

*Canadian Council for Accreditation of
Pharmacy Programs*

ACCREDITATION

STANDARDS AND GUIDELINES

FOR THE

BACCALAUREATE DEGREE PROGRAM IN PHARMACY

**2006
(Revised)**

(INSERT CCAPP SEAL)

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PREFACE

Accreditation is the public recognition accorded to a professional program that meets established professional qualifications and educational standards through initial and periodic evaluation. Accreditation concerns itself with both quality assurance and program enhancement. It applies to programs and is to be distinguished from certification or licensure, which applies to individuals.

The mission of the Canadian Council for Accreditation of Pharmacy Programs (CCAPP) is to evaluate the quality of pharmacy professional degree programs in Canadian universities and to promote continued improvement of such programs.

These Accreditation Standards and Guidelines reflect those professional and educational attributes identified by the Council as essential for the Baccalaureate in Pharmacy degree programs. The Standards embrace the philosophy that program graduates should have acquired general and special knowledge - general to avoid the constraints of too narrow a perspective, and special to provide a basis for critical professional evaluations. The Standards recognize that a quality pharmacy education is dependent on a variety of components, including general knowledge, basic and professional sciences, and professional practice experience.

The goals and objectives of the pharmacy curriculum should embrace the scope of contemporary practice responsibilities as well as emerging roles that ensure the rational and safe use of drugs in the individualized care of patients. The Council therefore, believes in the preparation of competent graduates who have the ability to practice pharmaceutical care and, together with other health care providers, can contribute to the making of decisions to ensure that services are effective and that the community is involved in improving the health of its residents. Consequently, pharmacists must have a broad understanding of health, the factors that contribute to a healthy community, and the structure and role of the health system. As well, they must have the ability to manage and evaluate information and the skills needed to advocate on behalf of individuals and the community.

Pharmacists must be able to work with people of different cultures who have different values, beliefs, and customs. They must be able to become trusted and respected members of the communities in which they work, develop skills in judgement and public relations, and provide support to students and new health providers. They must practice with compassion, empathy and integrity and they must be able to work in interdisciplinary teams and be adaptable enough to work in a variety of settings.

It is the Council's view that the educational outcomes established for a professional degree program in pharmacy should encompass the entrance-to-practice competencies specified by the appropriate licensing authority. A Faculty¹ of Pharmacy or a regulatory authority may establish additional educational outcomes, for example outcomes related to a liberal education and research. However, the public and students are entitled to demand that the graduates of a professional degree program can demonstrate they have mastered the entrance-to-practice competencies. Since licensing of pharmacists by the provincial regulatory authority relies on the educational outcomes of graduates, it is important for the Faculty and provincial regulatory authority to have a close working relationship.

These Standards are designed to reflect the educational philosophy and intent of the "Mission Statement for Pharmacy Education in Canada" of the Association of Faculties of Pharmacy of Canada (AFPC) and the "Educational Outcomes for a Baccalaureate Pharmacy Graduate in Canada" (Addendum A) established by that body. Both these documents are considered an integral part of these Standards. The educational outcomes are based on the "Professional Competencies for Canadian Pharmacists at Entry to Practice" of the National Association of Pharmacy Regulatory Authorities (NAPRA). Hence, the linkage between entrance-to-practice competencies established by licensing authorities, educational outcomes developed by Faculties, and the accreditation standards established by CCAPP, is established.

ACKNOWLEDGMENTS

The Canadian Council for Accreditation of Pharmacy Programs acknowledges, with thanks, the assistance and support provided by the Accreditation Council on Pharmacy Education, Inc. (ACPE) and by Dr. Peter Vlasses, Executive Director and staff of ACPE.

These Standards and Guidelines are based, with permission, from the ACPE Accreditation Standards and Guidelines adopted by ACPE on 14 June 1997 and have been revised to meet contemporary pharmacy educational expectations in Canada in 2005.

¹ Faculty also means School or College

STANDARDS FOR MISSION, PLANNING, AND EVALUATION

Standard No. 1. Faculty of Pharmacy Mission, Goals and Objectives

The Faculty¹ should have a published statement of its mission, goals and objectives in the areas of education, research, and service. This statement should be congruent with the mission of the University. The statement should include a fundamental commitment to the preparation of its students for the general practice of pharmacy with provision of competencies necessary to the delivery of pharmaceutical care in any pharmacy practice setting, and should be formulated within the context of a stated policy on professional behaviour. This statement should demonstrate sensitivity to the importance of diversity in its commitment to the educational preparedness of its students for a career in a health profession. Goals should be compatible with the general and specific educational outcomes linked to current standards of pharmacy practice.

Guideline 1.1

The mission, goals and objectives established for a Faculty should set forth the detailed intentions of the Faculty, including consideration of required resources, processes, and outcomes for these educational, research and service programs. The environment should promote excellence in teaching and provide leadership in practice, research and educational activities. There should be evidence that the mission, goals and objectives have been reviewed and endorsed by senior administration of the University.

Guideline 1.2

The mission statement of a Faculty should include the Faculty's educational philosophy and how its professional program in pharmacy is designed to ensure that graduates will be health care providers prepared for the present and evolving scopes of practice of pharmacy. This mission statement will be considered in the light of the Faculty's own stated purposes or aims so long as those purposes or aims demonstrably fall within the expectations of the profession.

Guideline 1.3

The mission statement of a Faculty should acknowledge pharmaceutical care as the contemporary mode of pharmacy practice in which the pharmacist, in partnership with patients and other health care providers, determines the patient's desired health outcomes, assists in identifying their drug related needs and establishes the mutual responsibility of each participant. The professional

¹ Faculty also means School or College

program in pharmacy should provide educational preparedness so as to enable the pharmacist to collaborate with other health professionals and to share in responsibility for the outcomes of drug and related therapy in patients. The professional program in pharmacy should promote the knowledge, skills, values, and attitudes necessary to the provision of pharmaceutical care for the general practice of pharmacy in any setting. The Faculty should ensure an understanding of pharmaceutical care by its students early in the professional program in pharmacy. The philosophy of practice, as well as the necessary professional attitudes, ethics, and behaviours, should evolve during the course of the program. Moreover, the Faculty should foster the professionalization of students by providing a positive outlook for all aspects of pharmacy practice.

