



ACPE Standards 2007 & Curricular Mapping

Katherine Kelley
Faculty Meeting
January 4, 2008



Objectives

- Overview the current climate of higher education policy in the US
- Overview changes to Accreditation Council for Pharmacy Education (ACPE) Standards 2007
- Provide an update on PharmD Program Committee Activities related to Curricular Mapping



Higher Education in the US

- *Commission on the Future of Higher Education* – Spellings Commission Report
 - Costs
 - Access
 - Accountability
- This report serves as the foundation for the Re-authorization of the Higher Education Acts



ACPE Accreditation Changes Standards 2007

- More standardized format
- Standards require even more evidence than before
- Faculty roles specifically addressed
- Consequences for non or partial compliance



ACPE Standards

- Standards 9-15 deal with curriculum
- Guideline 10.2
 - Awareness by faculty of each other's courses including content, depth, methodologies used and relationship to adopted curricular competencies and outcomes
 - Application and reinforcement of curricular content
 - Use of proven teaching and learning methodologies



ACPE Standards

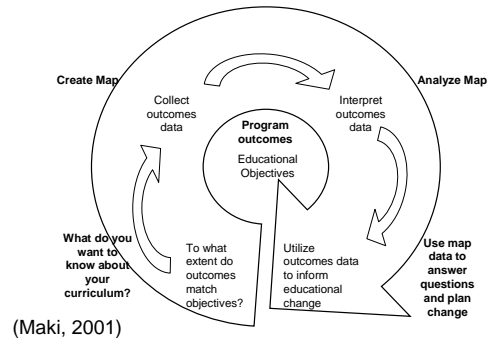
- Standard 11 requires that faculty members use a variety of teaching and learning techniques
- Standard 12 requires a map linking curriculum to expected outcomes and competencies
- Standard 13 requires that programs show how program content aligns with the recommended content list in Appendix B of Standards



How can we meet these requirements?

- Assessment can help us
 - Meet accreditation (next site visit is 2010-2011)
 - Focus on student outcomes
 - Affects how students learn
 - Affects what students learn
 - Gives faculty a data driven mechanism for curricular revision

Assessment Loop (Mapping Loop)



Progress so far...

- Revised program level ability based outcomes (ABOs) 2004-2005
- Faculty voted to accept ABOs 2005
- Created a map linking ABOs to courses in the curriculum 2006
- Created a map linking content (Appendix B) to courses 2007
- Analysis of maps is ongoing
- ABO revision and mapping have been submitted to American Journal of Pharmacy Education for publication



Curricular Mapping

- What did we (OSU) want to know?
 - Location – which courses
 - Degree of connection – what level of emphasis
 - How taught – teaching methods used
 - How assessed – how do we measure what students learn



Map Excerpt Example

Professional Practice Lab			ABO=Ability based outcome
L	P	A	
3	LD/E	A/D	Assure safe and accurate preparation and dispensing of medications
3	LD/E	A/D	Read and interpret written prescriptions

L = level of connection; P = pedagogy; A = assessment
 LD = lecture discussion E = experiential A = application D = demonstration



Preliminary Findings

- All 100 ability-based outcomes are covered in the curriculum suggesting that there is an opportunity for our students to achieve the goal of becoming generalist entry-level practitioners
- There appears to be a large number of connections at Level 1 and at level 3 but fewer connections at level 2



Content Mapping

- Linking the required content (Appendix B) to the courses in our curriculum
- Caveats
 - Content only
 - Structure of Appendix B

CLINICAL SCIENCES		
Pharmacy Practice and Pharmacist-Provided Care		
	0	overview of the pharmacy profession
Ph 763	1	issues of contemporary practice
	0	emerging and unique roles for the pharmacist on the health care team
	0	concepts of pharmacist-provided patient care and medication therapy management services
Ph 763	1/2	principles of pharmacist-managed, patient-centered pharmacy services
	0	methods of outcome monitoring and assessment techniques
	0	role of pharmacy care plans in patient care
Ph 763	1/2	monitoring for positive and negative drug therapy outcomes
Ph 763	1/2	evidence-based practice and decisions



Preliminary Findings

- Potential gaps to be investigated and discussed
 - Biostatistics
 - Toxicology
 - Pharmacoepidemiology
 - Literature evaluation and research design
- Efficient way to look at coverage of content across the curriculum
 - Communication coverage looks well distributed



Next Steps

- Complete the analysis of the mapping data
- Use data to answers to key curriculum questions
- Triangulate mapping data with other data such as student survey data and Pre APPE assessment
- Propose curricular revisions
- Time line
 - Winter 08 finish analysis
 - Spring 08 present curricular revision recommendations to faculty