



# UPDATE

## ACPE Board of Directors

### PRESIDENT

**Lori Duke, PharmD**

*Assistant Dean of Experience Programs for the University of Georgia College of Pharmacy*

### VICE PRESIDENT

**Anthony Provenzano, PharmD**

*Vice President of Pharmacy Compliance and Government Affairs for Albertsons Companies*

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*Vice Dean for Education at Loyola University Chicago Stritch School of Medicine*

**Reza Karimi, RPh, PhD**

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**John Clay Kirtley, PharmD**

*Executive Director of the Arkansas State Board of Pharmacy*

**LuGina Mendez-Harper, PharmD**

*Government Affairs Principal at Prime Therapeutics*

**Amy L. Seybert, BS, PharmD, FASHP, FCCP, CHSE**

*Associate Professor and Chair of the Department of Pharmacy and Therapeutics at the University of Pittsburgh School of Pharmacy*

**Timothy L. Tucker, PharmD**

*Owner, City Drug Company*

## Peter H. Vlasses to Retire as Executive Director

Earlier this year, ACPE announced that Peter H. Vlasses, PharmD, DSc (Hon.), FCCP will retire during the summer of 2019, after a successor is identified and a smooth transition can occur. Dr. Vlasses will have served as the Executive Director of ACPE for 20 years and has been a leader in the profession of pharmacy for almost 45 years. During his tenure at ACPE, Dr. Vlasses has had numerous accomplishments and contributions. Some key highlights include:



- **Professional Degree Programs in Pharmacy –** Dr. Vlasses joined ACPE as the profession was transitioning to a single, entry-level Doctor of Pharmacy degree and oversaw the accreditation of the professional degree program in pharmacy amid transition, evolution, and unprecedented growth. Under the leadership of Dr. Vlasses, ACPE has implemented two updates of professional degree program accreditation standards.
- **Continuing Education Provider Accreditation –** Dr. Vlasses led the development of standards for commercial support, championed interprofessional collaboration in education and accreditation, advocated for the adoption of continuing professional development, and partnered with the National Association of Boards of Pharmacy (NABP) in the development and implementation of CPE Monitor®.
- **International Services Program –** Dr. Vlasses led the establishment of the ACPE International Services Program and supported its sustainability and extensive reach to improve the quality of pharmacy education and training throughout the world.
- **Pharmacy Technician Education and Training –** Dr. Vlasses collaborated with the American Society of Health-System Pharmacists (ASHP) in the accreditation of pharmacy technician education programs, helped found the Pharmacy Technician Accreditation Commission (PTAC), and worked to gain support of the profession for national standards for pharmacy technician education.

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*Peter Vlases to Retire, continued from page 1*

- **Collaboration with Other Specialized and Professional Accreditors** – Dr. Vlases led key collaborations with organizations such as the Association of Specialized and Professional Accreditors (ASPA), the Interprofessional Education Collaborative (IPEC), and the Health Professions Accreditors Collaborative (HPAC) to enhance and advance interprofessional education and accreditation.

Prior to his leadership of ACPE, Dr. Vlases was well established and respected in academic circles. He served on the full-time faculties of the Philadelphia College of Pharmacy and Science (PCPS) and Jefferson Medical College (JMC); on the adjunct faculty of the University of Illinois at Chicago, College of Pharmacy and The Ohio State University Hospitals Department of Pharmacy and College of Pharmacy. He was engaged in clinical research at JMC and with the University Health-System Consortium Clinical Practice Advancement Center. Dr. Vlases is a founding board member and fellow of the American College of Clinical Pharmacy. He was elected to the Board of Directors of the Association of Specialized and Professional Accreditors and has served as Chair and then Treasurer of the Board. Dr. Vlases received his BS and PharmD degrees from PCPS and completed a residency at Thomas Jefferson University Hospital in Philadelphia. He has authored hundreds of professional publications, case reports, and editorials.

The ACPE Board of Directors has appointed a search committee who will oversee the selection of Dr. Vlases' replacement.

## From the Desk of the Executive Director

### Personal Stories That Have Driven My Professional Directions

**PETER H. VLASES**, *PharmD, DSc (Hon), FCCP, ACPE Executive Director*

Personal stories can shape one's outlook, choices, and behavior. In this issue, I wish to share a few stories from independent experiences that converged into two themes—within pharmacy and among the broader health care team—and have motivated and driven me over the years and to this day.

#### Pharmacists and Pharmacy Technician Education and Practice

##### Story #1

As a new PharmD graduate, I was hired at The Ohio State University. My responsibilities were split between clinical practice in the hospital and teaching in the pharmacy program. I arrived amid a severe nursing shortage, and our hospital was in urgent need of creative, quality solutions to meet the medication provision needs of patients. Director of Pharmacy Clif Latiolais worked with the administration to create a training program to equip pharmacy technicians, under pharmacist supervision, to record and administer all medications, except IVs, to patients on a decentralized basis. In the central

pharmacy, technicians loaded unit dose carts and prepared IV admixtures under sterile conditions, again under pharmacist supervision. I was blessed by, and benefitted from, working with the highly competent pharmacy technicians that completed this hospital-based training program. In fact, we trained alongside and became the drug administrators for patients in this season as pharmacists supervised the technicians and also administered medications when needed.