Guideline 1.4

The Faculty's mission statement, goals and objectives should foster an environment for teaching and learning that respects and promotes the diversity of people, values the diversity of faculty role models, and attends to the needs of diverse learners. It should facilitate the ability of students to work and communicate effectively with colleagues and patients.

Standard No. 2. Strategic Planning

The Faculty should engage in a systematic planning process and have a current strategic plan that facilitates achievement of the Faculty's mission, goals and objectives. Plans and planning processes should benefit from the support and cooperation of the University administration.

Guideline 2.1

The planning process should occur regularly and provide for broadly-based input from faculty, students, practitioners, provincial and territorial regulatory authorities, and other key stakeholders or constituent groups. The process should consider financial and academic planning within the context of societal and professional changes occurring and contemplated.

Guideline 2.2

The systematic planning process should include the review and revision, when necessary, of the Faculty's mission statement. Review of the goals and objectives should be inclusive, involving administrators, faculty, students, and practitioners.

Standard No. 3. Evaluation of Performance

The Faculty should establish and maintain a system that measures and evaluates the extent to which its mission, goals and objectives are being achieved. Indicators of performance should be identified and employed in a continuous and systematic process of evaluating the outcomes of the Faculty.

Guideline 3.1

The Faculty should periodically investigate best practises and articulate and measure outcomes for the educational, research and service activities. Particular attention should be given to continuing development of the academic program, curriculum, instructional strategies, student recruitment and admissions, faculty recruitment, retention and productivity, and student policies.

Guideline 3.2

Information regarding the effectiveness of the professional program in pharmacy, particularly in the form of aggregate student achievement, should be gathered systematically from sources such as students, alumni, the provincial regulatory authority(ies), professional staff of affiliated practice facilities, and a variety of other practitioners. The results of student exit interviews, preceptor evaluations, alumni surveys, and standardized licensure examinations should be appropriately employed in the evaluation system of the Faculty; other indicators of performance that assess the extent to which the mission, goals and objectives are being met should be developed and appropriately applied.

STANDARDS FOR ORGANIZATION AND ADMINISTRATION

Standard No. 4. Faculty of Pharmacy and University Relationships

The Faculty of Pharmacy's position in the University's organizational structure and its administrative reporting relationships should be comparable to those of other health science Faculties and ensure that the Dean¹ and Faculty are appropriately involved and advised of University activities and developments. The Dean should have ready access to the University President and/or other University officials charged with final responsibility for the Faculty.

The University should provide the Faculty with adequate resources and administrative support to enable it to meet required professional program responsibilities, ensure program stability, ensure continuous program quality improvement, and effectively carry out other elements of the Faculty's mission, goals and objectives (see also Standard 23).

The University should support the development of suitable relationships between the Faculty and other academic and service units of the University for instruction, research, and patient care.

Guideline 4.1

The Faculty should be granted autonomy by the University that includes responsibility and authority for administration of the professional program in pharmacy. The definition and delivery of the curriculum should be the responsibility of the Faculty, within the framework and consistent with institutional authority and policies.

Guideline 4.2

The Faculty should participate in the governance of the University by serving on University committees in a manner consistent with the needs of the institution, in general, and the welfare of the Faculty, in particular.

Guideline 4.3

In addition to providing adequate financial and physical resources to ensure the stability of the Faculty, the University should provide, or make arrangements for, adequate support services including personnel; registrar and business offices;

¹ Dean also means Director

book store; printing services; institutional research; fundraising and development; alumni relations; housekeeping and maintenance; communications and information technology; research support; international liaison; student counselling and health services.

Guideline 4.4

The University should promote and the Faculty should develop relationships among health profession Faculties.

Guideline 4.5

The University should facilitate inter-professional health science education. Pharmacy students should benefit from collaboration with students in other health science programs in activities such as practice experiences and integrated small group learning activities.

Standard No. 5. Relationship Between the University and Affiliated Health Care Organizations

University support should be provided for affiliations with pharmacy practice and health care settings external to the University.

Guideline 5.1

Structure and administrative patterns in University or University-affiliated health care organizations should promote integrated educational, research and service activities, provide a clearly understood relationship between service and educational units, provide the necessary blend of educational and patient care activities, and ensure that appropriate authority for the control and supervision of academic activities is vested in the Faculty.

Guideline 5.2

University-affiliated health care teaching facilities should be available to the professional program in pharmacy. Appropriate relationships should exist between the Faculty, the health care facilities, and the pharmacy services of the health care facilities. The educational programs of the Faculty should be integrated with the pharmacy services of the health care facilities. Faculties should provide support to the development of post-graduate training programs, such as residencies and fellowships in affiliated health care facilities.

Guideline 5.3

The Faculty should collaborate with provincial and territorial regulatory authorities with respect to practice requirements, practice standards, qualifications of practice experience sites, and continuing professional development. The relationship between the Faculty and the provincial and territorial regulatory authorities should facilitate collaboration in meeting professional, educational and societal needs.

Standard No. 6. Faculty of Pharmacy Organization and Administration

The Faculty of Pharmacy should be organized in a manner that facilitates the accomplishment of its overall mission, promotes the goals and objectives of the professional program in pharmacy, supports its scholarly initiatives, and utilizes resources effectively. The administrative structure of the Faculty should provide for a Dean, who serves as the chief administrative and academic officer. The Faculty's organizational and administrative structure should clearly identify lines of authority and responsibility. There should be evidence of a spirit of collegiality as well as evidence of mutual understanding and agreement among the faculty, the Dean and other administrators on the mission, goals and objectives of the Faculty as well as evidence of acceptance of the responsibilities necessary to their achievement.

