

CPE Update

New Accreditation Standards

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Health-System Pharmacists®

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Significant Changes

- Changed name from *Criteria for Quality and Interpretive Guidelines* to *ACPE Standards for Continuing Pharmacy Education*
- Focus changed from processes to facilitating the continuum of learning
- Incorporate pharmacy technicians as an audience for CPE
- New terminology - “CPE” and “activity”
- Categorization of activities



Standard 1: Goal and Mission

The provider must develop a CPE goal and mission statement that defines the basis and intended outcomes for the majority of educational activities the provider offers



Provider Implications

- Need CPE goal for pharmacists and for technicians if activities are developed for both
- Ensure mission statement is consistent with goals



Standard 2: Educational Needs Assessment

The provider must develop CPE activities based on a multifaceted process where educational needs are prospectively identified.



ACPE Guidance for Needs Assessment

- Should guide content development and delivery
- Employ multiple strategies
- Should identify gaps between what pharmacists and technicians do and what is needed in practice.
- Representatives of the intended audience participate in identifying their own needs



Needs Assessment Sources

- Participant-identified needs (previous activity evaluations, surveys, programming committee)
- Expert-identified needs (interviews with thought leaders)
- Published literature documenting practice gaps
- Practice guidelines
- Government agency data (IOM competencies, Hospital Compare data, QIO Scope of Work)



Standard 3: Continuing Pharmacy Education Activities

The provider must structure each CPE activity to meet the knowledge-, application-, and/or practice-based educational needs of pharmacists and technicians.



Activity Categories

- Knowledge-based
- Application-based
- Practice-based CPE activity



Knowledge-based

- Designed primarily for pharmacists and technicians to acquire factual knowledge.
- Minimum time = 15 minutes (0.25 hour)
- Objectives (examples): Define, list, describe
- Learning Assessment: Post-test for recall of facts

Application-based

- Designed primarily for pharmacists and technicians to apply the information learned in the time frame allotted.
- Minimum time = 1 hour
- Objectives (examples): Apply, calculate, compare, differentiate
- Learning assessment: Case studies



Practice-based

- Designed primarily for learners to systematically acquire specific knowledge, skills, attitudes, and performance behaviors that expand or enhance practice competencies.
- Minimum = 15 hours
- Objectives (examples): Plan, design, measure
- Learning assessment: Progress
- Should include didactic and practice components



Standard 3

- From the rubric:

“The content of the provider’s CPE activities is based on evidence as accepted in the literature by the healthcare profession.”

Provider Implications

- Develop P&P on assigning categories
- Include category on program announcements and CE statements
- Match learning assessment method to activity type
- Document process for ensuring CPE content is evidence-based (consider developing a P&P on this)



Standard 4: CPE Activity Objectives

The provider must develop objectives for each CPE activity that define what the pharmacists and technicians should be able to do at the completion of the activity.



Standard 4 - Guidance

- Objectives are appropriate for activity type and for the audience.
- Objectives address educational needs
- Objectives are covered by learning assessment



Standard 5: Standards for Commercial Support

The provider must plan all CPE activities independent of commercial interest. The educational content must be presented with full disclosure and equitable balance.



Standard 5 – Key Points

- A ‘commercial interest’ is any entity producing, marketing, reselling, or distributing health care goods or services consumed by, or used on, patients. Providers of clinical service directly to patients are not ‘commercial interests.’
- Commercial interest cannot be a cosponsor.



Standard 5 – Key Points

- Disclosure of relevant relationships can be taken orally – form doesn't have to be signed (per ASHP correspondence with ACPE April 2009)
- Provider can't require purchase of exhibit space as a condition of commercial support
- Must have written and signed letter of agreement

Standard 5 – Key Points

- Rubric specifies P&Ps that are required
- Post-activity survey or evaluation must allow participants to provide details regarding their perception of bias in the activity

Provider Implications

- Review and revise P&Ps
- Review and revise activity evaluation form
- Consider ASHP faculty compliance training program



Standard 6: Faculty

The provider must communicate and collaborate with CPE activity faculty regarding the identified educational needs, intended audience, objectives, active participation, and learning assessments for each CPE activity.



Standard 6: Key Points and Implications

- Criteria for faculty selection
- Guidance to faculty must be documented
- Faculty guidance on active learning
- Consider ASHP online faculty training materials



Standard 7: Teaching and Learning Methods

The provider must assure that all CPE activities include active participation and involvement of the pharmacist and technician.



Standard 8: Educational Materials

The provider must offer educational materials for each CPE activity that will enhance participants' understanding of the content and foster applications to pharmacy practice.



Standard 9: Assessment of Learning

The provider, in collaboration with faculty, must include learning assessments in each CPE activity to allow pharmacists and technicians to assess their achievement of the learned content. Completion of a learning assessment is required for CPE credit.



Standard 9: Key Points

- Learning Assessment method and content are appropriate to activity type.
- Must be included in all activities.



Standard 10: Assessment Feedback

The provider must ensure learner assessment feedback is provided to participants in an appropriate, timely, and constructive manner.



Standard 11: Evaluation of CPE Activity

Providers must develop and conduct evaluations of each CPE activity. The evaluations must allow pharmacists and technicians to provide feedback on the following items:

- ❖ applicability of the CPE activity to meet their educational needs
- ❖ achievement of each stated objective
- ❖ quality of faculty
- ❖ usefulness of educational material
- ❖ effectiveness of teaching and learning methods, including active learning
- ❖ appropriateness of learning assessment activities
- ❖ perceptions of bias or commercialism



Standard 11: Key Points

- Separate results of activity evaluations for pharmacists and technicians
- Use evaluation data for ongoing improvements in the CPE program
- Look at activity evaluation checklist and make sure your evaluation tool covers all requirements



Standard 12: Achievement and Impact of CPE Mission and Goals

Providers must establish and implement evaluation plans that assess achievement and impact of stated mission and goals. They must use this information for continuous development and improvement of the CPE program.



Standard 12: Key Points and Implications

- Must have a written evaluation plan
- Data and analysis from program evaluation must be included in self-assessment report
- Review and update mission and goals periodically based on results of evaluation

