



PREFACE  
2004 CAPE Educational Outcomes  
*Supplements*

The 2004 CAPE Educational Outcomes delineated terminal ability outcomes for pharmacy graduates in terms of three practice functions:

- Pharmaceutical Care
- Systems Management
- Public Health

General and professional abilities were integrated within this structure to demonstrate that general abilities should be taught and assessed within various professional contexts at multiple points of the curriculum. In previous versions of the CAPE Outcomes, general abilities (thinking, communication, valuing and ethical decision making, social and contextual awareness, social responsibility, social interaction, self learning) were listed separately at the end of the document.

The 2004 CAPE Outcomes were intended to guide curriculum development and assessment and to assist students in making connections between their learning experiences and the practice of pharmacy. Recognizing this, the Accreditation Council for Pharmaceutical Education (ACPE) incorporated the 2004 CAPE Outcomes into the 2007 Accreditation Standards and Guidelines (in particular attention should be directed toward Appendix B of the Standards as this pertains to course content and the *Supplements*). While the term, “pharmaceutical care,” is used throughout the *Supplements*, it should be noted the ACPE Standards no longer use this term, rather the terms “patient-centered care” and “medication therapy management” are described.

Compared to the 1998 and 1994 CAPE Outcomes, the 2004 Outcomes were abbreviated to more clearly demonstrate to pharmacy constituents and the public what a pharmacist is able to do during professional practice upon graduation. Detailed enabling outcomes were largely omitted from the document. The development of enabling or developmental outcomes that are discipline- and course-specific may facilitate better understanding of the relationship between all curricular coursework and the terminal outcomes. It is important to demonstrate that achievement of abilities requires more than delivery of content; an ability is composed of knowledge, skills, and attitudes/values/habits. All components of the ability must be taught, practiced, and assessed if the ability is to be achieved.

These *Supplements* were created to provide pharmacy faculty with suggested discipline-specific language that clearly describes the knowledge, skills, and attitudes/values/habits that students should develop to achieve the terminal practice outcomes. The *Supplements* are intended to serve as an additional resource for faculty in developing and assessing curricula, courses, and learning experiences directed toward achieving the 2004 CAPE Educational Outcomes. The *Supplements* themselves are not meant to provide teaching strategies or to serve as an assessment tool but to provide a resource with which to develop teaching strategies and assessment instruments. The *Supplements* attempt to clarify outcomes; faculty, curriculum committees, and assessment committees can use the *Supplements* to create practice opportunities, criteria, and assessment tools to ensure that the outcomes are achieved. AACP is indebted to the contributions of the many AACP-member volunteers over the past two years in the compilation of these *Supplements* (identified with each discipline-specific supplement).

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