Guideline 6.1

Where the Faculty is organized into departments, divisions, or other sub-units, administrative leaders, such as Chairs or Heads, should be invested with the authority necessary to discharge their responsibilities. Goals and objectives should be established which articulate with the mission statement of the Faculty. Systematic evaluation of the Faculty's goals and objectives should assess the effectiveness of each organizational unit in and of itself, as well as how each contributes to the Faculty as a whole in achieving desired outcomes. Departments, divisions, or other sub-units should be evaluated on the basis of their goals and objectives, including the effectiveness of their contribution to the professional program in pharmacy.

Guideline 6.2

Criteria should be established and a mechanism should be in place for the development and periodic review of the administrative leadership of the Faculty. The review process should be broadly-based, including students and practitioners.

Guideline 6.3

The Faculty should adopt, consistent with University policies and procedures, a system of governance that clarifies faculty and administrative responsibilities in policy development and academic program oversight. Opportunity should be afforded for all faculty to participate in the governance system and in the affairs of the departments or divisions, where such sub-units exist. The Faculty should ensure a system for communications among all of its components and for informing alumni and other interested parties of its work.

Guideline 6.4

The faculty should meet with suitable regularity, and a committee structure should exist to assist in the work of the Faculty. Committees should aim for fair representation of constituent groups taking into account the nature of its activities. Inclusion of students, part-time faculty, and pharmacy practitioners should be considered, where appropriate. Minutes of faculty meetings and records of committee actions should be maintained and be readily accessible.

Standard No. 7.

Responsibilities of Faculty Administrators

The Dean should demonstrate progressive, constructive academic and professional leadership and effectively unite and inspire faculty and students toward achievement. In concert with the faculty, the Dean is responsible for: development, articulation, implementation and evaluation of the mission statement, goals and objectives; recruitment, retention, and development of a competent faculty and staff; development, implementation and evaluation of the educational, research and service programs and their enhancement; initiation, implementation, and maintenance of programs for the recruitment and admission of qualified students; establishment and implementation of standards for academic performance and progression; resource acquisition; and maintenance of the visibility of the Faculty both on campus and to external constituencies.

Guideline 7.1

The Dean should be qualified to provide leadership in pharmacy education, in research and scholarly activities, and in pharmaceutical care. Among indices of positive and effective leadership of the Dean are: a commitment to teaching and research, including pedagogy and scholarly concern for the profession generally, and pharmacy practice, in particular; a sustained record of scholarship; active participation in the affairs of professional or scientific societies; development of

positive relationships with alumni; and an assertive advocacy on behalf of the Faculty to the University administration.

Guideline 7.2

In instances where the Dean is assigned other substantial administrative responsibilities within the University, arrangements for additional administrative support to the office of the Dean should be made so as to ensure effective administration of the affairs of the Faculty.

Guideline 7.3

The responsibilities of the administrative leaders of departments, divisions, or other sub-units that may exist, such as Chairs or Heads, should include advancing the respective discipline(s), mentoring and developing faculty, ensuring effective delivery of the respective course offerings, managing operations and budgetary affairs, and setting and evaluating goals and objectives consistent with the Faculty's mission and as a part of the Faculty's systematic planning and assessment. The administrative leaders should be a part of the Faculty's leadership team and should play a key role in the development and improvement of the professional program in pharmacy and in the achievement of the other elements of the Faculty's defined mission, goals and objectives.

STANDARDS FOR THE ACADEMIC PROGRAM

Standard No. 8.

The Academic Program in Pharmacy

The Faculty of Pharmacy should offer an organized program of study intended to prepare its graduates for the general practice of pharmacy. Knowledge, skills, attitudes, and values should be achieved that are necessary to the provision of pharmaceutical care in any pharmacy practice. The goals and objectives of the pharmacy curriculum should embrace the scope of contemporary practice responsibilities as well as emerging roles that ensure the rational use of drugs in the individualized care of patients. The curriculum should evolve to meet the needs of the health care system to maintain the accountability of the profession to the individual patient and society. The importance of life-long learning should be reflected as an integral theme of the curriculum.

Guideline 8.1

A curriculum committee or similar body, should be responsible for all matters relating to the design and delivery of the professional curriculum. This oversight shall include definition of curricular goals and structure, educational outcomes, course content, instructional and assessment strategies, and continuous curriculum evaluation for quality improvement. The committee should be composed of faculty, students and representatives from the profession or as defined by university policy.

Guideline 8.2

The academic program should be congruent with the AFPC "*Mission Statement for Pharmacy Education in Canada*" (Addendum A) and the intended learning outcomes for students should address the AFPC "*Educational Outcomes for a Baccalaureate Pharmacy Graduate in Canada*" (Addendum B). The program must meet the requirements of the institution for the baccalaureate in pharmacy degree. The educational outcomes normally should require a minimum of five academic years beyond secondary school.

Guideline 8.3

The academic program should provide sufficient content for the achievement of professional competencies necessary to the practice of pharmacy and to satisfy educational requirements for licensure as a pharmacist,

Standard No. 9. Areas and Content of the Curricular Core-- Knowledge and Skills

The curriculum should provide the student with knowledge and activities to develop the skills, values and attitudes necessary for pharmaceutical care delivery to individual patients and to assure accountability of the profession to society. The various components of the curriculum should be vertically and horizontally integrated. A balance, consistent with the Faculty of Pharmacy's mission, should exist among the four areas of the core curriculum: biomedical sciences; pharmaceutical sciences; behavioural, social and administrative sciences; and pharmacy practice.

Guideline 9.1

The biomedical sciences should provide the basis for understanding and treating humans in health and disease and should include content in anatomy, biochemistry, immunology, microbiology, molecular and cell biology, physiology, and pathophysiology. Instruction provided in these areas by other academic units of the University should be developed in accord with the goals and objectives for the curriculum in pharmacy.

Guideline 9.2

The pharmaceutical sciences should be of such depth, scope, timeliness, quality, sequence, and emphasis to provide foundation for and support to the intellectual and clinical objectives of the professional program in pharmacy. The pharmaceutical sciences should provide the basis for understanding the use of medicines in maintaining health and treating disease. Content should include medicinal chemistry, pharmacology, toxicology, pharmaceuticals (encompassing the physical/chemical principles of dosage forms and drug delivery systems), biopharmaceuticals, pharmacokinetics and pharmaceutical biotechnology.

