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**Application**

**Competency-mapped Accreditation Review**

**Cannabis and Patient Care in Pharmacy**

# Competency-Mapped Accreditation Required

Programs that wish to be recognized by the following Provincial Regulatory Authorities:

1. Ontario College of Pharmacists

NOTE: Some of the other regulatory authorities are discussing requiring cannabis-related education and some have decided that they will not require education at this time.

# Program Requirements

The program that meet the following conditions:

1. The program addresses the three approved competencies [See Appendix A].
2. The program meets the criteria and guidelines for a CCCEP accredited Continuing Education Certificate program as outlined in the CCCEP policy on certificate programs[[1]](#footnote-1).
3. Only programs that address the three (3) competencies outlined in Condition 1 may be accredited as a certificate program under the CCCEP policy on Accreditation of Continuing Education Certificate Programs. They may issue a certificate in Cannabis and Patient Care in Pharmacy.
4. Programs that do not address the three competencies but have content related to cannabis may be accredited as a regular continuing education program. In accordance with CCCEP guidelines, the program provider may issue a letter (or statement) of attendance but not a document called a “certificate” to participants who complete the program.

The provider must declare on the program content and promotion materials that the program does not meet the requirements for recognition by the above listed provincial regulatory authorities.

# Accreditation Review Process

The competency-mapped accreditation review process for Cannabis-related Competency programs is a two-stage process.

* Stage 1: Regular review for a CCCEP-accredited Continuing Education Certificate program.
* Stage 2: Review the extent to which the program addresses the three (3) competencies.

The second stage review will examine the learning objectives and the content of a program to determine the extent to which the program addresses each competency.

Based on the review of the learning objectives and the presence of the suggested content, the competency-mapped accreditation review will identify the extent to which the competency is met.

* **Fully met** – the program addresses all the learning objectives and contains suggested content;
* **Substantially met** – the program at least partially addresses the learning objectives of the competency and contains all the suggested content;
* **Partially met** – the program contains some, but not all, of the learning objectives of the competency and/or some of the suggested content;
* **Not met** – the program addresses none or only a small number of the learning objectives of the competency.

# Completing the Competency Review Table (Instructions)

In the **Columns entitled Program Location**, identify where the information on the learning objectives and suggested content may be found.

|  |  |
| --- | --- |
| **Column** | **What to Enter** |
| **Module & Lrng/Object**  | Identify the location in the program where the learning objective (or its equivalent) is stated. * Identify Module(s)/Section(s) and Learning objective(s) number.
* Example: M-3 LO-2 for Module 3, Learning objective 3.
 |
| **Related Content** | Identify the location in the program where the program content related to the objective may be found. |

**NOTE**: The statements in the “**Type of Content to be included in Learning Objective to meet Competency**” are intended to provide guidance to providers in preparing their programs, as opposed to being specific learning objectives for a program.

# Program, Provider and Contact Person Information

|  |  |
| --- | --- |
| **Program Title (s)** |  |
| **Program Provider Name** |  |
| **Name of Contact Person** |  |
| **Phone and email** |  |
| **Date Submitted** |  |

# Competency-Assessment

1. **Ethical, Legal and Professional Responsibilities**

***NAPRA Competency****:* ***Practise within legal requirements, demonstrate professionalism and uphold professional standards of practice, codes of ethics and policies.***

***Practise within legal requirements***

* Act in accordance to all legal requirements (e.g., legislation, regulations, policies and guidelines) related to cannabis.
* Stay current with legislative and regulation changes in regards to cannabis access and distribution including changes in policies and standards

***Uphold ethical principles*** ((beneficence, non-maleficence, respect for persons, accountability/fidelity, [Refer to Appendix A for principles].

