

National Standards and Global Pharmacy Educational Outcomes

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Free AACCP Membership!

To facilitate expanded collaboration between U.S. and international faculty, AACCP is pleased to offer international pharmacy educators a **complimentary membership for 2021–2022**. Through many valuable professional development and networking opportunities, we hope this collaboration of pharmacy colleagues will help transform health professions education.

Link can be found in the Chat!



Purpose

- The purpose of this webinar is:
 - To compare national standards for pharmacy education with the FIP international educational outcomes.
 - Share recommendations for continuous improvement of the quality of education globally

Objectives

1. Compare and contrast national standards (ACPE/CAPE) in the US with global educational outcomes (FIP Nanjing Statements)
2. Highlight “lessons learned” and “best practices” for quality assurance of pharmacy education
3. Share self-assessment validated tools for enhancing the quality of pharmacy education globally

Objective 1

Compare and contrast national standards (ACPE/CAPE) in the US with global educational outcomes (FIP Nanjing Statements)

Presentation Outline / Overview

- Compare and contrast ACPE Standards with the FIP Nanjing Educational outcomes
- Recent national initiatives (AACCP SP & ACPE New Standards)
- Quality Assurance Report on Sub-Saharan Africa
- Describe the recent FIP Quality Assurance Tool
- Provide recommendations for future national and global collaborations

Nanjing Statements

Statements on Pharmacy
and Pharmaceutical Sciences
Education

2017

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Comparison Between ACPE Standards & FIP Nanjing Statements

Evaluation of the crosswalk between the ACPE Standards and the FIP Nanjing Statements

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Abstract

Objectives: The purpose of this study is to compare, contrast, and map the 2016 Accreditation Council for Pharmacy Education (ACPE) Standards to the 2017 International Pharmaceutical Federation (FIP) Nanjing Statements.

Methods: Three members of the Global Pharmacy Education Special Interest Group conducted a review of the ACPE Standards and Nanjing Statements to identify which Nanjing Statements mapped to the ACPE Standards, and vice versa. Two additional reviewers evaluated the results to ensure face validity.

Results: Seventy-two of the 75 Nanjing elements were mapped to 94 of the 160 ACPE elements. Nanjing Statement Clusters 2 and 6 had the highest rates of matched statements, at 83% and 94% respectively. ACPE Standards and key elements that had 100% of matches with the Nanjing Statements included Standards 3, 11, and 18.

Conclusion: These preliminary findings may help educators streamline national and global competencies. Ultimately, accrediting bodies, professional organisations, and pharmacy educators may benefit from identifying strengths and areas for improvement.

Keywords: *Nanjing Statements, Pharmacists, Pharmacy Education, Pharmacy Practice, Student Pharmacists*

Introduction

Many countries establish pharmacy education standards, requiring pharmacy schools to evaluate curriculums and provide the necessary education to meet healthcare needs, and national standards (Law *et al.*, 2019). In 2017, the Fédération Internationale Pharmaceutique/ International Pharmaceutical Federation (FIP) published the Nanjing Statements on Pharmacy and Pharmaceutical Sciences (NS) (FIP, 2017). The NS describe the envisioned future for pharmacy education and a global consensus of 37 countries (FIP, 2017).

Within the United States (US), the Accreditation Council for Pharmacy Education (ACPE) sets curricular standards for pharmacy education. In 2016, ACPE updated Standards for the Doctor of Pharmacy degree programmes (ACPE, 2015). With the release of the NS, there was an interest in comparing the ACPE Standards (AP) and the NS. The main purpose of the evaluation was to compare the AP with the NS by mapping the NS to the AP.

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Table I: Full and partial Nanjing - ACPE matches within each Nanjing Cluster

Nanjing Cluster [❖] (# of statements within cluster)	Full matches* (# of Nanjing elements matched to # of ACPE elements)	Partial matches [❖] (# of Nanjing elements/# of ACPE elements)
Cluster 1: Shared Global Vision (9)	4 matched to 6	6 matched to 11
Cluster 2: Professional Skills Mix (12)	10 matched to 25	6 matched to 7
Cluster 3: Recruitment of Students (3)	2 matched to 4	3 matched to 6
Cluster 4: Foundation Training and Leadership (7)	5 matched to 7	6 matched to 12
Cluster 5: Experiential Education (12)	10 matched to 12	5 matched to 8
Cluster 6: Resources and Academic Staff (16)	15 matched to 51	7 matched to 9
Cluster 7: Quality Assurance (11)	7 matched to 20	7 matched to 16
Cluster 8: Continuing Professional Development (5)	3 matched to 3	4 matched to 6

❖ ACPE elements were permitted to be mapped to more than one Nanjing element, if applicable

* Full matches: Matched Nanjing element and ACPE element were determined to reflect the same concepts.