##### Story #2

While at Ohio State, I had another pivotal experience that illustrated for me a well-coordinated, highly functioning, synergistic, vertical team within one discipline. I needed some relatively significant dental work and had a limited budget as a newlywed with college debt. A pharmacy technician I worked with, whose husband was a dental student, informed me that I could receive free dental care at the dental

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The possibilities for our profession that arose from these experiences were planted deeply within me.

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school — the price was right! As I entered this experiential environment, I was amazed by the integration of a team of individuals with differing education and training that collaboratively and efficiently conducted my intake and provided the services. Working together, the team consisted of a dental professional student, a dental hygienist, and a dental assistant student with oversight by their respective faculty member — each one reviewing and contributing to collectively determine what was needed and developing a treatment plan. The collaborative work of this intradisciplinary team was powerful and raised questions for me about what this looked like in pharmacy and why I had not experienced this in my pharmacy education. How had I progressed through my BSc Pharmacy and PharmD training without exposure to pharmacy technicians, how they work, what they did, and how to supervise them as a pharmacist? At this time, most technicians were trained on-the-job without formal education, training, or certification, and pharmacists learned to supervise them on-the-job as well. The possibilities for our profession that arose from these experiences were planted deeply within me.

### Story #3

This is my twentieth year serving as ACPE Executive Director. Early in my tenure, I joined ASPA, which was a relatively young organization at the time, providing a collaborative forum and a collective voice for organizations that assure the quality of specialized and professional higher education programs and schools. The 60 member organizations include professions that require specialized training; two-thirds of these encompass health and allied health. In conversations with other health care accreditors, pharmacy was an outlier — sticking out like a sore thumb — with regard to identification, education, and certification/licensing of ancillary personnel. Pharmacy, as a profession as well as in accreditation of programs, was clearly not at the same level with other health professions. These experiences, the vision of the potential positive benefit for patients and the profession, as well as the knowledge that we were so far behind, have driven me to personally seek and

encourage opportunities, to engage in conversations and share information with colleagues within our profession.

### Where did these three stories lead?

Over a number of years, I fostered discussions with the ACPE Board of Directors of a possible role for ACPE in the accreditation of pharmacy technician education. After several serious drug-related mistakes involving pharmacy technicians that resulted in morbidity and mortality received national attention, the NABP Executive Committee requested ACPE to consider a role, alone or in collaboration with ASHP, in the accreditation of pharmacy technician education. Discussions with ASHP in 2015 led to a new collaboration and the development of the Pharmacy Technician Accreditation Commission that reports to both boards of directors. Subsequently, based on the results of a 2017 stakeholder conference, ASHP and ACPE created new standards for pharmacy technician education, addressing both entry-level and advanced-level technicians for the first time. It is my sincere hope that as our profession expands innovative clinical practices in health systems and community pharmacy, that well-educated pharmacy technicians from accredited programs will become even more important to the pharmacy workforce equation and result in better patient care and clinical outcomes.

### Interprofessional Health Care Teams

#### Story #4

As a student pharmacist and then resident, working part-time toward my post-BS PharmD, I recall the 1972 release of *Educating for Health Teams by the Institute of Medicine (IOM)*, a report on the *Conference on the Interrelationships of Educational Programs for Health Professionals*, involving over 120 health professional leaders from multiple disciplines. The conference and 107 page report explored the education of health professional teams—why, who, how (didactic and clinical education), possible requirements and obstacles in educating health care delivery teams. I was lucky enough to be trained in an environment where physicians and nurses

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From the Desk of the Executive Director, *continued from page 3*

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It has been such a privilege to be part of these conversations and see such progress over the years.

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recognized and valued the benefits of interacting with pharmacists in clinical practice; this became part of my professional DNA, which guided and was replicated throughout my subsequent professional roles. I gained so much in this interprofessional environment which came together near the end of my clinical training. I am grateful it was not after we had been professionalized with other biases toward our professional colleagues! We have long-recognized the need for change and working together. Unfortunately, interprofessional education in health care has evolved very slowly over the subsequent 35 or so years due to many factors resisting change, including costs, schedules, lack of evidence, and lack of accreditation requirements for interprofessional education.

### Converging Experiences

When I joined the ACPE staff, the new standards for all students at the entry-level PharmD standards (Standards 2000) included interprofessional education. These elements evolved as the standards and health care evolved. An IOM report in the early 2000s cited ACPE as an example of health profession program accreditation that identified interprofessional education as important in the PharmD education and development of pharmacists. The 2003 IOM report *Health Professions Education: A Bridge to Quality* called on accreditors of entry-level health professionals' education and continuing education (CE) to collaborate to encourage and remove barriers to quality interprofessional education.