Guideline 9.3

The behavioural, social, and administrative pharmacy sciences should provide the basis for understanding and influencing human behaviour in health and disease, the management process in pharmacy, pharmacy and health care systems, the drug safety system, the causes and prevention of medical errors, and the role of governments in the planning, funding and delivery of health care services. Content should include biostatistics, epidemiology, health care economics, pharmacoeconomics, the profession of pharmacy, ethical and professional standards of practice, cultural diversity, healthcare systems, business and practice management.

The behavioural, social, and administrative pharmacy sciences area should attend to the knowledge, skills, and abilities necessary to the efficient and effective management of patient-centred practice. This should support the socialization of the pharmacist into the professional role and aid in the development of ethical, critical thinking and problem-solving skills. This should also include the design and operation of public and third party prescription drug programs, administrative and management activities related to personnel, marketing and finances, and the administrative and management matters related to drugs and supplies. In addition, the behavioural and social pharmacy sciences should support pharmaceutical care to diverse patient populations in a culturally competent manner. The role of the pharmacist to advocate for patients and policy initiatives to improve the health care system should be addressed.

Guideline 9.4

The pharmacy practice component should provide a basis for the understanding and development of skills necessary for the delivery of competent care to, or on behalf of patients in primary care and specialized settings. Pharmacy practice, therefore represents the additional skills, techniques, values, attitudes and knowledge important to comprehensive, effective, and safe pharmaceutical care.

Content should include clinical pharmacokinetics, collaborative drug therapy management, complementary and alternative medicines, compounding, diagnostic and point-of-care testing, disease state management, dispensing and prescription processing, drug abuse and dependency, drug information including drug literature evaluation, drugs in pregnancy, emergency first care, evidence-based decision making, geriatrics, health promotion and disease prevention, immunization, information technology practice support tools, medication administration, nutrition, pediatrics, patient assessment and outcomes monitoring, patient and professional communications, patient records and documentation of care, pharmacy law and regulatory issues, pharmacotherapeutics, physical assessment, prescriptive authority, and self care/non-prescription drug use.

Standard No. 10

Areas and Content of the Curricular Core - Practice Experiences

Practice experiences should be of adequate intensity, breadth, structure and duration so as to achieve the defined educational outcomes. They should include practice experiences throughout the program and a sustained practice experience during the final year. The aggregate of practice experiences should ensure that all educational outcomes and competencies are met by students prior to the completion of the academic program.

Guideline 10.1

Practice experiences should be offered in various practice settings during the early sequences of the curriculum for purposes of providing transitional experiential activities and active learning. Such practice experience should be organized as a curricular progression so as to support growth in the student's capabilities to provide pharmaceutical care. The scope and breadth of the experiences should include the initial development of practice skills, and should be consistent with these stated purposes; the experiences may be designed in conjunction with didactic courses or as a discrete experiential offering. Early practice experiences in the program should involve at least 160 hours of student placement in health care or pharmacy practice settings and may include volunteer activities, service learning or other forms of community-based learning.

Guideline 10.2

Late program practice experiences should provide active participation and in-depth experiences to refine practice skills and judgment and to develop, in a graded fashion, the level of confidence, judgement, efficiency and responsibility needed for independent practice. Toward this end, a spectrum of practice experiences should be employed, wherein the biomedical sciences, pharmaceutical sciences, behavioural, social, and administrative pharmacy sciences, and pharmacy practice are integrated, professional knowledge and skills are applied, and professional attitudes, ethics, and behaviours are developed so as to enable students to provide pharmaceutical care. Students should provide pharmaceutical care under the supervision of pharmacist role models. Practice experiences should enhance teamwork and communication skills with patients, colleagues and other professionals. The practice experiences should provide opportunities in all of the competencies required for entry to pharmacy practice.

Guideline 10.3

Practice experiences should be of adequate intensity, breadth, and duration to enable achievement of the professional competencies. Generally, the late program or final practice experiences should be full-time, continuous, closely supervised and monitored by the Faculty. The final experiences in the curriculum should require at least 480 hours of student placement in practice settings. Practice experiences should develop pharmaceutical care capabilities in hospital, health systems, and institutional environments, community pharmacies, and ambulatory care clinics, and interdisciplinary environments which include acute, chronic, and preventive care among patients of all ages. The practice experiences should strike a balance that includes patients with common and diverse health problems.

Guideline 10.4

A quality control procedure should be established for the practice experiences so as to facilitate achievement of objectives, provide for feedback, assure reasonable standardization, and show consistency in student assessment. All practice facilities and preceptors should meet and sustain conditions conducive to the delivery of pharmaceutical care and for the achievement of the students' learning needs. An advisory committee or other established mechanism for quality control involving individuals with appropriate expertise and perspectives, such as practitioners and representatives of the provincial regulatory authorities should be in place to provide advice to the Faculty concerning the experiential program. The practice experiences should be organized, administered, and evaluated in accord with site-specific features, goals and objectives and in keeping with the overall goals and objectives for the practice experiences. General objectives and learning modules as well as site-specific guidelines should be established for the practice experiences. Specific criteria for measuring student progress should be developed and used by faculty and students to assess both formative and summative progress. Students should be provided the opportunity to demonstrate practice competencies, assessed through the use of reliable and validated criteria.

Guideline 10.5

The preceptor to student ratio for the practice experiences should ensure adequate individualized guidance, supervision and assessment to best facilitate learning.

Guideline 10.6

The pharmacy services at each practice facility should be of an exemplary nature and preceptor faculty (salaried or voluntary) should serve as role models of professional attributes and behaviour for students. Practice facilities should be selected in accord with quality criteria established by the Faculty and reviewed periodically. Selection criteria should also ensure that the facility meets any qualifications required by the provincial or territorial regulatory authority for training activities. The Faculty should strive to secure innovative practice settings so as to provide students with new concepts and practice capabilities.