**Apply principles of professionalism**

* Seek guidance and learning when uncertain about own knowledge skill, abilities, and scope when providing patient care regarding cannabis/cannabinoids.

| **Competency Area: Ethical, Legal and Professional Responsibilities** |
| --- |
| **Type of Content to be included in Learning Objective to meet Competency** | **Program Location** | **Reviewer Assessment** |
| **Module & LrngObject** | **Related Content** | **Yes/No/ Partial** | **Reviewer Comments** |
| * 1. State the federal and provincial legislation, regulations, policies and guidelines related to cannabis.
 |  |  |  |  |
| * 1. Summarize the major provisions of the federal and provincial legislation, regulations, policies and guidelines related to cannabis.
 |  |  |  |  |
| Other Learning Objective(s) [Note topic of objective and identify location] |  |  |  |  |
| *Program covers Federal Legislation & Regulations, and the following Provincial Legislation, Regulations, and Policies (Check all that apply)* |
| *ON* |  |  |  |  |  |  |  |
| Other provinces (Cannabis education not required at this time.  |
| NL |  |  | *NS* |  | *NB* |  |  |
| QC |  |  | SK |  | *AB* |  |  |
| BC |  |  |  |  |  |  |  |
|  |  |  |  |  |
| * 1. Summarize your the four ethical principles related to beneficence, non-maleficence, respect for persons, and accountability/fidelity as they apply to cannabis.
 |  |  |  |  |
| * 1. Given a case study, correctly apply the four ethical principles with rationale.
 |  |  |  |  |
| * 1. Identify the type of situations in which a pharmacy professional should seek guidance because they are uncertain about their scope of practice or own knowledge, skill, abilities to providing patient care regarding cannabis/cannabinoids.
 |  |  |  |  |
| Other Learning Objective(s) [Note topic of objective and identify location] |  |  |  |  |

| **The competency is:**  | **Reviewer Comments** |
| --- | --- |
| Fully met |  |  |
| Substantially met |  |
| Partially met |  |
| Not met |  |

1. **Patient Care**

**NAPRA Competency***:* ***Pharmacists, in partnership with the patient and in collaboration with other health professionals, meet (or participate in meeting) the patient’s health and drug-related needs to achieve the patient’s health goals.***

*Develop professional relationship with patient*

* Use effective communication and interviewing skills to encourage/support patient in sharing information on their cannabis use
* Consider and acknowledge the patient's needs, values, beliefs, experiences, and health goals as it relates to cannabis use

*Obtain information about the patient including health status and concerns*

* When relevant, gather information regarding cannabis use and experience when assessing and managing overall therapy for patients. (For example, when a patient is on or initiates psychiatric, chronic respiratory or cardiovascular medications, is pregnant or lactating or is taking any other psychoactive substance.)

*Assess the patient’s health status and concerns*

* Assess individuals' potential risks or benefits of cannabis use
* Screen for cannabis use disorder and problematic cannabis use

*Determine the patient’s actual and potential drug therapy problems (DTPs).*

* Determine the patient’s actual and potential drug therapy problems involving cannabis.
* Identify DTPs or issues involving the patient's cannabis use and their medical conditions, other medications, and other patient parameters that could affect optimal health outcomes

*Develop the patient’s care plan, in partnership with the patient and in collaboration with other health professionals.*

