

ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

ASSURING
AND ADVANCING
QUALITY IN



PHARMACY
EDUCATION



Overview

- **The credentialing model for pharmacists**
- **Some history related to credentialing of pharmacy technicians**
- **Discussions in Pharmacy**
- **Other countries, other professions, other occupations**
- **A credentialing framework suggested by the Council on Credentialing in Pharmacy (CCP)**



Two Disclaimers

- **The ACPE Board of Directors does not currently have a position regarding any direct role for ACPE in the pre-service education and training of pharmacy technicians. ACPE is studying this issue in its strategic planning activities.**
- **CCP's recommended credentialing framework (as presented later) is subject to ratification (May 21, 2009 meeting)**



Pharmacist Education & Training

- 1932:** 11 ways to become a pharmacist!
- 1932:** Founding of ACPE; establishment of national standards for pharmacist education
- 1975:** Standards for CE Providers
- 1984:** Call for single entry-level degree
- 1997:** Implementation of transition to single entry-level degree standards
- 1999:** Standards for Certificate Programs (CP)
- 2000:** New PharmD Standards introduced
- 2007:** PharmD Standards revised
- 2009:** New CE Standards; Standards for Certificate Programs discontinued



Oversight in the United States

Education	Entry to Practice	Practice
<p>Doctor of Pharmacy (Pharm.D.) Degree (ACPE)</p>	<p>Licensure (R.Ph.) (State Boards of Pharmacy)</p>	<p>Licensure Renewal (State Boards of Pharmacy) State specific criteria include mandatory Continuing Education (ACPE)</p>
		<p>Postgraduate Education (optional) Advanced Degrees: M.S., Ph.D. (College/schools of pharmacy) Postgraduate Training (optional) Residency (ASHP) Traineeship (ASHP) Fellowship (ACCP, ASHP) Certificate Programs (ACPE)</p>
		<p>Certification (optional) Specialty (BPS) Non-specialty (CCGP) Disease management (NISPC) Multidisciplinary (various, e.g. CDE)</p>

One nationally standardized degree

Graduation from ACPE-accredited program required to sit national licensure exam (NAPLEX)

Mandatory continuing education; ACPE-accredited or board approved

Council on Credentialing in Pharmacy
www.pharmacycredentialing.org



Key Developments: How did we get here?

- **1988: Consensus Conference (ASHP Foundation)**
 - Identified need for consistent title, uniform definitions, defined duties, standardized training and education, modernization of statutes and regulations
- **1992–4: Scope of Pharmacy Practice Project**
 - Included comprehensive task analysis for pharmacy technicians
- **1995: PTCB established**
 - First nationally recognized credential
- **1996: Model Curriculum (1st edition; ASHP et al)**
- **1996: White Paper on Pharmacy Technicians (APhA/ASHP)**



Key Developments (cont'd)

- **1999:** PTCB updated the task analysis
- **1999:** Council on Credentialing in Pharmacy
- **2001:** Model Curriculum updated
 - Based on updated task analysis; predicted future roles and functions of pharmacy technicians
- **May 2002:** Pharmacy Technician Summit
 - Vision; Roles, Responsibilities & Competencies; Education & Training; Credentialing & Accreditation; Regulation
 - Consensus in some areas, but not all
- **2002:** Updated White Paper
 - Endorsed by the 12 CCP member organizations
- **Nov. 2002:** CCP requests ACPE to lead profession-wide discussion



“It would seem ironic that persons in certain other occupations whose services have far less impact on public safety than do those of pharmacy technicians (for example, barbers and cosmetologists) have training programs that, on average, are longer and less diverse than are pharmacy technician programs.”

2002 White Paper on Pharmacy Technicians

**Is this appropriate? Is this acceptable?
Can the profession defend such a position?**



The Profession's Responsibility

Pharmacy technicians are playing an ever increasingly important role in the delivery of pharmacy services.

Are current systems of education and training, credentialing and regulation adequate to:

- Safeguard the public?
- Promote public health (best use of medications)?
- Meet present and future needs of the profession?