❖ Partial matches: Matched Nanjing element and ACPE element were determined to only partially reflect the same concepts

Table II: List of Nanjing Statements that remained unmapped to ACPE Standards

1.1 Workforce planning, at national and local levels, should include the roles of all relevant personnel, (e.g., pharmacy technicians/assistants, generalist pharmacists, specialists, advanced practitioners and pharmaceutical scientists) sufficient to meet local health needs as part of the health care system.

7.8 The accreditation system should use published standards that have been developed and adopted with broad stakeholder involvement.

7.9 The accreditation system should use policies and procedures that ensure: evaluation by appropriately qualified and experienced peers; absence of conflict of interest; confidentiality; and fair and consistent application of standards.

FIP Quality Assurance

- Need for quality assurance standards
- Suggested accrediting bodies creation national committees in pharmacy education
- Provide credibility
- Respond to variability in regulatory procedures and **accreditation** standards
- Guidance to educational institutions

AACP/FIP: Pillars and Foundations of Quality for Continuing Education in Pharmacy



- Science – base for knowledge
 - Practice – base for experience
 - Ethics – base for attitudes and values
- } competency

Objective 2

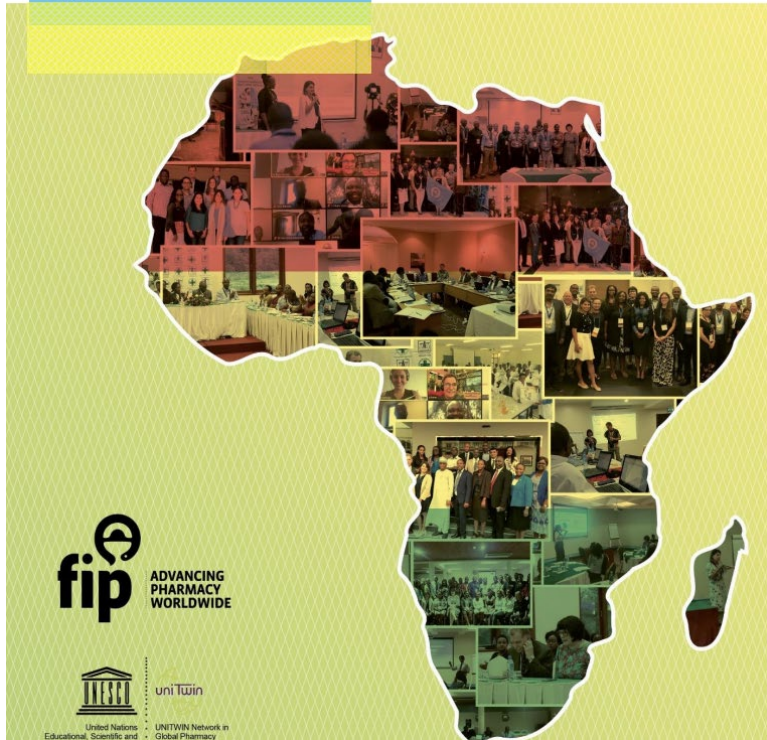
Highlight “lessons learned” and “best practices” for quality assurance of pharmacy education

Quality Assurance Report on Sub-Saharan Africa

FIP pharmacy education in
sub-Saharan Africa

The FIP-UNESCO UNITWIN
Programme: A decade of
education partnership
across Africa

2020



- FIP-UNESCO UNITWIN Global Pharmacy Education Development Network's Centre of Excellence in Africa
- FIP/WHO: no “healthcare without a health workforce” and there is no workforce without education.
“One FIP” vision: “a world where everyone benefits from access to safe, effective, quality and affordable medicines and pharmaceutical care”.