Opportunities and relationships developed and evolved as I began engaging, collaborating, and working with colleagues in medicine and nursing accreditation, in both the CE provider and entry-level professional program areas. Out of these collaborations arose Joint Accreditation™ of CE providers, which was established to offer one harmonized accreditation to providers of CE for physicians, pharmacists, and nurses. Joint Accreditation™ encouraged CE planned and delivered “by the team, for the team.” Today, the collaboration has grown to soon-to-be 100 jointly accredited providers, including physician assistants, optometrists, social workers and psychologists.

A collaborative within interprofessional, entry-level health professions education also emerged to discuss and identify collaborative solutions in interprofessional education, forming the IPEC, initially comprised of pharmacy, medicine, nursing, osteopathic medicine, and public health. IPEC has now grown to 21 health professional education collaborators. This work also revealed barriers to successful interprofessional education collaboration that were rooted, in part, within accreditation standards. We reached out to ASPA colleagues in the health professions to learn from and with each other, eventually forming the Health Professions Accreditors Collaborative (HPAC) in late 2014. It has been such a privilege to be part of these conversations and see such progress over the years.

This issue shares the release of guidance developed collaboratively through HPAC accreditor organizations to provide guidance to the community of health professions education and accreditation stakeholders on quality interprofessional education and how it might be achieved, including the role of accreditation. This resource, developed in collaboration with the National Center for Interprofessional Practice and Education, is [now available](#), and we hope it will inform and have a positive influence on interprofessional education.

### Reflecting on Progress

I think back on the stories shared here, those seminal experiences in my early training, the burning questions and observations that compelled me forward to serve, practice, and lead into the possibilities. Wayne Gretzky, the champion hockey player, credits his success to his practice of always skating to where the puck is going, rather than where it is. As a pharmacist and accrediting organization leader, I am grateful for the glimpses of the possibilities for high quality, efficient, collaborative team-delivered health care provided to every patient; for our teams within pharmacy to support one another to collectively deliver the best possible care; and to collaborate interprofessionally while valuing others' contributions in caring for patients through health care teams.

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What stories are part of your history? ... How are they opening your eyes to opportunities to lead, and how are they driving your behavior?

From the Desk of the Executive Director, *continued from page 4*

Enhanced pharmacy technician education and growing interprofessional training, education, and collaboration allow pharmacists greater capacity to provide care to patients at the top of their licenses. Where is “the puck” headed? Time will tell; yet, we are given glimpses. In February of this year, CVS announced the launch of three HealthHUBs in Houston, Texas, where they are replacing retail space with health, wellness, and concierge care. Walgreens announced last fall that they are expanding the health services provided in over 600 of their pharmacies. Progress also grows toward removal of regulatory barriers that will expand pharmacists’ provision of care.

Stories drive behavior. Little did I know when I accepted certain positions and challenges that they would become experiences that would drive me to influence change and progress. What stories are part of your history? What experiences are burning questions in you? How are they opening your eyes to opportunities to lead, and how are they driving your behavior? What opportunities are before you? How will you take the passion and experiences that are part of your DNA and replicate it in your spheres of influence? I feel blessed by the opportunities and positions I have had to ask questions, begin conversations, find solutions and contribute to the positive evolution of our profession. ■

## ACPE Elects New Officers and Announces New Members of the Board of Directors



2019-2020 ACPE Executive Committee (from left to right): Anthony Provenzano, Vice President; Lori Duke, President; and Michael Moné, Secretary/Treasurer.

In January, ACPE Board members were elected as members of the ACPE Executive Committee. Officers for the 2019-2020 term include:

- **Lori Duke, PharmD**, was elected as President of ACPE. Dr. Duke is the Assistant Dean in the Division of Experience Programs and the Interim Lead for Curricular Affairs at the University of Georgia College of Pharmacy. She has held numerous leadership positions in the American Association of Colleges of Pharmacy (AACP), including completion of the Academic Leadership Fellow Program. AACP appointed Dr. Duke to the ACPE Board, and she has previously served as Vice President and Board Liaison to the International Commission and the Continuing Pharmacy Education (CPE) Commission.
- **Anthony Provenzano, PharmD**, was elected as Vice President of ACPE. Dr. Provenzano is the Vice President of Pharmacy Compliance and Government Affairs for Albertsons Companies. He has served on numerous pharmacy association advisory panels and currently serves on the National Association of Chain Drug Stores Policy Council, as well as colleges of pharmacy dean’s advisory boards. The American Pharmacists Association (APhA) appointed Dr. Provenzano to the ACPE Board. He has previously served as ACPE Secretary/Treasurer and Board Liaison to the PTAC and the CPE Commission.
- **Michael A. Moné, RPh, JD, FAPhA**, was elected as Secretary/Treasurer of ACPE. He is Vice President Associate General Counsel – Regulatory for Cardinal Health. Mr. Moné has held leadership roles within many industry associations, including APhA, the NABP, US Pharmacopeia, and the Florida Pharmacy Association. He was appointed to the ACPE Board by the NABP. Mr. Moné has previously served on the ACPE Executive Committee in several capacities including President and Board Liaison to the PTAC.

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ACPE would like to thank **John Clay Kirtley, PharmD**, for his commitment to the ACPE Executive Committee over the past 2 years, having served in the capacities of President and Vice President.

