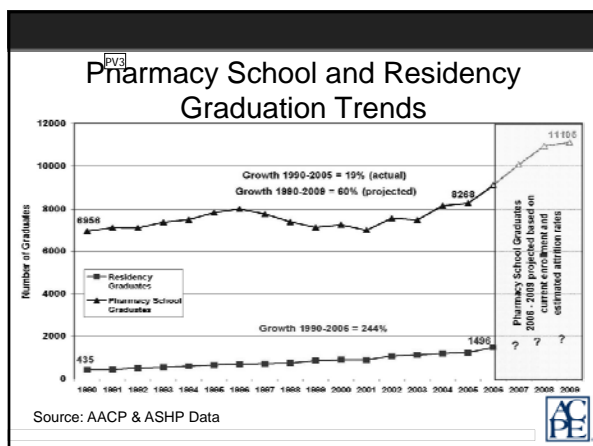
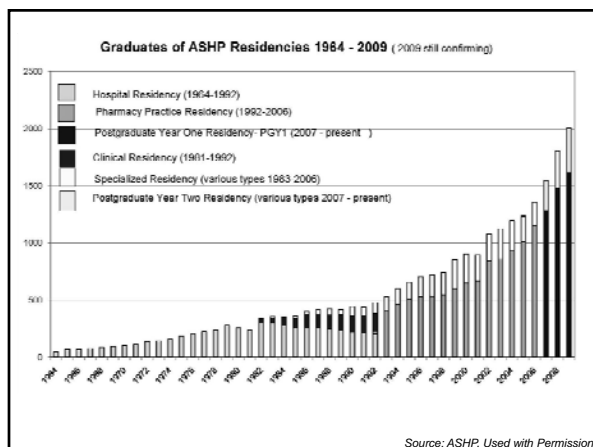
- **62 public schools (52%); 57 private schools (48%)**
  - One of the private schools is "for profit"
- **44 schools have opened after 1995 (37% of all schools)**
  - 10 are public (23%)
  - 34 are private (77%); one is "for profit" (as above)
- **26 schools (22%) have distance campuses\***
  - 19 are public (73%) and 7 are private (27%)
- **19 of 62 public schools have distance campuses (31%)**
  - A total of 35 distance campuses
- **7 of 57 private schools have distance campuses (12%)**
  - A total of 8 distance campuses (only Nova Southeastern has >1)
- **At least four public institutions have firm plans to establish distance campuses; for some, plans have had to be postponed**

(\* Distance campus = delivery of didactic curriculum to/from site)



## Assessment Question #5

- The relationship between the number of pharmacy graduates seeking residencies and the number of PGY1 residency positions available (**ONE** answer):
  - More PGY1 residencies are available than students applying, due to high starting salaries for pharmacists
  - The number of students seeking PGY1 residencies is relatively stable
  - The number of students applying for PGY1 residencies will greatly exceed supply in the next few years
  - Community pharmacy PGY1 residencies are close to matching the number of health-system based residencies



## Slide 21

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**PV3**      Need to update this slide and project out to 2013  
Peter Vlasses, 3/4/2010



## Assessment Question #6

- Which ONE of the following groupings of ACPE-accreditation standards 2007 have pharmacy colleges/schools had the most difficulty achieving:
  - Qualifications of the dean, transfer of academic credit, financial resources, physical facilities
  - Quantitative strength of the faculty, student professionalism, physical facilities, transfer of credits
  - Quantitative strength of the faculty, financial resources, evaluation of mission and goals, curriculum evaluation
  - All of the above