UNITWIN/UNESCO Chairs Programme



Launched in 1992, the UNITWIN/UNESCO Chairs Programme, which involves over 850 institutions in 117 countries, promotes international inter-university cooperation and networking to enhance institutional capacities through knowledge sharing and collaborative work. The programme supports the establishment of UNESCO Chairs and UNITWIN Networks in key priority areas related to UNESCO's fields of competence – i.e. in education, the natural and social sciences, culture and communication.

Through this network, higher education and research institutions all over the globe pool their resources, both human and material, to address pressing challenges and contribute to the development of their societies. In many instances, the networks and chairs serve as thinktanks and bridgebuilders between academia, civil society, local communities, research and policy-making. They have proven useful in informing policy decisions, establishing new teaching initiatives, generating innovation through research and contributing to the enrichment of existing university programmes while promoting cultural diversity. In areas lacking expertise, chairs and networks have evolved into poles of excellence and innovation at regional or sub-regional levels. They also contribute to strengthening North-South-South cooperation.

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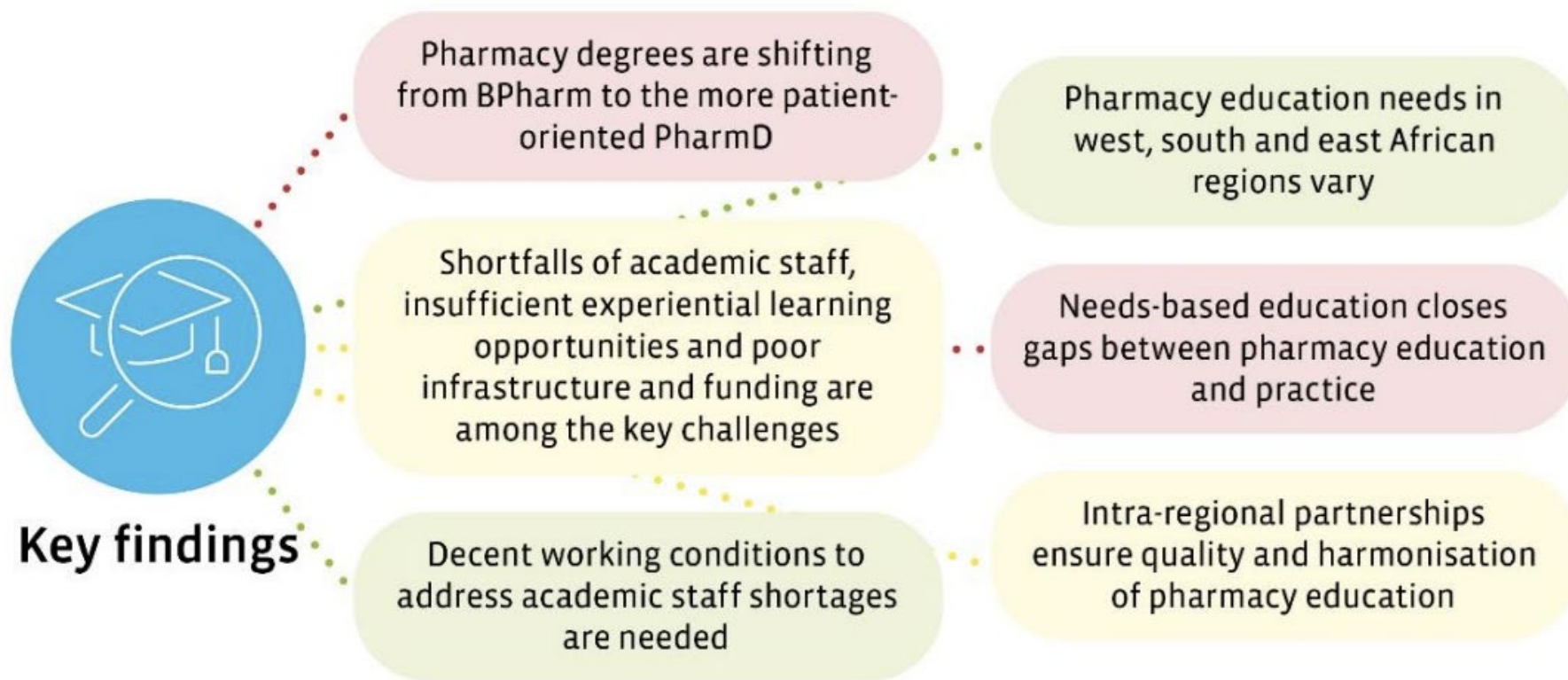


