Self-Assessment: Getting Started with PAI 2030

This self-assessment provides some initial questions to use to review your current curriculum and identify areas you may be able to link concepts to PAI 2030 recommendations. The list is not all inclusive of the 59 PAI 2030 recommendations but rather highlights some recommendations that may be integrated more easily.

Patient Centered Care	
Practice-focused:	
A1. Pharmacists should collaborate with patients, families, and caregivers to ensure that treatment plans respect patients' beliefs, values, autonomy, and agency.	Can you incorporate these recommendations with current content on empathy and/or ethics?
A2. The pharmacy workforce should lead medication reconciliation processes during care transitions (e.g., emergency department, upon admission and discharge, ambulatory-care setting, community pharmacy, long term care).	Does your curriculum include content on care transitions and meditation reconciliation (didactic and assessments to practice and develop skills)? Do you require transitions of care IPPEs or APPEs or incorporate learning objective on care transitions into another required rotation(s)
A4. Pharmacist documentation related to patient care must be available to all members of the healthcare team, including patients, in all care settings.	Does your curriculum documentation best practices and opportunities to practice and develop skills? What about IPPEs and APPEs?
A5. The pharmacy workforce should partner with patients and the interprofessional care team to identify, assess, and resolve barriers to medication access, adherence, and health literacy.	Does your curriculum include content on medication barriers? Does it incorporate realistic medication barriers into patient case activities?
A6. Patients must have access to a pharmacist in all settings of care.	Does your curriculum include content on development of new pharmacy services in various setting, including business proposals, reimbursement?
Organization-focused:	
A9. The pharmacy workforce should lead medication education for patients and caregivers that optimize outcomes, including in care transitions.	Does your curriculum include opportunities for service learning with student pharmacists developing community resources and provider education objectives? Is it incorporated into IPPEs and APPEs?

Pharmacist Role, Education, and Training	
Practice-focused:	
B1. All pharmacists should have an individualized continuing professional development plan.	Does your curriculum include an introduction to CPD and are students exposed to their preceptor's individualized CPD plans on IPPE and APPE rotations?
B2. Pharmacists should leverage and expand their scope of practice, including prescribing, to optimize patient care.	Does your curriculum introduce students to current advocacy issues and allow time for student advocacy activities (e.g., Legislative Day)? Does your curriculum include content of collaborative practice and opportunities to advance scope of the pharmacy profession, which can be tied to current advocacy issues? Does your curriculum include content on supervision and reimbursement codes?
B3. Pharmacists should participate in and assume key roles on emergency response teams.	Does your curriculum introduce students to medical emergencies? Do students have the opportunity for ACLS training and/or exposure to pharmacist role on emergency teams during APPEs?
Organization-focused:	

B7. Pharmacists practicing in specialty areas should be board-certified through the Board of Pharmacy Specialties or other appropriate body.	As part of CPD plans, does your curriculum include examples such as BPS, credentialing and privileging, residency training, certificate programs?
Profession-focused:	
B8. Pharmacy education, residency training, and continuing education should cover healthcare reimbursement, payment, and business management in all areas of practice.	Does your curriculum include content of collaborative practice and opportunities to advance scope of the pharmacy profession, which can be tied to current advocacy issues? Does your curriculum include content on supervision and reimbursement codes?
B10. The pharmacy workforce should be knowledgeable and have the resources to care for patients with behavioral and mental health disorders.	Does your curriculum include mental health first aid and related topics?
B14. Pharmacists, in collaboration with other key stakeholders, must work to increase public, regulatory, and health professional understanding of pharmacists' roles and value.	Does your curriculum include content on quality metrics pharmacists can target, how to assess barriers to pharmacists providing care, and strategies for communicating with stakeholders including physicians, regulators, and patients?

Technology and Data Science	
Practice-focused:	
C1. Pharmacists should use health information technologies to advance their role in patient care and population health.	Does your curriculum include exposure to electronic health records (EHR) and quality improvement topics leveraging report data (may require APPE project)?
C4. The pharmacy workforce should be competent in health information technology (including but not limited to analytics, automation, and clinical applications of technology) with ongoing education and training embedded at all stages of career development.	Does your curriculum include content on automation and information technology?
Organization-focused:	
C5. Virtual pharmacy services (e.g., telepharmacy) should be deployed to optimize operational and clinical services that extend patient care services and enhance continuity of care.	Does your curriculum incorporate virtual technology into pharmacy skills assessments? Does your curriculum expose students to telepharmacy on IPPEs and APPEs?
C8. Pharmacy departments should use technology to ensure the safe compounding of sterile products.	Does your curriculum incorporate technology into sterile compounding training in the curriculum, as appropriate?
Profession-focused:	
C11. Pharmacy should establish standards for the application of artificial intelligence (AI) in the various steps of the medication-use process, including prescribing, reviewing medication orders, and assessing medication-use patterns in populations.	Does your curriculum cover AI and software that allows incorporation of pharmacists in the care team and additional standards of patient care such as MTM, CMR. TCM, RPM, (examples include OutcomesMTM, AspenRX AI that matches care teams/patients to pharmacists)?

Pharmacy Technician Role, Education, and Training	
Practice-focused:	
D1. Pharmacy technicians should participate in advanced roles in all practice settings to promote efficiency and improve access to patient care.	Does your curriculum expose students to advanced technician roles on IPPEs and APPEs?
D3. All newly hired technicians should have completed an ASHP/ACPE-accredited technician education and training program.	Can you explore opportunities to host technician training programs at Colleges of Pharmacy?

Leadership in Medication Use and Safety	
Practice-focused:	
E1. Pharmacists should advance the use of pharmacogenomic information for personalized medication treatment.	Does your curriculum include content on pharmacogenomics?
E2. Pharmacists should assume leadership roles in medication stewardship activities at the local, state, and national levels.	Does your curriculum define "medication stewardship" and is the concept incorporated into IPPEs and APPEs?
Organization-focused:	
E3. Pharmacy must be an active and accountable partner in the financial stewardship (e.g., minimizing waste, using cost-effective therapies, managing the supply chain) of care delivered in all settings.	Does your curriculum include content on financial stewardship into appropriate courses (e.g., Practice Management, Pharmacotherapy)?