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Standards	Meets	Partially Meets	Does Not Meet
<b>MISSION, PLANNING, AND EVALUATION</b>			
1. College or school Mission and Goals	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
2. Strategic Plan	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
3. Evaluation of Achievement of Mission and Goals	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
<b>ORGANIZATION AND ADMINISTRATION</b>			
4. Institutional Accreditation	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
5. College or school and University Relationship	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
6. College or school and other Administrative Relationships	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
7. College or school Registration and Accreditation	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
8. Qualifications and Responsibilities of the Dean	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
<b>CURRICULUM</b>			
9. The scope of the Curriculum	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
10. Curricular Development, Delivery, and Improvement	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
11. Learning and Learning Methods	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
12. Educational Philosophy and Pedagogical Practices	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
13. Curricular Content: Knowledge, Skills, Abilities, and Values	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
14. Academic Achievement: Student Performance	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
15. Assessment and Evaluation of Student Learning and Curricular Effectiveness	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
<b>STUDENTS</b>			
16. Organization of Student Services	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
17. Admission Criteria, Policies, and Procedures	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
18. Transfer of Credit and Policies or Procedures for Admission with Advanced Standing	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
19. Progression of Students	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
20. Student Complaints Policy	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
21. Program Information	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
22. Student Representation and Perspectives	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
23. Professional Behavior and Professional Relationships	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
<b>FACULTY AND STAFF</b>			
24. Faculty and Staff—Quantitative Factors	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
25. Faculty and Staff—Qualitative Factors	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
26. Faculty and Staff Continuing Professional Development and Professional Growth	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
<b>FACILITIES AND RESOURCES</b>			
27. Physical Facilities	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
28. Practice Facilities	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
29. Library and Educational Resources	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
30. Financial Resources	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N




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## Comprehensive Site Visits for PharmD Programs with Graduates Spring 2007 to Fall 2009 (n = 35)

	PARTIAL	NON
1: Mission		
2: Strategic Plan	2 (6%)	
3: Evaluation Plan	10 (29%)	
4: Inst. Accred.		
5: C/S and Univ	3 (9%)	
6: C/S and Other		
7: C/S Org & Gov	5 (14%)	
8: Dean		
9: Goal of Curr.	1 (3%)	
10: Curr. Design	4 (11%)	
11: Methods	3 (9%)	
12: Outcomes		
13: Core-KSAV		
14: Core-Exp.	7 (20%)	1 (3%)
15: Curr. Eval.	5 (14%)	1 (3%)
16: Student Serv.	1 (3%)	

17: Admissions	3 (9%)	1 (3%)
18: Transfer	1 (3%)	
19: Progression	3 (9%)	1 (3%)
20: Complaints		
21: Program Info		
22: Student Rep.	2 (6%)	1 (3%)
23: Prof. Behavior	1 (3%)	
24: Faculty Quant.	4 (11%)	2 (6%)
25: Faculty Qual.		2 (6%)
26: Faculty CPD	2 (6%)	
27: Facilities	1 (3%)	1 (3%)
28: Pract. Sites	1 (3%)	1 (3%)
29: Library		1 (3%)
30: Finance	4 (11%)	1 (3%)

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Comprehensive Site Visits for PharmD Programs with  
Graduates Spring 2007 to Fall 2009  
Comparison as a function of when site visits were conducted

	TOTAL (n=35)		S2007-S2008 (n=14)		F2008-F2009 (n=21)	
	PARTIAL	NON	PARTIAL	NON	PARTIAL	NON
Total % PARTIAL or NON based on 30 standards for each visit	6.0%	1.0%	9.8%	1.0%	3.5%	1.3%

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Standards Showing Improvement  
in Compliance Over Time

	S2007-S2008 (n=14)		F2008-F2009 (n=21)	
	PARTIAL	NON	PARTIAL	NON
3: Evaluation of Mission & Goals	7 (50%)		3 (14%)	
5: C/S and University Relations	2 (14%)		1 (5%)	
7: C/S Organization & Govern	3 (21%)		2 (10%)	
10: Curric Devel, Deliv & Improve	4 (29%)			
11: Teaching & Learning Methods	2 (14%)		1 (5%)	
14: Curriculum – Pharm Pract Exp	3 (21%)	1 (7%)	4 (19%)	
15: Curriculum Evaluation	5 (36%)	1 (7%)		
19: Progression of Students	3 (21%)			1 (5%)

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Standards Not Showing Improvement  
in Compliance Over Time

	S2007-S2008 (n=14)		F2008-F2009 (n=21)	
	PARTIAL	NON	PARTIAL	NON
24: Faculty Quantitative	2 (14%)		2 (10%)	2 (10%)
30: Financial Resources	2 (14%)		2 (10%)	1 (5%)