**UNESCO World Higher
Education Conference 2022**

**25th Anniversary of the
UNITWIN/UNESCO Chairs
Programme**

AAACP

Centre for Excellence in Africa (CfEA) Findings



- Report organized into areas of Key findings - e.g. Pharmacy education

Figure 4. Key findings from the “Pharmacy education in sub-Saharan Africa: A continental tour” chapter

African Pharmaceutical Workforce

- No workforce without education
- Workforce capacity is alarming

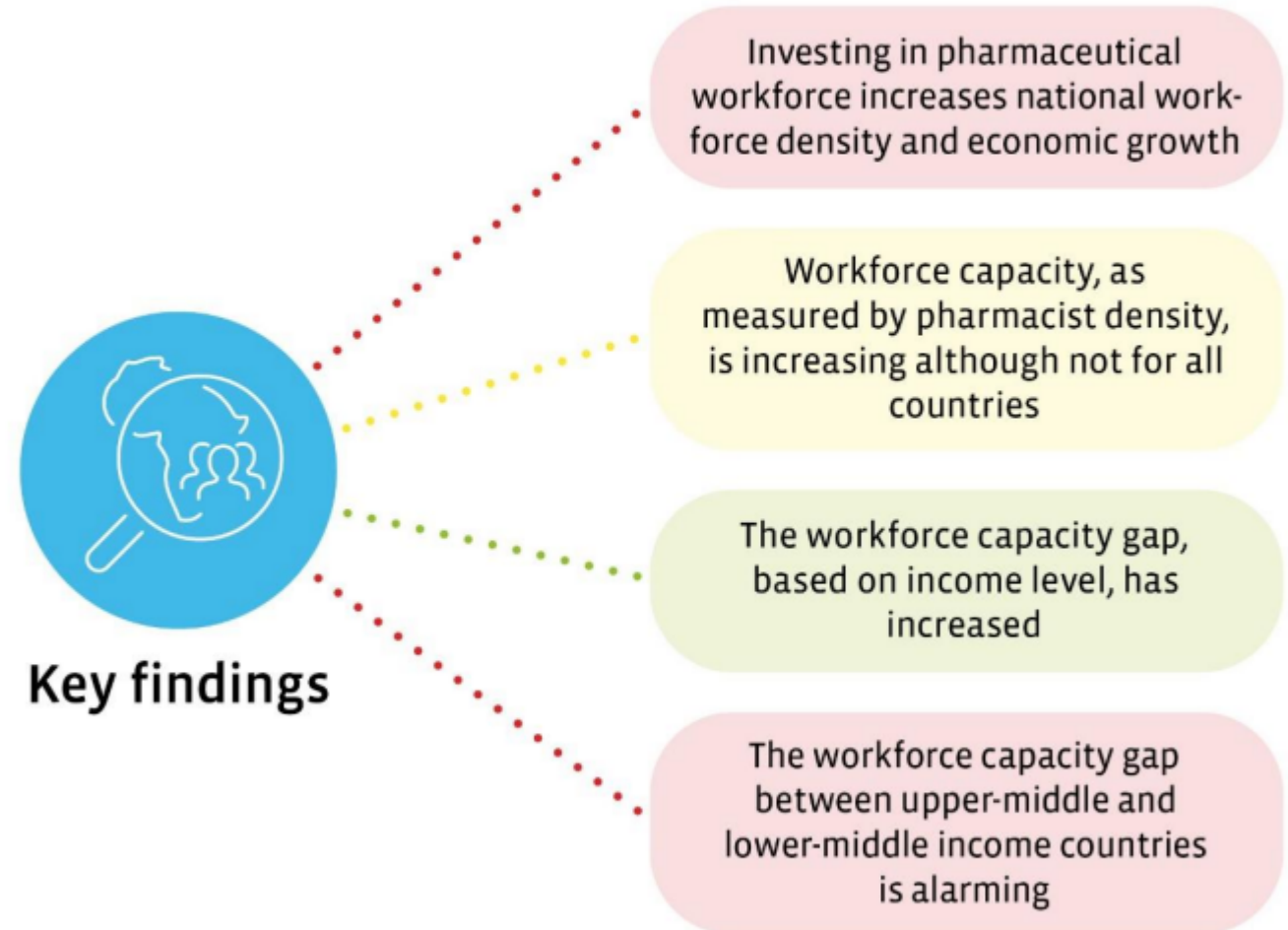


Figure 5. Key findings from the "The African pharmaceutical workforce: There is no workforce without education" chapter

