

ACCREDITATION COUNCIL FOR PHARMACY EDUCATION



INTERIM REPORT ACTION DOCUMENT

June 16-18, 2021

**Professional Program Leading to the
Doctor of Pharmacy Degree**

WESTERN UNIVERSITY OF HEALTH SCIENCES

COLLEGE OF PHARMACY

POMONA, CALIFORNIA

**WESTERN UNIVERSITY OF HEALTH SCIENCES
COLLEGE OF PHARMACY**

Current Accreditation Term: Through June 30, 2023 (focused evaluation 2022-2023).

Summary of Standards Addressed in the Interim Report, dated March 31, 2021:

Standard	Status Before Report	Status After Report
13: Advanced Pharmacy Practice Experience (APPE) Curriculum	Partially Compliant	Compliant
22: Practice Facilities	Partially Compliant	Compliant
24: Assessment Elements: Educational Outcomes	Partially Compliant	Compliant with monitoring

Administrative Changes: None reported.

Monitoring requested by the ACPE Board for the Interim Report, by Standard (*with Board Comments in italics*):

Standard No. 13: Advanced Pharmacy Practice Experience (APPE) Curriculum

- ❑ A **detailed description** of the Class of 2021 with evidence that all students will complete the four core rotations to meet the expectations of the standards with an **action plan** to correct any deficiencies for future cohorts.

Comments: The Board notes the documentation provided demonstrating that all students from the Class of 2021 completed the APPE requirements. Practice site availability submitted by the College is noted. While capacity to address hospital or health-system pharmacy, ambulatory care and institutional/acute care/general medicine rotation needs are barely sufficient to meet program needs during the current academic year, the College's APPE Capacity chart indicates sufficient excess in these areas for the next academic year and beyond.

Standard No. 22: Practice Facilities

- ❑ A **copy** of IPPE capacity chart and a detailed description of the plan to increase the number of rotations sites available so there is a sufficient capacity and excess of sites (> 10%) for institutional settings.

Comments: The Board notes that institutional IPPE rotations are typically offered during the summer between the P2 and P3 years. During summer 2020 only 33 of 128 students in the Class of 2022 were able to complete the institutional IPPE due to site availability issues related to the pandemic. The remaining students in the Class of 2022 completed the institutional IPPE requirement in February and March 2021. The Board notes that, per the submitted report, all students in the Class of 2022 have completed 120 hours of community IPPE, 85 hours of institutional IPPE, 85 hours of additional IPPE in various pharmacy practice settings, and 12 hours of IPPE simulation.

**WESTERN UNIVERSITY OF HEALTH SCIENCES
COLLEGE OF PHARMACY**

As noted in the submitted IPPE Capacity Chart, the College has sufficient IPPE institutional sites to address the needs of the Class of 2023 with roughly 14% excess capacity. Students in the Class of 2023 will complete 170 hours of institutional IPPE during summer 2021.

Standard No. 24: Assessment Elements for Section I: Educational Outcomes

- ❑ A **copy** and **detailed description** of the plan to measure achievement for each key element of Standards 3 (e.g., problem solving, education, patient advocacy, interprofessional collaboration, cultural sensitivity, and communication) and 4 (e.g., self-awareness, leadership, innovation and entrepreneurship, and professionalism) for all students at both an individual and aggregate level as well as a detailed description of any changes made based on assessment feedback.

Comments: *The Board notes the College's discussion that problem-solving skills, patient education and patient advocacy are threaded throughout the didactic and experiential curricula. Formative and summative assessments are used throughout the program to assess problem-solving skills. Data from the Health Sciences Reasoning Test has demonstrated a statistically significant increase in critical thinking scores compared to baseline. Patient education and patient advocacy are evaluated during OSCEs.*

Interprofessional collaboration is incorporated as a component of the College's IPE curriculum. Beginning in 2019, the College has required that each student complete at least one rotation at a site with interprofessional practice opportunities.

Cultural sensitivity is threaded throughout the curriculum. A cultural sensitivity OSCE station was recently added to the P3 didactic year. Based on assessment findings, assessment of cultural sensitivity was added to the didactic and outcomes assessment for APPEs.

OSCEs are used throughout the didactic curriculum, beginning in the P1 year, and provide a means to evaluate professional communication skills.

*The College's report notes that Examsoft data is used to evaluate student progression on the Key Elements outlined in Standard 4 including self-awareness, leadership and professionalism. Assessment of personal and professional development includes reflection assignments completed during IPPEs and APPEs. Feedback from preceptors related to these competencies is collected using E*Value. The required Exploring Leadership and Self-Awareness curriculum is used to foster student development related to leadership and self-awareness. Curricular requirements that support development related to innovation and entrepreneurship include the Disease State Management project and the Monograph project.*

**WESTERN UNIVERSITY OF HEALTH SCIENCES
COLLEGE OF PHARMACY**

Students must participate in at least five professional development activities during each of the first two academic years and another five in the last two academic years as a component of the Professional Development Curriculum. Students must acquire at least 5 professionalism points per year through attendance at professional meetings, professional service, legislative advocacy, or through community service, interprofessional service or leadership.

The College's discussion of the curricular assessment process related to Standards 3 and 4 is noted. Assessment includes mapping of Examsoft-tagged items in assessments, non-Examsoft assessments, student outcomes, student performance and Examsoft reports.

Achievement of Key Elements is tracked at an aggregate level through analysis of achievement of the PLOs. The Board notes the College's discussion that, individually, students can access grades on the Progress IQ platform. The Board encourages the College to evaluate the adequacy of the current process through which individual students are provided feedback on their progress towards development of the Key Elements of Standards 3 and 4. Analysis should include whether students receive adequate feedback on their progress and areas of deficiency (if any).

Board Action:

- ❑ The Board affirms accreditation of the PharmD program through **June 30, 2023**.
- ❑ The following items should be included in the written report submitted six weeks in advance of the **focused evaluation planned for 2022-2023**.

Standard No. 4: Personal and Professional Development

- ❑ A **detailed description** of the inclusion and mapping of leadership and entrepreneurship/innovation in the didactic and experiential curricula.

Standard No. 5: Eligibility and Reporting Requirements

- ❑ A **brief description** of the impact on the pharmacy program due to changes in upper administration.

Standard No. 7: Strategic Plan

- ❑ A **brief description** of the implementation of the strategic plan that aligns with the University Strategic Plan.

Standard No. 24: Assessment Elements for Section I: Educational Outcomes

- ❑ A **detailed description** of the College's analysis of the effectiveness through which individual students receive feedback on their progress towards development of the key element of Standards 3 and 4 and areas of deficiency, if any.