*Implement the patient’s care plan.*

*Monitor the patient’s progress and assess therapeutic outcomes.*

| **Competency Area: Patient Care** |
| --- |
| **Type of Content to be included in Learning Objective to meet Competency** | **Program Location** | **Reviewer Assessment** |
| **Module & LrngObject** | **Related Content** | **Yes/No/ Partial** | **Reviewer Comments** |
| * 1. Identify/describe issues that a pharmacy professional may encounter in developing a professional relationship, gathering information regarding their values, beliefs, experiences and goals regarding cannabis use, and the communication and interview approaches to deal with these issues
 |  |  |  |  |
| * 1. Describe/explain the components of a patient assessment to identify drug therapy problems, risks and benefits of cannabis use, implications for medical conditions and other medications, signs and symptoms of problematic cannabis use, cannabis withdrawal symptoms, and side effects of cannabis related treatments.
 |  |  |  |  |
| * 1. Given a case study (or equivalent) for patient with medical use of cannabis, develop a patient care and monitoring plan that meets the patient’s health goals and drug-related needs and demonstrates continuity of care and includes the documentation needed and reflects collaboration with the patient and other health professionals.
 |  |  |  |  |
| * 1. Given a case study (or equivalent) for patient with recreational use of cannabis, develop a patient care and monitoring plan that meets the patient’s health goals and drug-related needs, minimizes risks, demonstrates continuity of care, includes the documentation needed and reflects collaboration with the patient and other health professionals.
 |  |  |  |  |
| * 1. Describe the challenges in educating patients on objective and evidence based information, and ways of addressing these challenges.
 |  |  |  |  |
| Other Learning Objective(s) [Note topic of objective and identify location] |  |  |  |  |

| **The competency is:**  | **Reviewer Comments** |
| --- | --- |
| Fully met |  |  |
| Substantially met |  |
| Partially met |  |
| Not met |  |

1. **Knowledge and Research Application**

**NAPRA Competency *Pharmacists access, retrieve, critically analyze and apply relevant information to make evidence-informed decisions within their practice with the goal of ensuring safe and effective patient care.***

* Develop and maintain competence on:
	+ Main constituents of cannabis, including phytocannabinoids and terpenes, and the effects on the endocannabinoid system
	+ Effects of cannabinoids on health outcomes
	+ Pharmacology of cannabis and its constituents, potential therapeutic roles, short term and long term adverse effects, precautions and contra-indications, drug-drug interactions, drug-disease interaction
	+ Dosage form and routes of administrations’ impact on pharmacokinetics, benefits and risks of cannabis use
	+ Disease states, disorders and/or symptoms that may be relieved or worsened by cannabis use
	+ Differences in the devices used for cannabis administration
* Obtain knowledge from sources which are evidence informed and minimal in bias

| **Competency Area: Knowledge and Research Application** |
| --- |
| **Type of Content to be included in Learning Objective to meet Competency** | **Program Location** | **Reviewer Assessment** |
| **Module & LrngObject** | **Related Content** | **Yes/No/ Partial** | **Reviewer Comments** |
| * 1. Explain the main constituents of cannabis and their effects on health outcomes including pharmacology, potential therapeutic roles, short- and long-term adverse effects, precautions and contra-indications, drug-drug interactions and drug-disease interactions.
 |  |  |  |  |
| * 1. Identify the disease states, disorders and/or symptoms that may be relieved or worsened by cannabis use and explain the nature of the effect.
 |  |  |  |  |
| * 1. Compare and distinguish the cannabis dosage forms and the impact of routes of administration and devices on pharmacokinetics, benefits, and risks of cannabis use.
 |  |  |  |  |
| * 1. Identify the knowledge sources with the best evidence and minimal bias, the main strengths of the source and the limitations of their evidence/research.
 |  |  |  |  |
| * 1. Identify commonly accessed knowledge sources with poor evidence and high risk of bias, and the reasons for considering the evidence poor and/or biased.
 |  |  |  |  |
| Other Learning Objective(s) [Note topic of objective and identify location] |  |  |  |  |

| **The competency is:**  | **Reviewer Comments** |
| --- | --- |
| Fully met |  |  |
| Substantially met |  |
| Partially met |  |
| Not met |  |

**THIS SECTION TO BE COMPLETED BY CCCEP COMPETENCY MAPPED REVIEWER**

**Declaration of Competency-mapped Accreditation Reviewer**

This is to confirm that I have reviewed the program identified on page 1 of this application to determine the extent to which the program satisfies the 15 requisite competencies.