Guideline 10.7

The patient population within the patient care areas of the practice facilities available to the Faculty should be adequate for the instructional activities being conducted. Evaluation of learning opportunities should include consideration of

the total number of students assigned to the facility, including pharmacy students and other health professional students.

Guideline 10.8

The stability of relationships between the Faculty and its practice affiliates should be demonstrated by contractual agreements or other statements of understanding. Agreements should provide for sufficient advance notification of termination by either party to permit the development of alternate arrangements, should these become necessary.

Standard No. 11.

Teaching and Learning Processes

The Faculty should address the ways by which curricular content is taught and learned in the student's achievement of the educational outcomes and professional competencies. Accordingly, attention should be given to teaching efficiencies and effectiveness. Educational techniques and technologies should be appropriately integrated to support the achievement of professional competencies and outcomes and to reasonably address the needs of diverse learners. Evidence that the educational process involves students as active, self-directed learners and shows transition from dependent to independent learning as they progress through the curriculum should be provided.

Guideline 11.1

The educational process should ensure that students are afforded a broad conceptual mastery of professional practice through the integration of subject matter, literature, theory, and methods. The educational techniques and technologies should sequentially develop and demonstrate the capacity of students to interpret, organize, and communicate knowledge, to engage in critical thinking, and to develop those analytical, ethical, and professional skills needed to practice and advance the profession of pharmacy.

Guideline 11.2

Teaching strategies to ensure the adeptness of problem solving should be an integral part of the educational process. Also, the acquisition of both oral and written communication skills should be integrated throughout the curriculum. The curricular areas of pharmacy practice and the practice experiences should serve as the mainstay for the application and further development of interpersonal and interprofessional communicative and collaborative skills necessary to the provision of pharmaceutical care. Teaching and learning should be supported by

effective use of information technology tools, case studies, simulations, and guided group discussions.

Guideline 11.3

The educational process should promote the development of life-long learning habits through emphasis on active, self-directed learning and the fostering of ethical responsibility for maintaining and enhancing professional competence.

Guideline 11.4

The educational program should promote a culture of professionalism, collegiality, civility, and respect among faculty, students and staff within the work environment. Students must adhere to a formal code of professional conduct at all times while enrolled in the pharmacy program and must be apprised of expectations and of the consequences of violations to the code. This conduct includes, but is not limited to, respect for patient confidentiality and privacy, and unethical academic behaviour such as plagiarism and other forms of academic dishonesty, as defined by the University's policies and procedures.

Guideline 11.5

The curriculum may provide opportunity for selection by students of courses in keeping with particular interests and goals. However, such opportunities should enhance defined educational outcomes and a cohesive, comprehensive and rigorous curricular core should be preserved.

Standard No. 12.

Assessment of Student Learning

The Faculty should establish principles and methods for the formative and summative assessment of student achievement. A variety of assessment methods should be systematically and sequentially applied throughout the professional program in pharmacy. Assessments should measure cognitive learning, mastery of essential practice skills, and the abilities to communicate effectively and to use data in the problem solving process. Assessment methods should measure student performance in all of the professional competencies in accord with stated outcome expectations.

Guideline 12.1

The system of student assessment utilized by the Faculty should foster self-initiated learning. Testing procedures should reflect the integration and

application of principles, critical thinking, and problem solving by students rather than short-term retention or memorization of specific details or isolated facts.

Guideline 12.2

A variety of assessment methods should be used to measure student performance and achievement of the educational outcomes. Periodic examinations should be used to measure student progress and integrated learning at key points during the academic program as part of a summative assessment process.

Standard No. 13.

Academic Program Evaluation

Evaluation of the academic program should occur systematically in order to monitor overall effectiveness, to enable the achievement of professional competencies in accord with the stated outcome expectations, and to provide a studied basis for improvement. The ongoing evaluation process should include input from faculty, students, administrators, practitioners, and the provincial regulatory authorities. The program as a whole, including curricular content and individual courses, should be evaluated with respect to the goals and objectives. Experimental or innovative approaches should be adequately planned and coupled with an appropriate evaluation system. Evaluation should ensure that the curriculum is responsive to changes in pharmacy practice as well as to changes in educational technologies, and ensure that an educational setting and methods of instruction exist that maximize the development of effective and efficient learning experiences. Evidence should exist that outcomes evaluation and student achievement data are applied to modify or revise the academic program (see guideline 16.2).

Guideline 13.1

A variety of evaluation measures focusing on the efficacy of the curriculum and instruction should be systematically and sequentially applied throughout the professional program in pharmacy. A system of outcomes assessment should be developed which fosters data-driven continuous improvement of curricular structure, content, process, and outcomes.

STANDARDS FOR STUDENTS

Standard No. 14.

Admission Criteria, Policies, and Procedures

The Faculty should establish criteria, policies, and procedures for admission to the professional program in pharmacy. These criteria, policies, and procedures should be published in clearly stated terms, made available to students and prospective students, and regularly assessed.

Admissions criteria should include the satisfactory completion of post-secondary, pre-professional requirements of such length and quality so as to provide the necessary scientific foundations and general education and to prepare for and meet the requirements of the professional baccalaureate in pharmacy. Admissions criteria should use measures of achievement in the stipulated pre-professional requirements and other post secondary undertakings. The criteria should set performance expectations for such other standardized tests, evaluations, or interviews, that the Faculty considers being useful in selecting students who have the potential for success in the professional program.

Guideline 14.1

The pre-professional requirements should provide basic sciences requisites for the professional program in pharmacy, illustrative of which are general chemistry, organic chemistry, biological sciences, mathematics, computer technologies, and physical sciences. Moreover, general education, defined as humanities, behavioural sciences, social sciences, and communication skills, should be provided to encourage the broadening of intellectual powers and interests. It facilitates the development of professional practitioners capable of understanding a culturally diverse society and their role in it as health care providers. Elements of general education may be attained prior to, concurrent or integrated with the professional program in pharmacy.

Guideline 14.2

Admissions criteria, policies, and procedures should give consideration not only to scholastic accomplishments, but also to non-academic criteria. Volunteer activities, creative achievements, work and life experiences which illustrate motivation, industry, and communication capabilities, and hence the student's potential to become an effective professional may be considered. Faculties are encouraged to develop and test instruments to support the selection criteria.