ACPE is also pleased to announce the appointment of two members to the ACPE Board of Directors following the January ACPE Board of Directors meeting:



*New members to the ACPE Board of Directors (from left to right): Gregory Gruener, MD, MBA, MHPE; and Amy L. Seybert, PharmD.*

- **Dr. Gregory Gruener, MD, MBA, MHPE**, is the Vice Dean for Education at Loyola University Chicago Stritch School of Medicine in Maywood, Illinois. He is a neurology professor at Loyola, as well as a Leischner and Adjunct Professor at the Stritch School of Medicine. Additionally, Dr. Gruener serves as an ambassador member of the Institute for Transformative Interprofessional Education (I-TIE), Loyola University Chicago. The American Council on Education (ACE) appointed Dr. Gruener to serve on the Board through June 2022.
- **Dr. Amy L. Seybert, PharmD**, is an Associate Professor and the Chair of the Department of Pharmacy and Therapeutics at the University of Pittsburgh School of Pharmacy. She is also the Pharmacy Residency Administrator at the University of Pittsburgh Medical Center (UPMC) and the University of Pittsburgh where she oversees clinical pharmacy faculty services at UPMC's flagship hospital and its affiliates. Furthermore, Dr. Seybert designed a cardiovascular specialty residency and advanced innovative learning technologies through human patient simulation. APhA appointed Dr. Seybert to serve on the Board through June 2022. ■

## ACPE Announces Board Liaisons for 2019-2020



*2019-2020 ACPE Commission Liaisons (from left to right): Timothy L. Tucker, Board Liaison to the IC; Marie A. Chisholm-Burns, Board Liaison to the CPE Commission; Michael A. Moné, Board Liaison to the PTAC.*

ACPE has appointed the following Commission Liaisons for the 2019-2020 term:

- **Marie A. Chisholm-Burns, PharmD, MPH, MBA, FCCP, FASHP**, was elected as the Board Liaison to the CPE Commission. She is the Dean at the University of Tennessee Health Science Center College of Pharmacy and Professor of Surgery in the College of Medicine. Dr. Chisholm-Burns is also Founder and Director of the Medication Access Program, which increases medication access to transplant recipients.
- **Michael A. Moné, BPharm, JD**, was appointed as the Board Liaison to PTAC. He serves as Vice President Associate General Counsel – Regulatory for Cardinal Health. Mr. Moné has held leadership roles within many industry associations, including APhA, NABP, US Pharmacopeia, and the Florida Pharmacy Association.
- **Timothy L. Tucker, PharmD**, was elected as the Board Liaison to the International Commission. He is the owner of City Drug Company in Huntingdon, Tennessee, and a practicing community pharmacist. Dr. Tucker also is a former president and speaker of the House of Delegates for APhA and is a past national president of Phi Lambda Sigma. ■

## Health Professions Accreditors Collaborative and National Center for Interprofessional Practice and Education Develop Guidance to Improve the Quality of IPE for the Health Professions

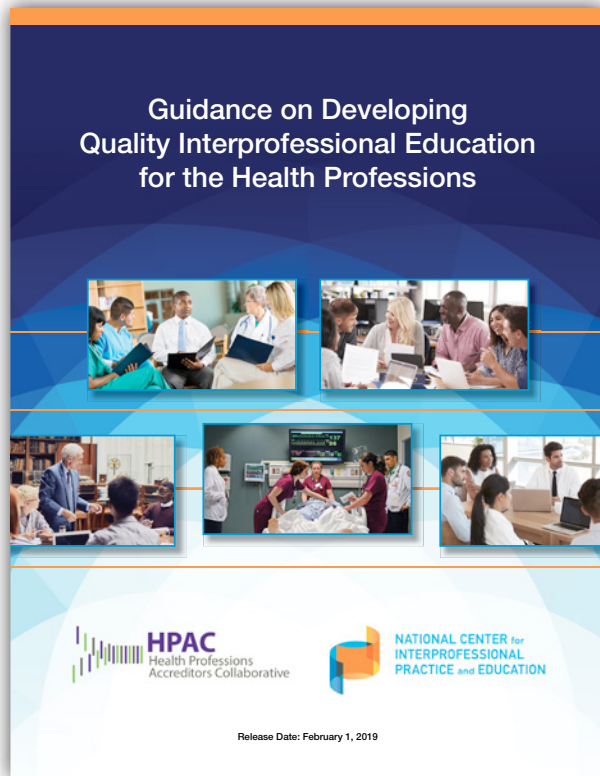
The Health Professions Accreditors Collaborative (HPAC) and the National Center for Interprofessional Practice and Education have released *Guidance on Developing Quality Interprofessional Education for the Health Professions*. The guidance was developed through a multi-year, multi-phase consensus process aimed at supporting the development and implementation of quality interprofessional education (IPE). The goals of the guidance are to facilitate the preparation of health professional students for interprofessional collaborative practice through accreditor collaboration and to provide consensus guidance to enable institutions to develop, implement, and evaluate systematic IPE approaches and IPE plans.

