



Crosswalk between the ACPE Standards and the FIP Nanjing Outcomes

Abby Kahaleh BPharm, MS, MPH, PhD¹, Miranda Law PharmD², See-Won Seo PharmD³, Toyin Tofade, MS, PharmD, BCPS, CPCC²



Albany College of Pharmacy AND HEALTH SCIENCES

¹Roosevelt University College of Pharmacy

²Howard University College of Pharmacy

³Albany College of Pharmacy and Health Sciences

Purpose

- The purpose of this study is to compare and contrast the 2016 Accreditation Council for Pharmacy Education Standards (ACPE) Standards with the 2017 Nanjing Outcomes.
- Specifically, to streamline the pharmacy education standards globally by mapping the International Pharmaceutical Federation (FIP) Nanjing Outcomes to the ACPE Standards.

Background¹⁻³

- In 2017, the International Pharmaceutical Federation led the development of the Nanjing Statements on Pharmacy and Pharmaceutical Sciences Education (Nanjing Outcomes).¹
- The Nanjing Outcomes consisted of 67 statements representing international expectations for effective pharmaceutical education.¹
- Within the USA, pharmacy education standards are put forth by the Accreditation Council for Pharmacy Education (ACPE), with the most recent update to these standards in 2016.²
- As pharmacy education becomes increasingly globalized,³ knowledge on the similarities and differences between US standards and global outcomes will provide insight on where pharmacy education in the USA stands relative to the rest of the world.

Methods

- Three members of the GPE SIG conducted a thorough review of the ACPE Standards and Nanjing Outcomes to identify which Nanjing Outcomes mapped to the ACPE Standards.
- The reviewers highlighted recurring themes of pharmacy education and areas of uncertainty that revealed residual outcomes that were unable to be mapped.
- A fourth reviewer, an expert on pharmacy education, evaluated the results of the mapping to ensure face validity of the findings.

Results

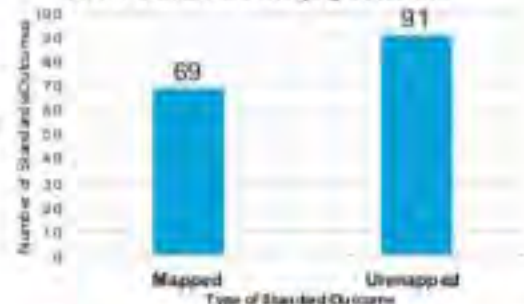
Select ACPE standards that remained unmapped to the Nanjing Outcomes



Nanjing Outcomes that remained unmapped to ACPE Standards

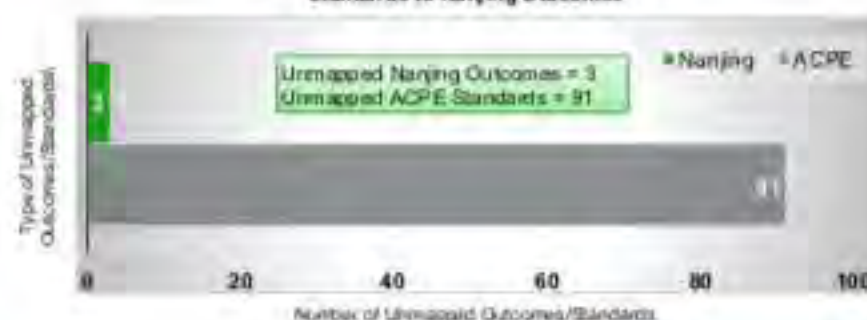
- 1.1 Workforce planning, at national and local levels, should include the roles of all relevant personnel.
- 7.8 The accreditation system should use published standards that have been developed and adopted with **broad stakeholder involvement**.
- 7.9 The accreditation system should use policies and procedures that ensure: evaluation by appropriately **qualified and experienced** peers; absence of conflict of interest; confidentiality; fair and consistent application of standards.*

Graph 1. Comparison of Mapped Status of ACPE Standards to Nanjing Outcomes



Mapped Standards = 69
Unmapped ACPE Standards = 91
Total ACPE Standards = 160

Graph 2. Comparison of Unmapped ACPE Standards to Nanjing Outcomes



Conclusions/Implications

- Results of this research identified competencies that may require further evaluation. Notably, the Nanjing Outcome (1.1) recommends larger strategic workforce planning on local and national levels, to better meet local health needs. These preliminary findings may help pharmacy educators to better understand how global competencies correspond to US national standards.
- Select ACPE standards that remain unmapped highlight the unique focus of pharmacy education within the USA and may provide insight into where pharmacy education could move towards in the future.
- In summary, both ACPE and FIP created these competencies to continuously improve the quality of education. Ultimately, all accrediting organizations can collaborate on identifying strengths and areas for improvement in global pharmacy education.

References

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