Guideline 14.3

A recruitment program should be established to provide a pool of well qualified applicants.

Guideline 14.4

The Faculty should establish transfer credit and course waiver or challenge policies consistent with University policies. Credits toward completion of the professional program in pharmacy should be transferable among CCAPP accredited degree programs, where appropriate.

Standard No. 15

Student Services

An organizational element within the Faculty should be devoted to student affairs. The administrative office responsible for this organizational element should provide leadership in the development and provision of student services. This office should also take an active role in the design of the orientation program for new students and should provide support to curricular activities intended to develop professional attitudes, ethics and behaviours and to otherwise foster the professionalization of students.

A current and accurate description of the professional program in pharmacy and its pre-professional requirements should be made available to prospective and enrolled students. The Faculty of Pharmacy or the University will have systems in place to oversee and coordinate student affairs, activities and services, maintenance of records, assist with financial aid, provide orientation programs, ensure access to health services, organization of academic advising and career-pathway counselling, verification of completion of degree requirements, and linkage with University student services. The Faculty should establish and publish criteria, policies, and procedures for academic progression as well as for academic probation, dismissal, and readmission. The student's responsibilities and rights to due process, including appeal mechanisms, should be published and made available.

Guideline 15.1

A current catalogue and/or other documents should be available which include the following: the mission, goals and objectives of the professional program in pharmacy; the curriculum plan, courses, and credit hours; admission and progression criteria and policies; off-campus curricular requirements; graduation requirements; tuition and fees, including refund policies; policies and administration of awards and scholarships, accommodations available for students with disabilities, harassment policies, human/civil rights policies, the

ombudsperson, anti-violence policies, graduation and placement rates; current accreditation status of the program; and expectations for attitudes, values, traits, and ethics as put forth by the profession.

Guideline 15.2

The Faculty should demonstrate that an ordered, accurate, and secure system of student records is maintained. Student records should be confidential with access limited to authorized persons. Students should be informed of the right of access to their own records.

Guideline 15.3

The Faculty should demonstrate that reasonable efforts are made to assist students in obtaining financial aid.

Guideline 15.4

The Faculty should provide for student needs for academic advising and for personal and career-pathway counselling. Advisor and counsellor training programs, adequate personnel, and other support should be provided. Personal counselling should be made available through University resources or by other arrangements.

Guideline 15.5

The Faculty should offer a structured orientation program prior to the start of the formal curriculum. It should be designed to introduce new students to the curricular format and to the teaching and learning philosophy of the program, the Faculty expectations of students as members of the professional community and the socialization opportunities with members of the profession.

Guideline 15.6

A policy on student affairs, including admissions and progression, that assures non-discrimination on the basis of race, religion, gender, sexual orientation, national origin, age or disability should exist.

Guideline 15.7

An ongoing monitoring system of student performance is necessary for the early detection of students in academic difficulty. The Faculty should intervene expeditiously and provide a system of access for necessary student services, such as tutorial support.

Guideline 15.8

The University should ensure access to health services for students. Appropriate immunization requirements and guidelines for prevention of the transmission of communicable diseases, should be established as well as a means for ensuring that such requirements are satisfied.

Standard No. 16

Student Representation

The Faculty should have student representation on appropriate committees and policy development activity in the Faculty. Students should be given the opportunity to communicate with Faculty through established administrative channels or meetings. The Faculty should provide evidence that student opinion is sought in program development and evaluation. Moreover, the Faculty should demonstrate that student input is systematically encouraged and considered in order to foster active student participation in the development and improvement of the professional program.

Guideline 16.1

The Faculty should have a student government in place and offer evidence of support for the activities of student chapters of recognized professional organizations. Ex-officio faculty representation on all student governance bodies and student chapters should be invited. These groups should be encouraged to develop student leadership, provide forums for student dialogue, and to ensure adequate communication of student opinions and perspectives.

Guideline 16.2

Instruments and techniques, such as student evaluation questionnaires and exit interviews, should be systematically employed for purposes of obtaining student opinions of faculty, curriculum, and other aspects of the professional program in pharmacy. The evaluative data so obtained should be systematically applied for purposes of continuous improvement. The Faculty should indicate to students the outcomes of their participation in the systematic program evaluation process.

Standard No. 17.**Student/Faculty Relationships**

Evidence of harmonious relationships between faculty and students should be demonstrated. Faculty should mentor students in their academic pursuits, nurture a positive attitude about the provision of pharmaceutical care, encourage inquisitiveness, refer to appropriate resources for career exploration, and encourage student involvement in affairs of the profession. The Faculty should provide a teaching and learning environment that supports the professionalization of students and is conducive to good student morale. Activities intended to develop professional attitudes and values and to otherwise foster the professionalization of students should be provided.

Guideline 17.1

Faculty should actively encourage and serve as role models for student involvement in various professional organizations, and should support their attendance at national, provincial, and local meetings. Organized efforts should exist to inculcate values and attitudes congruent with the profession's standards and ethics, scientific inquiry, post-graduate training and education, and scholarly activity through such means as guest lecturers, presentations by pharmacy and diverse scholarly leaders, and participation in curricular and extracurricular activities.

Guideline 17.2

Faculty/student interactions should be facilitated through informal activities. Faculty attendance at student functions, both professional and social, should be encouraged as an effective means to foster harmonious relationships and facilitate role model opportunities.

STANDARDS FOR FACULTY AND STAFF

Standard No. 18

Faculty and Staff: Quantitative Factors

The Faculty should have sufficient human resources to meet the comprehensive needs of an academic health sciences Faculty, including its responsibilities for the professional program in pharmacy, research in the disciplines of the pharmaceutical sciences, clinical practice and public service. The faculty consists of individuals who have a range of academic credentials, full-time or part-time appointments, and who serve with or without compensation.

A critical nucleus of full-time faculty in the respective pharmacy disciplines and in each area of the professional curriculum is required. This nucleus may be complemented by part-time faculty, co-staffed or co-funded faculty positions with affiliates, post-doctoral personnel, and voluntary faculty. Voluntary faculty should have adjunct or other appropriate academic titles.