According to **Barbara Barzansky, PhD, MHPE**, Co-Secretary of the Liaison Committee on Medical Education and a member of the guidance writing team, "The HPAC collaboration with the National Center models the importance of connecting with and relating to other stakeholders to foster quality IPE." The consensus development process across 24 endorsing HPAC members and its outcome guidance recognizes the societal importance of IPE and the value of education, communication, and commitment among accreditors to facilitate the achievement of quality IPE.

As the United States health care system is being redesigned to be a patient-driven process that leverages teams, highlights workforce optimization, increases value, and enhances the use of technology, health professions accreditation will play a key role in producing professionals that will excel in this system. To this end, the guidance document is intended to foster increased communication and collaboration between health professions educators in the various health professions and to provide guidance on achieving quality IPE. The document:

- Offers consensus terminology and definitions for IPE and related concepts;
- Encourages institutional leaders to develop a systematic approach to foster IPE in their own institutions and, where appropriate, collaborate with academic institutions, health systems, and community partners;
- Suggests a framework for leaders and faculty to develop a plan for quality IPE; and
- Provides opportunities for HPAC member accreditation boards/commissions to utilize the guidance to assess their IPE standards and to train site teams regarding the essential elements of quality IPE.

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**“The HPAC collaboration with the National Center models the importance of connecting with and relating to other stakeholders to foster quality IPE.”**

– Barbara Barzansky, PhD, MHPE

Guidance, *continued from page 7*

To date, the Boards/Commissions of the following organizations have endorsed the Guidance:

- [Accrediting Bureau of Health Education Schools \(ABHES\)](#)
- [Accreditation Commission for Education in Nursing \(ACEN\)](#)
- [Accreditation Commission for Midwifery Education \(ACME\)](#)
- [Accreditation Council for Education in Nutrition and Dietetics \(ACEND\)](#)
- [Accreditation Council on Optometric Education \(ACOE\)](#)
- [Accreditation Council for Occupational Therapy Education \(ACOTE\)](#)
- [Accreditation Council for Pharmacy Education \(ACPE\)](#)
- [Accreditation Review Commission on Education for the Physician Assistant \(ARC-PA\)](#)
- [Commission on Accreditation of the American Psychological Association \(APA-CoA\)](#)
- [Commission on Accreditation of Allied Health Education Programs \(CAAHEP\)](#)
- [Commission on Accreditation of Athletic Training Education \(CAATE\)](#)
- [Commission on Accreditation for Health Informatics and Information Management Education \(CAHIIM\)](#)
- [Commission on Accreditation in Physical Therapy Education \(CAPTE\)](#)
- [Commission on Accreditation for Respiratory Care \(CoARC\)](#)
- [Commission on Collegiate Nursing Education \(CCNE\)](#)
- [Commission on Dental Accreditation \(CODA\)](#)
- [Commission on Osteopathic College Accreditation \(COCA\)](#)
- [Council for Accreditation of Counseling and Related Educational Programs \(CACREP\)](#)
- [Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association \(CAA-ASHA\)](#)
- [Council on Accreditation of Nurse Anesthesia Educational Programs \(COA-NA\)](#)
  - [Council on Chiropractic Education \(CCE\)](#)
  - [Council on Podiatric Medical Education \(CPME\)](#)
  - [Council on Social Work Education \(CSWE\)](#)
  - [Liaison Committee on Medical Education \(LCME\)](#)

“This historic collaboration between 24 endorsing accreditor members of HPAC and the National Center will guide the development of quality IPE in the United States, and by extension, will foster improvements in the health, well-being, and outcomes of patients, populations, providers and learners,” said Barbara F. Brandt, PhD, FNAP, Director, National Center for Interprofessional Practice and Education. ■







## PharmD Program Accreditation

### Accreditation and Certification Statistics

#### 135 Colleges and Schools with full Accreditation Status

- 2 Colleges and Schools have full Accreditation with probation

#### 7 Colleges and Schools with Candidate Status

#### 1 College or School with Precandidate Status

## Self-Study Training for Chairs and School Leaders This August

This August, ACPE will offer self-study training in Chicago, which is designed for self-study chairs and school leaders with comprehensive visits in the next two years. The first offering will occur Thursday, August 1st and Friday, August 2nd. A second offering of the workshop will take place Monday, August 12th and Tuesday, August 13th. The registration fee is \$575. There is a limit of three individuals per school as the class size limit is 30 attendees, and seat preference is given to those with a comprehensive visit in the next two years. Others will be welcome if space allows. ■

### 2019 Accreditation Visits by the Numbers

#### Did you know??

ACPE staff and site team members have been busy with 2019 accreditation visits conducting **9 comprehensive** and **10 focused reviews** with **13 comprehensive reviews** scheduled for the Fall.



