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**Application**

**Competency-mapped Accreditation Review**

**Cannabis and Patient Care in Pharmacy**

**(Updated March 12, 2019)**

# Competency-Mapped Accreditation Required

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

1. Ontario College of Pharmacists

NOTE: While some of the other regulatory authorities may be continuing to examine the potential for requiring cannabis-related education, 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 & Learning Objective** | 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].

| **Competency Area: Ethical, Legal and Professional Responsibilities** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Type of Content to be included in Learning Objective to meet Competency** | | | | **Program Location** | | **Reviewer Assessment** | |
| **Module & Learning Objective** | **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 states and summarizes the major provisions of 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. State and briefly summarize the four ethical principles of beneficence, non-maleficence, respect for persons, and accountability/fidelity, specifically as they apply to cannabis. | | | |  |  |  |  |
|  | | | |  |  |  |  |
|  | | | |  |  |  |  |
| 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 & Learning Objective** | **Related Content** | **Yes/No/ Partial** | **Reviewer Comments** |
| * 1. Identify/describe effective approaches and communications skills necessary for a practicing pharmacist to develop a professional relationship with the patient, and gather information regarding their values, beliefs, experiences and goals regarding cannabis use. |  |  |  |  |
| * 1. Describe the critical components of a patient assessment necessary to develop a patient care and monitoring plan for a patient using cannabis. These components should include the risks and benefits of use, implications for medical conditions and other medications, signs and symptoms of problematic cannabis use, and cannabis withdrawal symptoms. |  |  |  |  |
| * 1. Given a case study (or equivalent) for a 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 a 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 for a practicing pharmacist 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 & Learning Objective** | **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**

I have reviewed the program identified on page 1 of this application to determine the extent to which the program satisfies the three (3) requisite competencies, as outlined in the competency-mapped accreditation review rubric, and determined the extent to which it has met them, as summarized in the table below.

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

Name of Expert Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Initial Review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**OPTIONS FOR REVIEWER:**

**OPTION 1**: Following initial review of the program, if it has been determined to have **fully met** or **substantially met** the three identified competencies, please complete the following section.

## Accreditation Approval

The Competency Mapped Accreditation for this program is approved.

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.

**OPTION 2**: Following initial review of the program, if it has been determined to have **not met** or **only partially met** any of the three identified competencies, please complete the following section.

# Revisions Required

Revisions are required before this program can be accredited.

[Expert Reviewer to identify the area(s) where revisions are required]

*NOTE to PROVIDERS:*

If an expert reviewer chooses OPTION 2 it is your responsibility to ensure the program revisions are made as identified, or a detailed explanation provided as to why it is felt they cannot or should not be made, and the revised program is to be re-submitted to the Expert Reviewer. At the conclusion of the Expert Reviewer’s second review they must complete the section below (see OPTION 3).

**OPTION 3**: (Expert Reviewer to complete this section if a revised version was required and has been reviewed)

Note to Expert Reviewer – complete one of the two sections below based on your review of the **revised** program.

**Revised version - Accreditation Approval**

This is to confirm that I have reviewed the revised program identified on page 1 of this application to determine the extent to which the revised program satisfies the three (3) requisite competencies, as outlined in the competency-mapped accreditation review rubric, and determined the extent to which it has met them, as summarized in the table below.

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

The Competency Mapped Accreditation for this revised program is approved.

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.

**Revised version - Accreditation NOT approved**

This is to confirm that I have reviewed the revised program identified on page 1 of this application to determine the extent to which the revised program satisfies the three (3) requisite competencies, as outlined in the competency-mapped accreditation review rubric, and determined the extent to which it has met them, as summarized in the table below.

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

The Competency Mapped Accreditation for this revised program is **NOT** approved.

# Appendix A: Cannabis and Patient Care in Pharmacy Competencies

NOTE: The following competencies are adapted from the NAPRA Professional Competencies for Canadian Pharmacists at Entry to Practice (see

<https://napra.ca/sites/default/files/2017-08/Comp_for_Cdn_PHARMACISTS_at_EntrytoPractice_March2014_b.pdf> )

**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

**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*

* Use effective communication and interviewing skills to encourage/support patient in sharing information on their cannabis use
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*Obtain information about the patient including health status and concerns*

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**Knowledge and Research Application**

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  + 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)