Profession-wide Discussions

- **February 2003:** “Invitation to Comment” issued and disseminated widely; follow-up in October and December; 101 written comments received
- **2003:** 10 Open Hearings at national meetings, including two technician associations (\pm 660 participants; 175 comments); round table discussions at ASHP Midyear; 4 Town Halls at CE seminars; NPTA survey (\pm 360 responses); informal meetings and presentations to various stakeholders



Focus of Discussions

1. Definition(s)
2. Levels of Pharmacy Support Personnel
3. Roles, Responsibilities and Competencies
4. Education
5. Training
6. Quality Assurance of Education and Training



Other Countries, Other Professions, Other Occupations



Training of Pharmacy Technicians vs Other Health & Technical Personnel



<i>Hours</i>	<i>Pharmacy Technician</i>	<i>Dental Assistant</i>	<i>Medical Assistant</i>	<i>Veterinary Technician</i>	<i>Barbering & Styling</i>	<i>Cosmetology & Styling</i>
<i>Range</i>	540-2145	720-1266	720-1290	1080-1968	1080-2160	1000-2100
<i>Average</i>	1110	1078	870	1590	1481	1380
<i>Median</i>	970	795	840	1650	1500	1245
<i>Range Factor</i>	4.0	1.75	1.79	1.8	2.0	2.1

Source: ACPE analysis of ACCSCT Directory (2003)

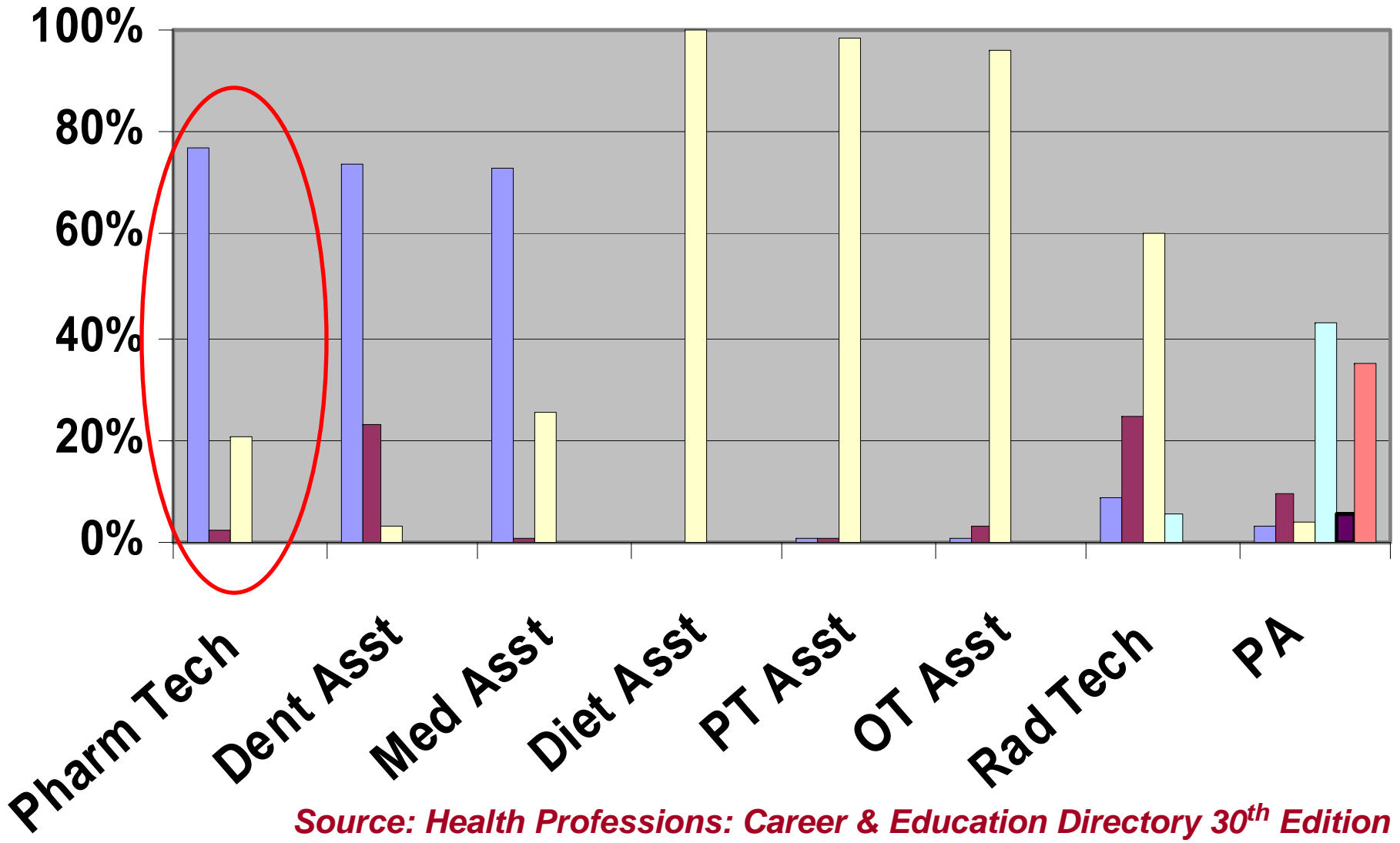
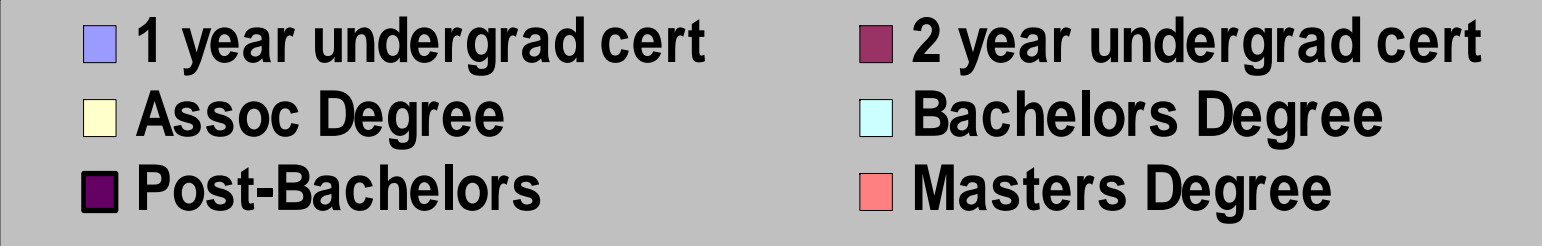