I confirm that this program addresses the requisite competencies as outlined in the competency-mapped accreditation review rubric, and summarized below.

| **Competency** | **Fully met** | **Substantially met** | **Partially met** | **Not met** |
| --- | --- | --- | --- | --- |
|  |
| 1. Ethical, Legal and Professional Responsibilities
 |  |  |  |  |
| 1. Patient Care
 |  |  |  |  |
| 1. Knowledge and Research Application
 |  |  |  |  |
|  |  |  |  |  |

I affirm this declaration by signing in the box below:

|  |  |
| --- | --- |
|  |  |
| ***Signature of Expert Reviewer*** | ***Date Signed*** |

**Note**: The Competency-mapped Accreditation Reviewer may digitally sign and submit this form in PDF format.

# Approval of Competency Mapped Accreditation

## Accreditation Approval

[ ]  The Competency Mapped Accreditation for this program is approved.

[ ]  Revisions are required before this program can be accredited.

# Revisions Required

[State none required or identify areas where revisions are required]

If you have any questions, please contact me.

Regards,

Arthur Whetstone

Executive Director

Date

# Appendix A: Cannabis and Patient Care in Pharmacy Competencies

NOTE: The following competencies are adapted from the NAPRA A Framework for Assessing Competencies at Entry to Practice Through Structured Practical Training Programs.

**Ethical, Legal and Professional Responsibilities**

*Practise within legal requirements, demonstrate professionalism and uphold professional standards of practice, codes of ethics and policies.*

***Practise within legal requirements***

* Act in accordance to all legal requirements (e.g., legislation, regulations, policies and guidelines) related to cannabis
* Stay current with legislative and regulation changes in regards to cannabis access and distribution including changes in policies and standards

***Uphold ethical principles***

NOTE: The following ethical principles are those that have been identified as relating to cannabis and are based on the code of ethics of the Ontario College of Pharmacists. Although the headings and specific wording may differ in other provinces, the principles are similar. When other Provincial Regulatory Authorities require cannabis education, their ethical principles will be listed here and mapped to these principles.

*Beneficence*

* Identify and educate individuals in which risks of cannabis use clearly outweigh benefits of cannabis use
* Educate individuals to prevent or reduce potential short-and long-term risks associated with cannabis use

*Non-maleficence*

* Put patient’s best interest ahead of own, especially if involved in any financial or business arrangement with a distributor or producer of cannabis involved in the dispensing, counselling and sale of cannabis
* Disclose any affiliation and relationship involved in the distribution, counselling and sale of cannabis to patient for transparency.

*Respect for the Person*

* Demonstrate respect for individuals’ choice to use cannabis through appropriate communication and refrain from stigmatizing people who use or have used cannabis
* Demonstrate a professional and non-stigmatizing attitude towards individuals who use substances, including cannabis, irrespective of reason for use
* Balance need to share information within patients’ circle of care with patient’s wishes for privacy.

*Accountability / Fidelity*

* Identify and avoid real, perceived or potential conflict of interest

*, ,*

*Apply principles of professionalism*

* Seek guidance and learning when uncertain about own knowledge skill, abilities, and scope when providing patient care regarding cannabis/cannabinoids

**Patient Care**

*Pharmacists, in partnership with the patient and in collaboration with other health professionals, meet (or participate in meeting) the patient’s health and drug-related needs to achieve the patient’s health goals.*

*Develop professional relationship with patient*

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**Knowledge and Research Application**

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	+ Pharmacology of cannabis and its constituents, potential therapeutic roles, short term and long term adverse effects, precautions and contra-indications, drug-drug interactions, drug-disease interaction
	+ Dosage form and routes of administrations’ impact on pharmacokinetics, benefits and risks of cannabis use
	+ Disease states, disorders and/or symptoms that may be relieved or worsened by cannabis use
	+ Differences in the devices used for cannabis administration
* Obtain knowledge from sources which are evidence informed and minimal in bias
1. CCCEP. *Policy on the Accreditation of Continuing Education Certificate Programs*. Available: <https://www.cccep.ca/pages/certificate_programs> [↑](#footnote-ref-1)