The Faculty should have a faculty to student ratio sufficient to effectively deliver and evaluate the academic program in pharmacy, to provide time for faculty development, and to pursue research and scholarly activities. The curricular area of practice experience requires close supervision of and significant interaction with students, and thus a greater faculty to student ratio should be provided during this aspect of the professional program.

Guideline 18.1

Teaching and other responsibilities of faculty need to be in balance so as to enable the pursuit of faculty responsibilities to scholarship.

Guideline 18.2

Adequate support staff, such as administrative assistants, secretaries, student affairs personnel, teaching assistants, laboratory technicians, and information technology expertise should be provided for effective operation of the Faculty.

Standard No. 19**Faculty and Staff: Qualitative Factors**

The faculty should possess professional and academic expertise in the components of the professional program in pharmacy for which they are responsible, and demonstrate suitable familiarity with current educational philosophy and techniques. Faculty, individually and collectively, should demonstrate a commitment to the mission of the Faculty and to the goals and objectives of the professional program in pharmacy.

There should be an organized professional development program for full-time and part-time faculty, consistent with their respective responsibilities and should demonstrate effectiveness of this professional development program. The professional development activities should further skills in teaching students and evaluating their progress. Additionally, the professional development program should assist faculty in efforts to become and remain productive scholars. Educational support systems should be provided to practitioners serving as voluntary faculty in the practice experience programs.

Guideline 19.1

Faculty members with teaching responsibilities for pharmacy practice skills should be involved in the provision of pharmaceutical care and professional services to patients. These activities not only contribute to the maintenance and enhancement of the skills of practice, but are also of fundamental importance in the development of those skills in students. In practice experiences involving direct patient care, it is necessary to have practice faculty who are role models of professional attributes and behaviours so as to effectively mentor, monitor, and evaluate students.

Guideline 19.2

The faculty should have the capability and continued commitment to be effective teachers. Effective teaching requires knowledge of the discipline, effective communication skills, and an understanding of pedagogy, including construction of a curriculum consistent with expected professional competencies and educational outcomes, and subject to internal and external evaluation. Faculty should employ educational technologies and techniques that support educational delivery, such as simulations and case studies, and evaluation, such as test construction and clinical performance assessments.

Guideline 19.3

The Faculty is encouraged to seek diversity (see Glossary) in the recruitment and employment of faculty and staff.

Standard No. 20

Individual Faculty Evaluation

Established criteria and a defined process should exist for the measurement of performance of each faculty member and for promotion and, where applicable, tenure consideration. Faculty should be evaluated for quality and effectiveness utilizing academically accepted criteria appropriate to the established responsibilities of individual faculty members. Evaluation techniques should involve administrative review, peer review, and student evaluations.

Guideline 20.1

Abilities and skills in teaching and research related to pharmaceutical education should be evaluated and documented.

Guideline 20.2

Faculty should have a responsibility to generate and disseminate knowledge through scholarship, whether or not graduate education is a component of the Faculty's mission. Scholarship should be evident and demonstrated by productive research and contributions to the scientific, professional, and educational literature, publication of books and review articles, and successes in securing extramural funding in support of research and scholarly activities. Faculties should foster an environment that encourages contributions by the faculty to the development and transmission of new knowledge, and should contribute to the advancement of knowledge and to the intellectual growth of students through scholarship.

Guideline 20.3

Contributions to the advancement and promotion of the profession of pharmacy should be evidenced by activities such as the development and evaluation of innovative teaching or practice modes, participation in professional and scholarly meetings, presentation of papers, service as an officer or committee member of organizations, and as a developer and/or presenter of continuing education programs.

Guideline 20.4

The faculty evaluation process should take into account, and appropriately recognize, efforts of faculty who have senior administrative appointments in the Faculty or University or who make contributions toward advancement of the professional development of students, such as academic advising, career pathway counselling, and student organization advising.

Guideline 20.5

Faculty should continually document and evaluate their individual and collective performance. It is essential that faculty assume responsibility for continuously improving their own teaching, scholarship, and service activities. The use of portfolios as faculty self-assessment instruments is encouraged.

STANDARD FOR FACILITIES AND LEARNING RESOURCES

Standard No. 21

Library and Learning Resources

Library and learning resources should be available and accessible to the Faculty that are sufficient to support the professional program and the research and scholarly activities in accord with the mission of the Faculty. The collection, services, and staff should be adequate to the needs of students and faculty; holdings should be current with an established mechanism for review and updating; the physical facilities should adequately house the library's print and non-print holdings, and provide sufficient study and reading space for students and faculty. Information technology and internet access should be available in sufficient quantity and quality. The Faculty should demonstrate that these resources are fully incorporated and utilized in the teaching and learning processes.

Guideline 21.1

The library, learning resources, and information technology should satisfy generally accepted standards and practices for libraries that serve the program.

Guideline 21.2

The library should be under the direction of a professional librarian and a good working relationship should exist with the Faculty.

Guideline 21.3

A faculty liaison or committee should be established to ensure adequacy of the collection and services, and appropriate integration of library resources into the teaching program.

Guideline 21.4

An organized program should exist to acquaint students with the effective and efficient use of the library as well as with the use of information storage and retrieval techniques.

Guideline 21.5

Remote access technologies and mechanisms that facilitate utilization of library information from off-campus sites should be available. Search capabilities, document delivery services, and other methods for access to materials not in the collection should be available and taught to students.

Guideline 21.6

Student and faculty opinions should be sought regarding the adequacy of library resources, and estimates of utilization of available library resources by students and faculty should be obtained so as to foster improvement.

