

ACT Pharmacy Collaborative Centers of Excellence Signature Program Criteria/Application Questions

The Academia-Community Transformation (ACT) Pharmacy Collaborative will recognize schools and colleges of pharmacy who are committed to advancing community pharmacy practice. Schools and colleges will be invited to submit an application to be recognized as a Center of Excellence or an Emerging Center of Excellence based on four areas of commitment to community pharmacy advancement. These areas include teaching, service, scholarship, and leadership/partnership support. Centers of Excellence will be recognized at the AACP Annual Meeting, and the designation will remain for a total of 5 years once achieved. After this time, schools/colleges will be invited to resubmit to maintain the designation.

Recognition as a Community Pharmacy Center of Excellence opens the door to various benefits and opportunities. In addition to being recognized as achieving this distinction at the AACP Annual Meeting and on the ACT/AACP websites, Centers of Excellence will also be invited to participate in a semi-structured networking and collaboration opportunity with other Centers of Excellence on an annual basis at the AACP Annual Meeting. Additionally, schools/colleges with this distinction will be invited to participate in roundtable events with community pharmacy employers and other stakeholders, united to mobilize and amplify community pharmacy practice transformation efforts. The Centers of Excellence will serve as leaders across colleges/schools of pharmacy, helping to inform and inspire others.

We recommend the ACT Champion and/or community-based pharmacy focused faculty members work with their school or college leadership to complete this application. Unless otherwise indicated, please respond to all questions with the perspective of a 2023-2024 Academic Year timeframe.

Demographics

- Submitter's Name
- Submitter's Title
- Submitter's Email Address
- School/College of Pharmacy Name
- State
- # of community-based pharmacy faculty that focus on community-based pharmacy 50% or more of their time
 - *Please include all faculty based at a community pharmacy site and all faculty who do community pharmacy focused research and/or service. Do not include adjunct faculty. Only include full-time or part-time paid faculty. Only count each faculty once, even if they have multiple roles related to community-based pharmacy practice.*
- # of community-based pharmacy faculty that focus on community-based pharmacy <50% of the time
 - *Please include all faculty based at a community pharmacy site and all faculty who do community pharmacy focused research and/or service. Do not include adjunct faculty. Only include full-time or part-time paid faculty. Only count each faculty once, even if they have multiple roles related to community-based pharmacy practice.*
- Length of professional program (3-year program, 4-year program)
- ACT Pharmacy Collaborative Member (Y/N)

Teaching

Didactic

1. How does your school/college incorporate elements of innovative community pharmacy practice into the curriculum? (e.g., patient care services in community-based practice, entrepreneurship, ownership, business models, workflow adaptations, payment models, etc.)
 - a. *For topics covered, include the course title(s), where the topic is included in the curriculum, if the courses where it is incorporated is required/elective/both, curriculum year taught, instructional hours dedicated to this topic, and the innovative component of what is taught.*
2. Are students offered opportunities to specialize in or gain additional, non-required experiences related to community pharmacy?
 - a. Y/N
3. List community pharmacy specialized tracks or areas of concentration offered, including course titles, curriculum year taught, teaching methods used (lecture, lab, small group, simulation, etc.), assessment types, and other required or optional experience related to these opportunities.
4. What percentage of students during AY23-24 took advantage of the opportunities you listed as a response to item #3 above?
5. Does your school utilize the [ACT Curricular Framework](#)?
 - a. Y/N
6. Describe how the ACT Curricular Framework is being or has been utilized.
7. Select all the ways students interact with non-faculty who practice in community pharmacy through didactic courses.
 - a. Course guest lecturer, seminar speaker, trainer, other
8. If "Other" was chosen in item #7, please describe here.

Experiential

1. Does the school/college collect information about the direct patient care services that students participate in on IPPEs/APPEs?
 - a. Y/N
2. If this information is collected, which types of services do students participate in on IPPEs/APPEs? Select all that apply.
 - a. Immunizations, Medication Therapy Management, Comprehensive Medication Management, Prescribing via Collaborative Practice Agreements, Test & Treat, Diabetes Education, Other
3. If "Other" was chosen in item #3, please describe here.
4. Are students able to preferentially select community-based pharmacy practice sites with advanced service opportunities (like those listed above and others)?

a. Y/N

Post-graduate Training

1. Does the school offer post-graduate opportunities in community pharmacy practice (e.g., residencies, fellowships, accredited or nonaccredited)?
 - a. Y/N
2. Number of residency positions offered in AY23-24?
3. Number of fellowship positions offered in AY23-24?
4. Number of other post-graduate positions in AY23-24?
5. If applicable, please describe the other post-graduate positions.
6. Describe the type (e.g., residency/fellowship/other), length, practice sites, teaching responsibilities, and other key features of the experiences offered.
7. What percentage of PharmD graduates at your school/college pursued community practice focused post-graduate opportunities (e.g. residencies, fellowships) immediately upon graduation in the 2021, 2022, and 2023 graduating classes?

