A Competency Framework for the Practice of Hospital Pharmacy based on Global Perspectives

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Henri R. Manasse, Jr., Ph.D., Sc.D. (Hon), FFIP
Professor and Dean Emeritus, University of Illinois at Chicago, College of Pharmacy, Chicago, IL USA
Professional Secretary, International Pharmaceutical Federation
The Hague, The Netherlands
Pleased to be here…

- Thank you for the kind invitation to participate in this international symposium.
- Hopefully I can blend my formal learnings, my experience as an academic in U.S. universities and my work as the former Chief Executive Officer of the American Society of Health-System Pharmacists.
- And my work in international pharmacy through the FIP and university ‘connections’ throughout the world.
Greetings from the International Pharmaceutical Federation (FIP)
Objectives for this presentation

- Define Competency
- Explore the depth of meaning of competency
- Describe various resources for examining competency in hospital pharmacy practice
- Examine Competency in Hospital Pharmacy
- Present associated issues – competency & application
What is Competence?

- Oxford English Dictionary Definition – The ability to do something successfully or efficiently
- Webster’s American English Definition – A sufficiency of means for the necessities and conveniences of life
- Spanish Oxford Definition – La capacidad para hacer algo

Do these definitions translate into meaningful Spanish language?
The Competency Iceberg

- On the surface, Competency is about effective and persistent performance and behavior.
- Underlying this surface, are the KNOWLEDGE, SKILLS, ABILITIES, VALUES, ATTITUDES AND BELIEFS that allow for competence performance—and these are deep issues.
What is a Competency Framework?

- A Framework is a methodical approach to studying and describing competence.
- It is derived from a clear definition of the tasks associated with the functions to be done.
- It clearly outlines the KNOWLEDGE, SKILLS AND BEHAVIORAL ASPECTS of the functions to be performed.
- A Competency Framework is a pre-requisite to specifically outlining ALL desired knowledge and traits.
Competence for WHAT?

- Hospital Pharmacy Practice (as I know it) is unique and distinctive as compared to other areas of practice (e.g. community pharmacy, industrial pharmacy, etc.)
- Unique in that the practice occurs in a specifically defined setting—the hospital—and this setting has certain characteristics that differentiate it from other settings
- Distinctive in that specific knowledge and skills must be applicable AND the institution relies on these for its overall functioning
- Quality, Safety, Interprofessional Accountability, Efficiency, Effectiveness and Cost-Consciousness are distinctives
Approaches to Defining Competence

- International: Good Pharmacy Practice (International Pharmaceutical Federation and the World Health Organization, 2011)

- www.fip.org
Major Component Areas of Competence for Hospital Pharmacy Practice

Pharmacy Systems
- Purchasing, Storage, Inventory Management
- Order Fulfillment and Logistics
- Preparation

Medication Safety and Quality
- Safety Science
- Indicators and Measurement
- Systems Enhancement and Improvement

Clinical Applications
- Evidence-based decision making
- Effectiveness, Efficiency and Cost-Sensitive decision making

Professional Practice
FIP Efforts…

Global Consensus Conference on a Vision for the Future of Hospital Pharmacy, Hospital Section, International Pharmaceutical Federation, 2008

http://www.ajhp.org/content/66/5_Supplement_3/s61.full.pdf

The Global Hospital Pharmacy Village
U.S. Effort…

- Competencies for Hospital Pharmacy Practice, American Society of Health-System Pharmacy and Accreditation Council for Pharmacy Education

**Entry-level Competencies Needed for Pharmacy Practice in Hospitals and Health-Systems**

*Based on the work of a joint ASHP-ACPE Task Force*

*Fall 2010*

**Recommendations to ASHP**

1. The competencies should be shared with residency preceptors. Residency preceptors would benefit from having access to the competencies list, helping them assess new residents entering their program and including remedial training where deficiencies are found.

2. ASHP should make the competencies available to pharmacy students. Students, especially those planning to enter practice in a hospital setting or enter a residency, would be able to use these competencies as they plan their classes and experiential site selection.

3. Findings and recommendations of the Task Force should be shared and discussed at national meetings. The AACP workshop presented by Task Force representatives was well received, generated discussion on how schools might re-examine their curriculum content to make sure these competencies should be addressed, and resulted in favorable evaluations. Additional sessions with similar formats should be conducted at other meetings, with the hope of generating similar results.
Fitness to Practice work in the United Kingdom and Australia

www.rpharms.com / www.psa.org.au
A new component of competence begun by the World Health Organization

- Competence as a component of Social Accountability in Health Professions Education, Global Consensus on Social Accountability

Challenges in the Competence Issue

- Differentiating ‘entry level’ competence from ‘advanced practice’ competence
- Differentiating ‘advanced practice’ from ‘specialty practice’
- Creating and Enforcing a Standard of Minimum Competence (e.g. licensure and public accountability)
- Preparing a sufficient number of individuals with the required level of competence [division of labor]
- Faculty and Institutional Competence
- Linkage between Competence and Social Accountability
Policy Recommendation from the Section of Clinical Specialists & Scientists (ASHP)

Pharmacists who practice where a pharmacy specialty should become board certified in the appropriate specialty area.

Recognize the Board of Pharmacy Specialties (BPS) as an appropriate organization which specialties are formally recognized.

Advocate prioritization for recognition of new specialties in those areas where sufficient numbers of PGY2 residency training programs are established and where adequate numbers of pharmacists are completing accredited training programs.
Policy Recommendations (continued…)

- Standardize credentialing eligibility and recertification requirements to include consistent requirements for advanced postgraduate residency training.
- Promote a future vision encouraging accredited training as an eventual prerequisite for board certification.
- Encourage BPS to be sensitive to the needs of current practitioners as prerequisites evolve.
- Encourage and support the development of effective training and recertification programs.

* Approved by ASHP House of Delegates, June 12, 2012
Next steps…

- Determine an ENVISIONED FUTURE for hospital pharmacy in Argentina and strive to achieve it

What do patients need?
What does the Argentinian Health Care System need from Hospital Pharmacists
Some Suggested Next Steps…

- Develop a detailed and practical acceptable competence STANDARD for hospital pharmacy practice in Argentina
Hospital Pharmacy Practice has several major components…

Reflect the VARIED areas of competence in hospital pharmacy (e.g. clinical, managerial, drug acquisition and associated logistics, drug information, post-marketing surveillance, etc.)
Assuring Competence…

- Create a TESTING and EXAMINATION system to objectively and specifically determine COMPETENCE against the STANDARD(S)
Assuring Accountability!

- Define accountability for the Department of Pharmacy and its activities
- Assuring competence of all staff members for their areas of responsibility
- Interdisciplinary and interprofessional engagement requires accountability to the team
- Trust, Confidence and Consistency
Influence…

- Raise expectations among patients, nurses, physicians and administrators of Argentina’s hospitals
Questions and Comments