Qualifications of "Graduates" in Allied Health Occupations

	1 year undergrad certificate	2 year undergrad certificate	Assoc Degree	Bachelors Degree	Post- Bachelors	Masters Degree
Pharmacy Technician	77.1%	2.1%	20.8%			
Dental Assistant	73.9%	23.1%	3.0%	0.0%		
Medical Assistant	73.4%	0.8%	25.7%	0.1%		
Dietetic Assistant			100.0%			
Physical Therapy Assistant	0.4%	1.1%	98.1%		0.3%	
Occupat Therapy Assistant	1.1%	3.0%	95.9%			
Radiologic Technolog	9.0%	24.5%	60.6%	5.8%		
Physician Assistant	3.2%	9.8%	4.0%	43.1%	5.2%	34.8%

Source: Health Professions: Career & Education Directory 30th Edition





Source: Health Professions: Career & Education Directory 30th Edition

Other Countries



- **90% of countries utilize support personnel in pharmacy**
- **83% license, register and/or certify pharmacy technicians**
- **61% have minimum requirements for education and training**
- **Formal/institution-based training is most common, followed by “on-the-job”**
- **50% have national standards for education and training of pharmacy technicians**

Source: Oct 2002 ACPE Survey (16 responses)

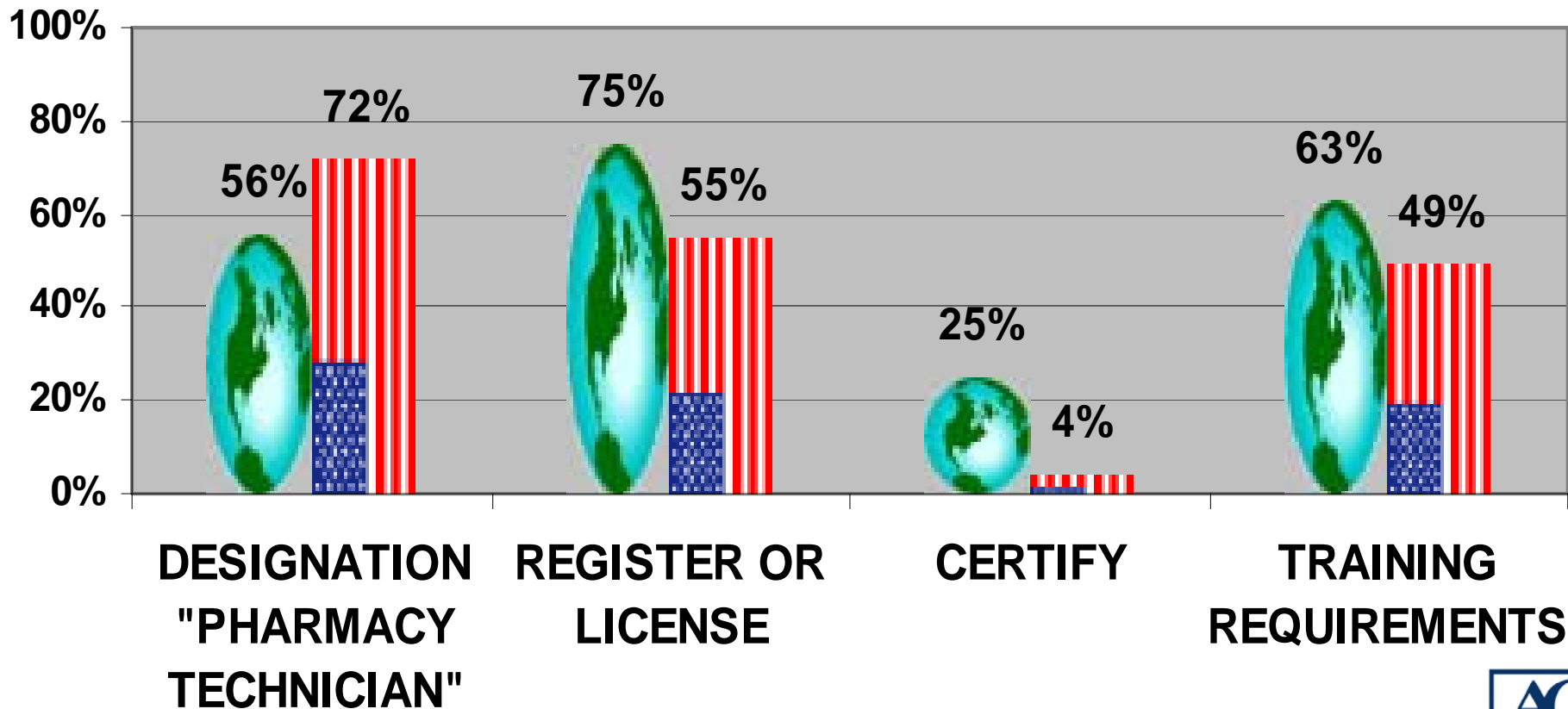




USA vs Other Countries



General Regulatory Issues



Source: Oct 2002 ACPE Survey (NB: some figures since updated)



Findings: Areas of Agreement

- **Expanded use of technicians; numbers growing faster than average for all labor groups**
- **Key component of pharmacy workforce**
- **Can relieve pharmacists of certain routine tasks to allow them to expand their patient-focused services**
- **Growing acceptance of technicians**
- **State boards ultimately responsible to protect the public; any proposed system would need a regulatory mandate to succeed**
- **Appropriate education & training can be provided in a variety of settings**