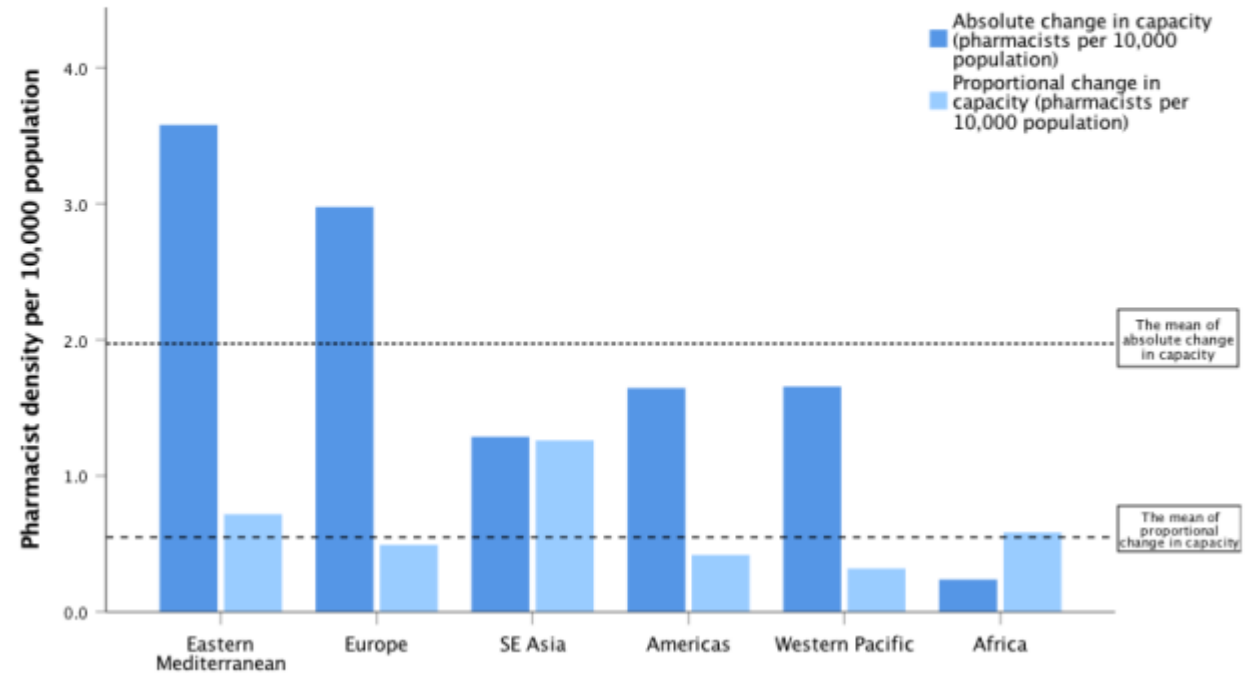


Trends Over Time

- Africa and other regions

Comparison of absolute and proportional change by WHO region

The comparison of absolute change in capacity and relative proportional change in density, based on WHO regions, is shown in Figure 8.



Highlights Best Practices

- Academic training
- Memorandums of understanding
- Collaborative projects

Malawi



By Nettie Dzabala, Department of Pharmacy, College of Medicine, University of Malawi, Malawi. FIP-UNESCO UNITWIN CfEA, Founding member (Malawi)

The department of pharmacy was established in 2006 within the University of Malawi College of Medicine and was the first academic training programme for pharmacists in Malawi. This was to help address the widespread problems of drug shortages, inappropriate quality of medicines and irrational use of drugs, as well as a response to the HIV epidemic, which needed pharmaceutical personnel to handle the new, potentially toxic HIV drugs. The new department, however, faced many challenges relating to staffing, laboratory equipment and other resources.

The pharmacy department joined the FIP-UNESCO UNITWIN CfEA through an agreement signed in 2015 between our college and FIP during the 3rd Annual Summit of the CfEA in Blantyre, Malawi. The benefits of membership are multifold. A memorandum of understanding was also signed regarding a collaborative project named “Lab Project”. This ensured the provision of 50 boxes of laboratory utensils for the department with basic laboratory equipment for student practicals.