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### Assessment Question #7

- I believe the education provided today by accredited colleges/schools of pharmacy in the U.S. is:
  - a) Preparing graduates appropriately for the JCPP Vision 2015
  - b) Over-preparing graduates for the JCPP Vision 2015
  - c) Under-preparing graduates for the JCPP Vision 2015




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### 2009 National Pharmacist Workforce Survey (NPWS)

Presented at Joint Commission of Pharmacy Practitioners Meeting  
Alexandria, Virginia, February 4, 2010

Presented by: Midwest Pharmacist Workforce Research Consortium

Jon C. Schommer, Ph.D.<sup>a</sup>  
William R. Doucette, Ph.D.  
Caroline A. Gaither, Ph.D.  
David H. Kreling, Ph.D.  
David A. Mott, Ph.D.

<sup>a</sup> schom010@umn.edu

*Used with permission*

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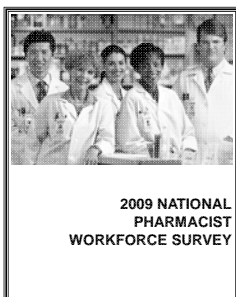
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### 2009 NPWS: Methods



- National random sample of pharmacists
- Mailed Survey Design
- 1,391 out of 2,667 deliverable surveys were returned before deadline of August 15, 2009
- 52% response rate

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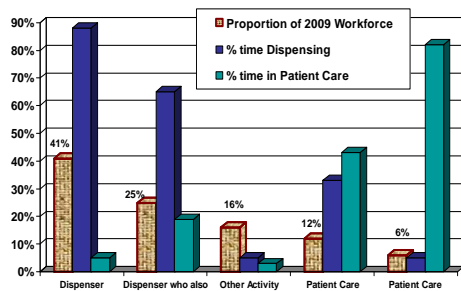
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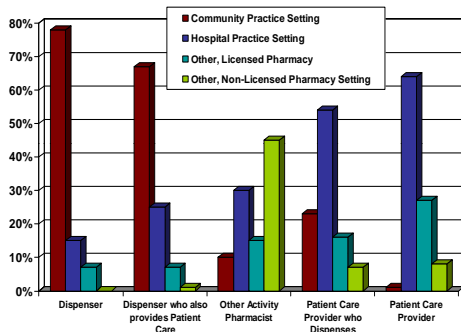
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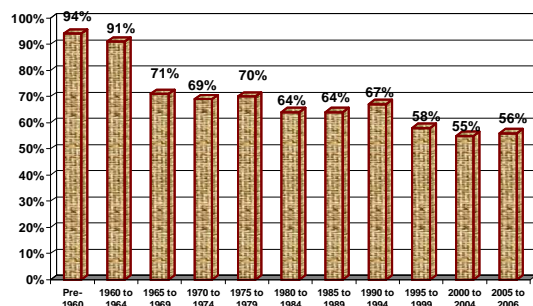
## U.S. Pharmacist Segments in 2009



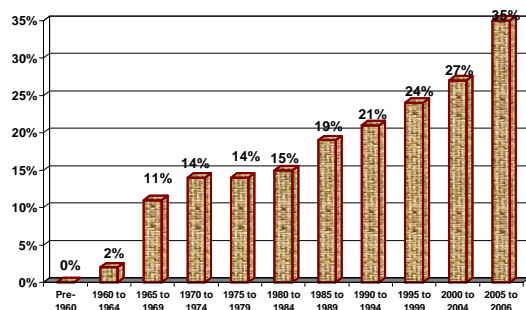
## U.S. Pharmacist Segments in 2009



## % in Clusters 1&2 (Dispensers) by Year of Licensure Cohort



### % in Clusters 4&5 (Patient Care) by Year of Licensure Cohort



**Learning Objective: Express an opinion on the future of pharmacy education in the US**

“If I were the premier”... of U.S. pharmacy education and planning for the future, I would do the following....



### Questions

Please contact us:

- By phone: 312-664-3575
- By Internet e-mail (e.g., [pvlasses@acpe-accredit.org](mailto:pvlasses@acpe-accredit.org))
- Through web site: [www.acpe-accredit.org](http://www.acpe-accredit.org)
- By fax: 312-664-7008, 312-664-4652
- By mail: 20 North Clark St, Suite 2500  
Chicago, Illinois 60602-5109