Standard No. 22 **Physical Facilities**

The physical facilities of the Faculty and at other sites where students are located, should be adequate to achieve the Faculty's stated mission. Essential physical facilities include administrative and faculty offices, teaching and research laboratories, lecture rooms, small classrooms or conference rooms, student amenities, and program support areas. The physical facilities should be adequately equipped, well-maintained, provide a reasonably attractive environment for teaching and learning, and meet federal, provincial and local legal standards for disabled individuals. The teaching facilities, including general and specialized laboratories, should be sufficient in number and adequate in size to accommodate the student body. Equipment for information technology and laboratory work should be available so as to provide individual learning experiences and should be available in a quantity sufficient so that each student has opportunity for participation. Physical facilities, instrumentation, supplies and services should be adequate to support the research and scholarly activities of the Faculty, including the professional development program for faculty.

Guideline 22.1

Offices for faculty should provide privacy for study and for counselling and advising students. Adequate facilities should be available for support staff, including space for clerical and receptionist duties, copying services, and the housing of equipment and supplies.

Guideline 22.2

Adequate equipment and instrumentation necessary to support the Faculty's mission, including current information technology, should be provided. Technical information technology assistance to facilitate teaching and learning should be available. The necessary environment, including facilities for practice simulations, should be available so as to provide students with practice exercises and simulated pharmaceutical care experiences.

Guideline 22.3

Adequate space should be provided for student activities and organizations, such as meeting rooms, study areas, and lounges. Appropriate resources should be available to support a favourable environment for student life.

STANDARD FOR FINANCIAL RESOURCES

Standard No. 23

Financial Resources

The Faculty should have adequate financial resources so that continuing operation of the professional program in pharmacy is ensured at an acceptable level. A budget should be available that provides for programmatic needs, including faculty resources, materials and supplies, faculty development, and evaluation for purposes of program effectiveness. Enrolments should be established and managed by the Faculty in harmony with resource capabilities. Financial resources are necessary to provide for appropriate and well-maintained physical facilities. The University and the Faculty should develop and maintain a broad base of financial support. The Faculty should augment budgetary resources with programs of private giving and other extramural support for purposes of programmatic development and enrichment.

Guideline 23.1

The Faculty should operate with a budget that is developed and managed in accord with sound and accepted business practices. Financial resources should be employed efficiently and effectively in support of the mission, goals and objectives, and should be provided in accord with the strategic plan of the Faculty.

Guideline 23.2

A program should be established to acquire extramural funds through endowment income, grants, contracts, and other fund raising mechanisms. Resources obtained from such sources should be free of restrictions that may interfere with sound educational and ethical policies and should be used in a manner which maintains the integrity, and supports the mission of the Faculty. University or Faculty conflict of interest guidelines that recognize the unique issues concerning relationships with a third party should be available. Extramural funding to faculty members should not create a conflict of commitment nor result in a loss of accountability to the Faculty and its professional program in pharmacy.

GLOSSARY

Assessment

Processes for grading (formal and non-formal), examining and other activities related to measuring learning and skill development in the individual student.

Dean

Also means Director.

Diversity Policy

Policy that ensures non-discrimination on the basis of race, religion, gender, sexual orientation, national origin, disability, or by any other characteristic defined under provincial or federal human rights legislation.

Educational Outcomes

"An outcome is an ability resulting from the integration and mobilization of a set of effectively used resources (skills, attitudes and knowledge)". This definition was prepared by the Université de Montréal Faculté de pharmacie.

Evaluation

Systematic collection and interpretation of evidence, leading, as part of the process to a judgement of the effectiveness or value of the educational program or any component of the operational structure of a Faculty.

Faculty

Also means School of Pharmacy, College of Pharmacy, Faculty of Pharmaceutical Sciences, Faculty of Pharmacy at a university.

Guidelines

Guidelines are provided for guidance and/or interpretation of the standard's intent and purpose. Guidelines are also presented to illustrate ways and means of complying with standards. They assist Faculties of Pharmacy to demonstrate compliance with standards and they assist evaluation teams in the determination of a Faculty's compliance with standards.

Mission, Goals and Objectives

A mission statement defines the long-range purposes or aims that the Faculty of Pharmacy strives to sustain year after year. Goals define the end results to be achieved; taken collectively, goals embody the mission of the Faculty. Objectives refer to those relatively short-term conditions to be achieved within a given period of time that are measurable evidence of progress toward achievement of the goals of the Faculty.

Outcomes Expectations

Established performance descriptions that are realistic, quantifiable and measurable.

Outcomes Assessment

The process of gathering and analyzing information about achievement of established outcomes expectations for purposes of affirmation or to provide the basis for improvement.

Pharmaceutical Care

This model of patient-centered practice requires the pharmacist to identify or influence the desired health outcomes of an individual patient, and determine those outcomes that can be achieved by the appropriate use of medication. The desired health outcomes are determined by the patient, while the drug-related needs are determined collaboratively by the patient and the pharmacist, and other health care professionals, as necessary. To fully determine the patient's drug-related health outcomes requires the establishment of a special caring relationship (i.e. covenantal) between the patient and the pharmacist. Once the appropriate therapeutic course of action is determined to achieve the drug-related health outcomes, the pharmacist and the patient must agree on their relative responsibilities in implementing and monitoring the resulting therapeutic plan, for the benefit and the safety of the patient.

Practice Experiences

The term includes structured activities frequently referred to as “experiential learning”, “clinical experiences”, “clinical rotations”, “clerkships”, “practicum”, “studentships”, “structured practice experience program”, “cooperative work study programs”, etc. The descriptor “early” refers to practice experiences that are incorporated into the first to third years of the conventional academic program, while the terms “late” or “final” are used to describe practice experiences in the fourth year of the professional program. The practice experience core curriculum should be developed as a continuum of competency-building activities throughout the program of study.

Professional Competencies

Professional attributes including knowledge, skills, abilities and attitudes necessary to the educational preparation for the general practice of pharmacy.

Standards

Accreditation standards reflect professional and educational outcomes, processes, structures, and qualities identified by the Council as essential to the professional program in pharmacy leading to the baccalaureate in pharmacy degree. The use of the word "should" indicates that CCAPP considers an attribute to be necessary to ensure a quality program. Compliance with standards equates to accreditation of the professional program in pharmacy. Based upon the several evaluative steps in the accreditation process, the CCAPP determines compliance with standards and an appropriate accreditation status for the program.