Recent Initiatives AACCP / ACPE

Preparing Pharmacists and the Academy to Thrive in Challenging Times

2021–2024 Strategic Plan Priorities, Goals and Objectives

Adopted: July 22, 2021

- October 2020, AACCP the Strategic Planning Committee (SPC) launched the strategic planning efforts

AACP Strategic Plan: Preparing Pharmacists and the Academy to Thrive in Challenging Times

- Theme: Preparing Pharmacists and the Academy to Thrive in Challenging Times
 - Constant healthcare environment changes
 - Preparing pharmacists for those changes
- October 2020 - July 2021
- Focused on guiding the association for years 2021 to 2024
- Building on past efforts

AACP Strategic Plan: Preparing Pharmacists and the Academy to Thrive in Challenging Times

- Strengthening/preparing the pharmacy pipeline to create/ sustain an essential/visibly recognized workforce
 - *Who should we attract into pharmacy?*
 - *How do we foster “professional identity formation” among learners/ graduates and practitioners?*
 - *How do we examine and adjust the current education pathways?*
- Ensuring pharmacy education/training are fully recognized, utilized & integrated into the health care system; & raising the profile of pharmacy as an essential healthcare profession.
- Fostering a pharmacy workforce that embraces, leads and sustains a professional culture of change, transformation and continued professional development.

Strategic Priorities



Strategic Priority 1:
Leading the Transformation of Pharmacy Practice



Strategic Priority 2:
Optimizing Pharmacy Education and Training Across the Lifespan of Pharmacists and Pharmaceutical Scientists



Strategic Priority 3:
Leading Diversity, Equity, Inclusion, and Anti-racism (DEIA) Efforts



Strategic Priority 4:
Achieving Well-being for All



Strategic Priority 5:
Strengthening the Financial Health of AACP and Our Members



Strategic Priority 6:
Ensuring Our Strong Culture and High-Functioning Operations Support Our Work

Additionally, the following cross-cutting areas will be appropriately integrated in the plan:
Leadership / Interprofessional Collaboration / Global Engagement / Implementation Science

Strategic Priority #3

Leading Diversity, Equity, Inclusion and Anti-racism (DEIA) Efforts

Team members: Lakesha Butler, Wanda Maldonado, Terry Ryan, Rosie Walker, Cindy Ziegler, plus input from all SPC members



AACP and its members are committed to the principles of diversity, equity, inclusion, accessibility, justice, and anti-racism. The association recognizes that to help diminish health disparities and promote health equity, it must work intentionally and courageously to eradicate structural and systemic racism, including that which may be found in academic pharmacy. The initiatives outlined in this priority provide an initial, multi-pronged approach for AACP and its members to both begin and continue their efforts of creating academic environments that are welcoming to all.

Goal Statement 3.1

Cultivate and Support a More Diverse Population of Learners.

Promote a more diverse learner population to foster innovation, and to improve cultural competence and patient care outcomes for an increasingly diverse patient population.

Objective 3.1.1: Establish targeted recruitment events and personalized outreach strategies to engage with prospective learners from diverse backgrounds.

Objective 3.1.2: Cultivate new alliances and strengthen existing partnerships with organizations to develop pipeline programs, financial support, and scholastic opportunities for diverse learners.

Objective 3.1.3: Develop resources to support prospective learners from diverse backgrounds in navigating the pre-pharmacy and pharmacy admissions process.

Objective 3.1.4: Increase marketing and social media efforts to promote diversity, equity, and inclusion in pharmacy education to make the profession more accessible and attractive to an increasing diverse learner population.

- Engaging & attracting diverse learners
- New alliances
- Developing supportive resources
- Accessibility

AACP Strategic Priority #3

Goal Statement 3.2

Cultivate and Support a More Diverse Faculty.

Ensure representativeness among our faculty to support increasingly diverse learner and patient populations.

Objective 3.2.1: Develop and implement a marketing campaign targeting select audiences from underrepresented groups (e.g., pharmacy learners, graduate learners, pharmacy residents, post-graduate fellows, practicing pharmacists, and researchers) that highlights academic pharmacy as a career.

Objective 3.2.2: Conduct a DEIA focused environmental scan to identify successes, challenges, needs, and opportunities related to the faculty experiences in academic pharmacy that will allow AACP to further support its member institutions with their DEIA efforts.