## Continuing Education Provider Accreditation



## Continuing Education Provider Accreditation

### Accreditation Statistics

#### 297 Continuing Education Providers with Accreditation Status

#### 84 Jointly Accredited Providers in Interprofessional Continuing Education™

## Mobile App for CPE Monitor Now Available!

The new NABP e-Profile mobile app provides easy access to both the Standard CPE Monitor free plan that includes all of the basic features enjoyed through CPE Monitor and the Plus Plan, with added features available through an annual subscription. The Plus Plan provides the ability to monitor your CPE credits for multiple or single states seamlessly and eliminates manual addition and cross-check of CPE requirements. It also tracks progress in each state a pharmacist is licensed. It provides consolidated transcripts, alerts, the ability to upload non-ACPE CE credits to your e-Profile, as well as connects to PLAN to search for CPE courses and to My CPD, a continuing professional development platform. The Plus Plan is currently available only through the e-Profile mobile app with a desktop version is coming later this year. The annual subscription rate is \$29.95. To download the NABP e-Profile mobile app and subscribe, go to your app store or [log in to your e-Profile](#). ■



## Joint Accreditation Summit: Strategies and Tools for Assessment and Evaluation of Health Care Teams

The Joint Accreditation for Interprofessional Continuing Education Leadership Summit held in 2018 brought together CE leaders from jointly accredited organizations across the country. Leaders from hospitals, health systems, medical schools, specialty societies, and education companies that are focused on Interprofessional Continuing Education (IPCE) and team assessment gathered to explore opportunities to better evaluate and communicate the impact of IPCE on health care. The outcomes of this summit are presented in a report, *IPCE Works! Identifying Measures of Success and Evaluating Our Impact*, produced by the founding members of Joint Accreditation for Interprofessional Continuing Education, the Accreditation Council for Continuing Medical Education (ACCME), the ACPE, and the American Nurses Credentialing Center (ANCC). *IPCE Works!* explores key recommendations for evaluating the effectiveness of IPCE in improving health care team performance and patient care.

This report is the third in a series of Joint Accreditation annual summit reports that address different aspects of IPCE, outlining recommendations for optimizing impact for better patient care through IPCE that foster well-functioning interprofessional teams, research, and assessment. All reports are available through Joint Accreditation at [www.jointaccreditation.org](http://www.jointaccreditation.org). ■

## Joint Accreditation Expands to Include Social Work and Mental Health Professionals

Joint Accreditation for Interprofessional Continuing Education™ that promotes continuing health care education for the team by the team, is pleased to announce new collaborations with the **American Psychological Association (APA)** and the **Association of Social Work Boards (ASWB)**. These accreditors share a commitment to team-based education to deliver high-quality, effective IPCE that improves team collaboration and patient care. Founded in 2009, Joint Accreditation offers organizations the opportunity to be simultaneously accredited to provide CE for physicians, pharmacists, nurses, physician assistants, optometrists, and now mental health professionals through a joint accreditation process and one set of accreditation standards. This new collaboration gives jointly accredited IPCE organizations the option to now include psychologists and social workers in their education programs, without needing to attain separate accreditations with APA and ASWB. ■



## ACPE Conducts Spring 2019 Education Conference

Based on requests from CPE Providers, ACPE CE staff conducted *CE Pearls: ACPE Spring Education Conference* on May 13–15, 2019, at ACPE in Chicago! CE Providers participated to expand their professional network, generate new ideas, foster collaborations, and establish a shared vision for change while engaging in hands-on activities. The conference featured methods for actively engaging adult learners using innovative technological platforms, conducting team-based education, addressing public health crises, assessing evaluation tools, and planning continuing professional development for the team as well as learners. Workshops stimulated discussion and aimed to enhance CPE programs and meet the needs of pharmacists and pharmacy technician learners.

A modified ACPE CPE Administrator Workshop was also offered prior to the conference to provide a refresher on the ACPE Standards for Continuing Pharmacy Education, policies, and procedures. Moving forward, ACPE is evaluating the possibility of conducting similar events periodically. Look for more information to come via the e-news or [ACPE website](#). ■

## ACPE Announces New Appointments to the Continuing Pharmacy Education (CPE) Commission

ACPE has announced three new appointments to the CPE Commission. The CPE Commission is responsible for recommending policies and procedures for the ACPE CPE Provider Accreditation program; assisting in strategic planning; contributing to the planning of ACPE's biennial CPE Conference; reviewing ACPE-accredited providers' comprehensive reports; and recommending accreditation actions to the ACPE Board of Directors. **Lindsay Kaster, Jennifer L. Pauley, and Virginia (Ginger) G. Scott** will join the Commission through December 31, 2021. These new members were appointed to the CPE Commission by the ACPE Board of Directors.

- **Lindsay Kaster, PharmD, BCOP**, currently serves as the Associate Chief of Pharmacy in Inpatient Services and as Clinical Pharmacy Specialist of Oncology/Hematology with Boise Veterans Affairs Medical Center. Dr. Kaster is a member of the Veterans Affairs Pharmacy Benefits Management Group Education Advisory Committee and is the Hematology Oncology Pharmacists Association Council on Continuing Education Chairperson.
- **Jennifer L. Pauley, BS, PharmD, BCPS, BCOP**, is the Clinical Coordinator and Director of PGY2 Oncology Residency at St. Jude Children's Research Hospital. As the Residency Program Director for Oncology and coordinator for all three of St. Jude Children's Research Hospital residency programs, Dr. Pauley is responsible for coordinating the preceptor development of her preceptors and residents.
- **Virginia (Ginger) G. Scott, PhD, MS, RPh, FAPhA**, is the Professor and Director of Continuing Education for the West Virginia University School of Pharmacy. Other CPE activities Dr. Scott is involved in include: offering a CPE rotation for students, serving as a member and leader within AACP's Continuing Professional Development Section, participating as a past field reviewer, serving as a past member of the Annals of Pharmacotherapy Editorial Board for CE, and planning CPE programs for Kentucky and West Virginia state pharmacists associations.