Service (Practice Site and Professional Involvement)

1. How many faculty members (not including preceptors, unless they are faculty) practice direct patient care at a community pharmacy practice site or support community pharmacy practice transformation work across multiple practice sites (e.g., corporate pharmacy regional clinical lead, CPESN managing network facilitator, Flip the Pharmacy coach)?
 - a. *Each faculty should only be counted one time. Please do not double count faculty who practice at a site and have multiple roles or who work at multiple sites.*
2. Describe the roles and responsibilities of those faculty members who practice and/or support practice transformation at community pharmacy practice sites.
3. Do faculty advance community pharmacy practice transformation through school/state/regional/national involvement?
 - a. Y/N
4. At the school level, how many faculty members hold elected leadership positions, are involved in committees/task forces/councils, or develop policy/protocols related to community pharmacy practice advancement?
5. At the regional/state level (e.g., CPESN project, state pharmacy association work), how many faculty members hold elected leadership positions, are involved in committees/task forces/councils, or develop policy/protocols related to community pharmacy practice advancement?

6. At the national level (e.g., national association work), how many faculty members hold elected leadership positions, are involved in committees/task forces/councils, or develop policy/protocols related to community pharmacy practice advancement?
7. How many faculty members are engaged in the work of the ACT Collaborative at your school/college?
8. Does the faculty provide Continuing Education (CE)/Continuous Professional Development (CPD) related to community pharmacy practice advancement?
 - a. Y/N
9. If your response to item #8 is yes, please describe CE/CPD activities offered by the faculty addressing advancement of community pharmacy, specifically the topics covered.

Scholarship

1. Does the school conduct community pharmacy practice scholarship (i.e., research, practice transformation and program evaluation projects)?
 - a. Y/N
2. How many competitively funded projects were completed or are ongoing during AY23-24?
3. How many projects conducted without funding were completed or are ongoing during AY23-24?
4. Are trainees (e.g., students, residents, fellows) involved in conducting research this research?
 - a. Y/N
5. Describe how you get the work done, including collaborations, how trainees are involved, etc.
6. Does the school disseminate community pharmacy practice research and scholarship?
 - a. Y/N
7. How many community pharmacy practice publications (including peer-reviewed and non-peer-reviewed) were completed in AY23-24?
8. How many community pharmacy practice podium, webinar, and/or poster presentations were completed in AY23-24?
9. Please provide the citations and/or links to the publications, podium, webinar, and/or poster presentations accounted for above.
10. Select all other forms of non-peer reviewed dissemination that are utilized for community pharmacy practice-related work.

Leadership Support

1. Briefly explain how funding (outside of faculty/staff) is used to advance community pharmacy practice.
2. Does your college/school strategic plan include community pharmacy practice transformation?

a. Y/N

3. If yes, please describe.

4. Are there college/school committee charges, tasks forces, workgroups, etc. that are dedicated to community pharmacy practice advancement?

a. Y/N

5. If yes, please describe.

6. Does the school recognize/celebrates achievements related to community pharmacy via social media, blog posts, websites, etc.?

a. Y/N

7. If yes, please describe.

8. Have community pharmacy faculty at your institution been promoted? If yes, please describe the number of years each faculty member as spent in their current rank and key elements of the promotion process.

9. If mentorship opportunities exist at your institutions for community pharmacy faculty, please describe?

Partnerships

1. Please select all established community pharmacy practice partners engaged in community pharmacy practice advancement/innovation with your school/college.

a. *Only include partnerships that go above and beyond IPPE/APPE sites and that focus on community pharmacy advancement/innovation. You may include post-graduate program partnerships, faculty practice sites, research sites, etc. Do not include if they ONLY serve as an IPPE/APPE sites, even if they offer innovative services.*

b. Independent community pharmacy(ies), Regional chain community pharmacy(ies), National chain community pharmacy(ies), Clinically integrated networks(s)

2. Additional Partners

a. Health department(s), FQHC(s)/Health Centers, Health system(s), Payer(s), State association(s), National association(s), Interprofessional group(s), School district(s), Other

3. If other, please describe.

4. Please list the name of the partner(s) in each category and briefly describe the nature of the relationship (e.g., post-graduate program partnerships, faculty practice sites, research sites, etc.).

(Optional) Narrative Summary of Community Pharmacy Practice Advancement Efforts

You may upload a narrative summary of your college/school's efforts to advance community pharmacy practice, capturing any additional information that you would like to share that was not captured in your other responses. You may outline key accomplishments and areas of specific specialization in teaching, service, scholarship, and leadership support. The narrative should not exceed 750 words.