Objective 3.2.3: Engage new faculty from diverse backgrounds during their first two years of academia to encourage participation in AACP membership, and engagement in AACP special interest groups, committees, and meetings through targeted communications and outreach.

Objective 3.2.4: Explore a mentoring program for new faculty from underrepresented populations to facilitate their transition to academic pharmacy, support their development, and introduce them to leadership and volunteer opportunities in AACP.

- Highlight academic pharmacy as a career
- Environmental scans
- faculty engagement
- Mentoring programs

- Pedagogy, inclusive teaching, difficult conversations, & equitable campus resources
- Professional development/training
 - Competence based education
- Engagement
- Advocacy
- Affinity groups
- Partnerships
- External collaboration

Strategic Priority #3

Leading Diversity, Equity, Inclusion and Anti-racism (DEIA) Efforts



Team members: Lakesha Butler, Wanda Maldonado, Terry Ryan, Rosie Walker, Cindy Ziegler, plus input from all SPC members

Goal Statement 3.3

Lead in Creating and Providing DEIA Professional Development Activities.

Make available workshops, trainings, leadership development and other specialized programming to all AACP stakeholders, including faculty, staff, Board of Directors, learners and external partners.

Objective 3.3.1: Compile and publish resources related to best practices in inclusive pedagogy, creating inclusive classrooms, navigating difficult conversations, and promoting equitable campus climates for use by schools and colleges of pharmacy.

Objective 3.3.2: Provide ongoing professional development and training opportunities to AACP membership, including association governance, staff, and volunteers related to DEIA (e.g., EDI Institute, Leadership Forum, Annual and Interim Meeting programming).

Objective 3.3.3: Engage current pharmacy learners in DEIA focused conversations to provide insight and perspective on their experiences that could stimulate the creation of future professional development opportunities.

Objective 3.3.4: Share DEIA resources with internal and external stakeholders.

Goal Statement 3.4

Enhance Curricular and Co-curricular Activities.

Advocate for colleges and schools of pharmacy to integrate topics related to DEIA, including accessibility, harassment, and structural racism, throughout their curricula as well as those leadership and support experiences for learners that support their curricula.

Objective 3.4.1: Create engagement opportunities that involve affinity groups to discuss strategies for including and/or enhancing DEIA topics throughout their curricula.

Objective 3.4.2: Collaborate with external associations and organizations to create experiential and co-curricular opportunities that allow learners to engage in activities that promote health equity and the delivery of culturally responsive care.

Objective 3.4.3: Highlight pharmacy schools with innovative co-curricular programs in DEIA that could serve as models for other institutions.

Goal Statement 3.5

Expand Collaborations and Research.

Expand AACP's research and external collaborations related to DEIA.

Objective 3.5.1: Explore partnerships with other organizations (e.g., government, non-profit, professional associations, academic) to identify opportunities for AACP to increase and enhance its DEIA efforts.

Objective 3.5.2: Encourage and sponsor research related to DEIA in academic pharmacy.

AACP Strategic Priority #5

Strategic Priority #5

Strengthening the Financial Health of AACP and Our Members

Team members: Lynette Bradley-Baker, Andre Cholewinski, Russ Melchert, Siblu Ramamurthy



The financial health of AACP and its members contributes to the development and management of products, programs, and services as well as organizational sustainability. The association will continue to identify and diversify revenue sources to contribute to the sustainable success and growth of the organization and its members. This strategic priority focuses on areas to be initiated or augmented with the goal of generating additional revenue to support the development, implementation, and maintenance of resources for the association and its members.

- Cultivation of partnerships
- Collaboration with other pharmacy associations

Goal Statement 5.1

Cultivate Partnerships.

Collaborate with organizations to develop and enhance partnerships that benefit AACP and its members.

Objective 5.1.1: Develop or expand partnerships with organizations (including for-profit, governmental agencies, non-profits) that have revenue generation/cost-sharing options.

Objective 5.1.2: Collaborate with other pharmacy and health education associations to develop avenues that can expand benefits to members (e.g., membership and/or meetings cost reductions for members as well as joint meetings or webinars).

Objective 5.1.3: Investigate and implement programs, products and/or services that enable the professional development and growth of AACP individual members across the career spectrum.

Objective 5.1.4: Feature and provide advanced training in developing externally funded research programs, and the development and delivery of new graduate programs.