**Tammie Armeni, PharmD**, will serve as Chair of the CPE Commission and **Barbara Jolly, RPh, MPA**, will serve as Vice Chair. ACPE would like to recognize and congratulate outgoing members **Richard Artymowicz, Dennis Brierton, and Anita Young** for their professional contributions to the objectives of the CPE Commission. ■



International Services  
Program

### Certification Status

14 Pharmacy Degree Programs  
outside the USA with  
Certification Status

## International Commission (IC) Appointments

The IC oversees the programs, activities and services of the ISP and advises the ACPE Board on international efforts to improve the quality of pharmacy education, enhancing the knowledge and skills of pharmacists around the world. The ACPE Board has appointed **Michael D. Katz** and **Yen Huei (Tony) Tarn** as Commissioners.

- **Michael D. Katz, PharmD**, is Professor of the Pharmacy Practice and Science Department and Director of the College of Pharmacy International Programs and Residency Programs at the University of Arizona College of Pharmacy. He will serve a 3-year term as a new member of the IC.
- **Yen Huei (Tony) Tarn, MS, PhD**, Adjunct Professor at the Kaohsiung Medical University School of Pharmacy in Taipei, Taiwan, was reappointed for a second term on the IC and will serve through January 2022.

**Magaly Rodriguez de Bittner, PharmD, BCPS, FAPhA**, was appointed as IC Chair and **Abeer M. Al-Ghananeem, PhD**, was named Vice Chair/Chair Elect. ACPE would like to extend its appreciation to **Martha M. Rumore, PharmD, JD, MS, LLM, FAPhA**, former board member who previously served as the ACPE Board Liaison and to **Indra Reddy, PhD**, for six years of service on the IC. ■

## 78th FIP World Congress of Pharmacy and Pharmaceutical Sciences

ISP staff members, Mike Rouse and Silvi Kastrati, attended the 78th FIP World Congress of Pharmacy and Pharmaceutical Sciences in Glasgow, United Kingdom, from September 2–6, 2018, where ACPE exhibited. Prior to the start of the meeting, ACPE hosted the first face-to-face meeting of the International Services Program Advisory Group (ISPAG). Additionally, ACPE held a reception for key stakeholders at the FIP World Congress. ■



Above: ISPAG Members, International Commissioners, guests, and ISP staff at the FIP World Congress.

Left: Silvi Kastrati in the ACPE booth at the FIP World Congress.

## International Commission Holds Meeting in Chicago, IL

The IC held a meeting November 12–13, 2018, at the ACPE office in Chicago, IL, where Commissioners made several recommendations to the ACPE Board of Directors regarding various services, certification activities, and operational procedures of ACPE's International Services Program. ■



*From left to right, standing: Swarnlata Saraf (guest from India); Yen Huei (Tony) Tarn (Taiwan); Anthony K. Wutoh (USA); Yousif A. Asiri (Saudi Arabia); Suresh Bhojraj (Chair-India); Abeer M. Al-Ghananeem (Jordan); Indra Reddy (USA); Jannet M. Carmichael (USA); Shailendra Saraf (guest from India); Jeffrey W. Wadelin (ACPE Staff); Michael D. Katz (USA); Peter H. Vlases (ACPE Staff); Reza Karimi (ACPE Board Member, USA) From left to right, sitting: Michael J. Rouse (ACPE Staff); Silvi Kastrati (ACPE Staff).*

## ACPE Board Action Related to International Services

The January 2019 ACPE Board of Directors meeting took place at the ACPE office in Chicago, IL, from January 17–18, 2019. The ACPE Board made the following decisions related to international services:

- Authorized on-site evaluations to University of Surabaya (UBAYA), Faculty of Pharmacy, Surabaya, Republic of Indonesia, and Gulf Medical University (GMU), College of Pharmacy, Ajman, United Arab Emirates (UAE)
- Continued the certification status of the PharmD degree program of Qassim University (QU), College of Pharmacy, Qassim Region, Almelida, Buraydah City, Kingdom of Saudi Arabia
- Approved the revision of the ISP Policies and Procedures to include Precertification as the newest service offered by ACPE's ISP
- Appointed International Commissioner Michael Katz for a three-year term starting on February 1, 2019, and ending January 31, 2022
- Reappointed International Commissioner Yen Huei (Tony) Tarn for a second term starting on February 1, 2019, and ending January 31, 2022 ■

## ISP On-Site Evaluations

The ISP conducted on-site evaluations in February and March at the following schools:

- **February 12–15, 2019** University of Surabaya (UBAYA), Faculty of Pharmacy, Surabaya, Republic of Indonesia; initial comprehensive on-site visit for the purpose of granting certification
- **March 10–11, 2019** Al Ain University of Science and Technology (AAU), College of Pharmacy, Abu Dhabi, United Arab Emirates (UAE); focused on-site visit for the purpose of affirming certification status
- **March 10–13, 2019** Gulf Medical University (GMU), College of Pharmacy, Ajman, United Arab Emirates (UAE); initial comprehensive on-site visit for the purpose of granting certification
- **March 12–14, 2019** King Saud University (KSU), College of Pharmacy, Riyadh, Kingdom of Saudi Arabia; comprehensive on-site visit for the purpose of continuing certification ■

### ISP Annual Report

ACPE's International Services Program (ISP) Annual Report covering activities from February 1, 2018, to January 31, 2019, is now available. You can access the report [here](#).



## ISP Active in International Events and Programs

The UAE Faculty Development Workshop was held from March 3–5, 2019, in Abu Dhabi, UAE. This was the 4th Regional Pharmacy Faculty Development Workshop hosted by Al Ain University of Science and Technology in collaboration with ACPE and AACP. The workshop was titled, “Taking your experiential education program to the next level.” The program was designed to help teams of faculty members and administrators from a university work together to further enhance their existing experiential education programs. The speakers were **Craig D. Cox, PharmD, FCCP, BCPS**, Associate Professor of Pharmacy Practice and Vice Chair of Experiential Programs, Texas Tech University Health Sciences Center School of Pharmacy, Lubbock, Texas, and **Susan S. Vos, PharmD, FAPhA**, Clinical Associate Professor and Assistant Dean for Professional Education, The University of Iowa College of Pharmacy, Iowa City, Iowa.

The UAE Pharmacy Education Summit was held from March 6–7, 2019, in Ajman, UAE. It was organized by the Commission of Academic Accreditation (CAA) in collaboration with ACPE and AACP. The Summit was hosted by Gulf Medical University, College of Pharmacy, and aimed to bring together all key stakeholders that have an interest in the future of pharmacy practice and education in the UAE. Representatives from pharmacy and medical education, accreditation organizations, health care systems, the pharmaceutical industry, and government were invited to participate. The primary objective of the outcomes-focused Summit was to articulate a vision for pharmacy education and training in order for future pharmacy graduates and practitioners to advance pharmacy practice, contribute to more effective patient care, and better serve the health care needs of the citizens of the UAE. The Summit developed a “road map” and identified the strategies, structures and resources that will be needed to achieve the vision. In addition, the Summit developed a benchmark statement for accreditation of pharmacy degree programs. ■



Pharmacy Technician  
Education Accreditation  
Collaboration

### Accreditation and Certification Statistics

**260 ASHP/ACPE Accredited  
Pharmacy Technician  
Education Programs**

## Pharmacy Organizations Support National Standards for Pharmacy Technician Education

Today's pharmacy technicians provide services as part of the pharmacy team, focused on quality and safety. As medication use becomes increasingly complex, pharmacists will spend more time in patient care activities, supported by competent pharmacy technicians. National standards support the education of competently-trained pharmacy technicians, whose roles align with other health professions where assistants and technicians are trained through standards-based education.

National pharmacy organizations have agreed to support "the adoption of national standards to ensure that pharmacy technician education consistently achieves quality outcomes." Their statement of support adds, "In applying developed standards, accrediting bodies should allow for innovation and flexibility in program delivery." The following organizations worked to draft the statement, and their boards have voted to support the adoption of national standards:

- Academy of Managed Care Pharmacy (AMCP)
- Accreditation Council for Pharmacy Education (ACPE)
- American Association of Colleges of Pharmacy (AACCP)
- American College of Apothecaries (ACA)
- American College of Clinical Pharmacy (ACCP)
- American Pharmacists Association (APhA)
- American Society of Consultant Pharmacists (ASCP)
- American Society of Health-System Pharmacists (ASHP)
- College of Psychiatric and Neurologic Pharmacists (CPNP)
- Hematology/Oncology Pharmacy Association (HOPA)
- National Alliance of State Pharmacy Associations (NASPA)
- National Association of Boards of Pharmacy (NABP)

Following the Pharmacy Technician Stakeholder Consensus Conference (PTSCC) in February 2017, accreditors began preparations to revise the standards for pharmacy technician education. Standards 2016, for the professional degree program in pharmacy, served as a model to develop entry-level and advanced-level standards for pharmacy technician education. The conference report, [Toward uniform standard for pharmacy technicians: Summary of the 2017 Pharmacy Technician Stakeholder Consensus Conference](#), details the complete conference recommendations.

Standardization of pharmacy technician education will help align the wide variability of technician education among states and will ensure consistent preparation of pharmacy technicians. Furthermore, this alignment in education enhances patient safety and provides assurance to other health care professionals and the public that care is being delivered by a competent workforce. ■





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## Upcoming ACPE Activities

**AUGUST 1–2, 2019**

**ACPE Self-Study Workshop** Chicago, IL  
*Registration Closed*

**AUGUST 16–17, 2019**

**ACPE Self-Study Workshop** Chicago, IL  
*Registration Closed*