Findings: Areas of Disagreement

- **Need for, and desirability of, national standards and a system of accreditation**
- **Who best to quality assure education and training?**
- **Whether or not the current system meets public expectations and needs**



Open Hearings

**“Don’t do anything!
Raising the
requirements for
education & training,
and introducing
national standards will
create problems!”**

**“National standards
are urgently required!
Can’t this be done
more quickly?”**

Conclusions

- **Important issue; technicians play a vital role**
- **No profession-wide consensus**
 - **what tasks, what levels, what competencies, what education and training, how to quality assure, are there different needs in different sectors, who decides what's needed?**
- **Ultimately, it is the responsibility of state boards to protect the public (*state boards largely appeared to be undecided at the time*)**
- **Need for more discussion and consensus building**



What next?

- **January 2004:** ACPE Board discussion
- **February 2004:** Compilation of comments to CCP
- **May 2004:** CCP suggests further discussion needed; refers matter to JCPP
- **2005:** JCPP Vision Statement for 2015
 - “... pharmacists will need the support of well-qualified, competent pharmacy technicians to ensure they can fulfill their role.
- **2008:** CCP takes up issue again



CCP “Vision 2015” for Credentialing of Pharmacy Technicians

1. **One valid national task analysis** of entry-level (generalist) pharmacy technicians in all pharmacy work settings will be used as the foundation for technician education, training, and certification
2. A set of **national outcomes and competencies** will be established for use in the education, training, and examination of entry-level (generalist) pharmacy technicians
3. A **model curriculum** for the education and training of pharmacy technicians will be developed and adopted; include both **didactic and experiential** components



CCP “Vision 2015” for Credentialing of Pharmacy Technicians

4. A **national programmatic accreditation system** will assess pharmacy technician education and training programs against **nationally established standards**
5. A **competency-based assessment examination** will be used to assess an entry-level (generalist) pharmacy technician’s knowledge and skills
6. **State boards of pharmacy will regulate** pharmacy technicians and **require** completion of a nationally accredited education and training program followed by successful completion of a competency-based examination



CCP “Vision 2015” for Credentialing of Pharmacy Technicians

7. State boards of pharmacy will develop a **“pharmacy technician in training” category of registration** to be used for technicians who are in the process of completing their education, training, and certification examination
8. State boards of pharmacy will require registered regulated pharmacy technicians to **maintain their competency and certification** through ongoing approved training and development
9. State Boards of Pharmacy will develop a method of **reciprocity between states** for pharmacy technicians that **use the same framework** for education, training, and certification



Two Examples of Regulation of Pharmacy Technicians in Other Countries



Great Britain

- **Jan. 2005:** Voluntary system of registration of pharmacy technicians introduced
- Registration will become mandatory (**2011?**)
- During transitional arrangements, technicians must apply to register to continue working as a pharmacy technician
- After mandatory registration starts, technicians must meet new entry requirements and may need to complete further qualifications before they can register



Canada (Ontario College of Pharmacists)

- **2002:** OCP Council decided to pursue the regulation of pharmacy technicians; initial request made to the Ministry of Health
- **2003:** *The Pharmacy Technician Competency Profile and Proposed Standards of Practice for Registered Pharmacy Technicians* approved by OCP; (subsequently, the *Profile* updated, and a revised *Code of Ethics* approved, which applies to all members of OCP, including pharmacy technicians once they become registered)
- **2005:** OCP received authority to submit a proposal for the regulation of pharmacy technicians; proposal submitted April 2005



Ontario College of Pharmacists (cont'd)

- **May 2006:** Health Professions Regulatory Advisory Committee recommended that pharmacy technicians be regulated under OCP as a separate class of registration
- **2007:** The Health Systems Improvement Act enabled the regulation of pharmacy technicians
- **Early 2010:** Anticipated time that OCP will register the first group of pharmacy technicians
- Collaborative efforts to support the development of National Education Outcomes for Pharmacy Technician Education Programs, an accreditation process for Pharmacy Technician Education Programs, and an entry-to-practice examination for pharmacy technicians