Best Practices on National & Global Pharmacy Education Initiatives

- AACP Council of Deans International Collaborations Taskforce
- Charged by the AACP Board of Directors
- Group of Deans and Faculty experts on global pharmacy education
- Established a list of recommendations for collaborations to improve the quality of pharmacy education globally

AACP Council Of Deans International Collaboration Taskforce

Establish an AACP Quality Assurance Taskforce for Advancing Pharmacy Education Globally:

- Conduct a need assessment for individual membership for Continuous Professional Development (CPD)
- Highlight AACP “value-added” resources to meet the individual members’ needs (i.e., international memberships, webinars, AJPE, Meetings)
- Conduct a need assessment for institutional membership for Continuous Quality Improvement (CQI)
- Highlight AACP “value-added” resources to meet the institutional needs (i.e., accreditation, certification, assessment)
- Create a “Network of Global Educators” by linking the national and global Academic Leadership Fellows
- Provide platforms for “Best Practices” in education, research, interprofessional practice, and public health

Objective 3

Share self-assessment validated tools for enhancing the quality of pharmacy education globally

FIP Quality Assurance Survey - I

- The aim of this survey is to better understand the status of the quality assurance (QA) of pharmacy education in your country.
- This QA tool will help pharmacy schools to reflect on their own accreditation processes, and the outcomes of the tool responses are anticipated to help them advance their education and standards.
- The tool will support pharmacy schools in advance the quality of their programs and their planning to implement any changes that may upscale the standards of education and training they deliver.

FIP Quality Assurance Survey - II

- International Pharmaceutical Federation (FIP) Quality Assurance Leads
- Principal Investigator: Dr. Abby A. Kahaleh, PhD, MS, BPharm, MPH, FAACP
- Dr. Bronwyn Clark. QA. Australia
- Dr. Banan A. Mukhalati. Qatar
- Dr. Abeer AlGhananeem. Jordan

FIP Quality Assurance Survey - III

- The questionnaire related to the pharmacy degrees for initial entry to practice and/or licensure of pharmacists, reflected in three core sections:
 - 1. Accreditation processes and accrediting bodies*
 - 2. Standards for quality assurance*
 - 3. Views on the value, relevance, and outcomes of accreditation in your country*

FIP Quality Assurance Survey - IV

- **Privacy and confidentiality:**
 - All the information provided will be kept confidential.
 - The information will be stored anonymously, treated confidentially, and will only be used by International Pharmaceutical Federation (FIP).
 - The researchers will minimize any risks associated with this research by de-identifying of data, having limited access to data to researcher only, and securing access to all data files by using a password.

FIP Quality Assurance Survey - V

- **Participation:**

- Participation in this survey is completely voluntary. Potential benefits of this research is having access to a quality assurance of pharmacy education report.
- This report will help continuously improve the quality of pharmacy programs. The informed consent is implied when you sign the consent form and submit responses online.

FIP Quality Assurance Survey - V

- **Procedure:**
 - Participants who agree to complete the survey, should take them approximately 15 minutes.
 - All responses will be de-identified by giving the respondents random numbers.
 - All data will be analyzed in an aggregate manner.
 - Should participants require any help, they can contact the principal investigator or the Roosevelt University Internal Review Board (IRB) Office

Take Away

How do these thoughts fit together?

Objective 1 Take Away:

Compare and Contrast National Standards

- Overarching and similar goals
- Systematic approaches can be used worldwide
- Opportunities for academic dialogues/reflections and collaboration
 - Open-access
 - Peer-reviewed
 - Collaborative

Objective 2 Take Away: Lessons Learned & Best Practices

- Build upon previous partnerships/networks & standards
- Continuous quality improvement
- Adaptations to new challenges/situations

Objective 3 Take Away: Validated Assessment Tools

- Build on previous instruments that were nationally/internationally used for quality assurance
- Ensure ethical principles of collaboration internationally
- Opportunity to disseminate this information to address reduce the gap of disparities in resources in low to middle income countries

Discussion Questions

1. Who are the Accreditation bodies at your institution?
2. Which global and/national standards is your institution using for quality assurance?
3. In your views, what are the top three desired outcomes for quality assurance?
4. What additional resources you would like to have for Continuous Quality Improvement of pharmacy education?

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What questions do you have?

