

ACPE's 13th Conference on Continuing Pharmacy Education

New CPE Standards: Gateway to Implementation

Delivery of CPE Activity

Wednesday, Oct 7th

9.00- 10.00 AM

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**Director, Educational Design and Technology
American Society for Clinical Pathology**

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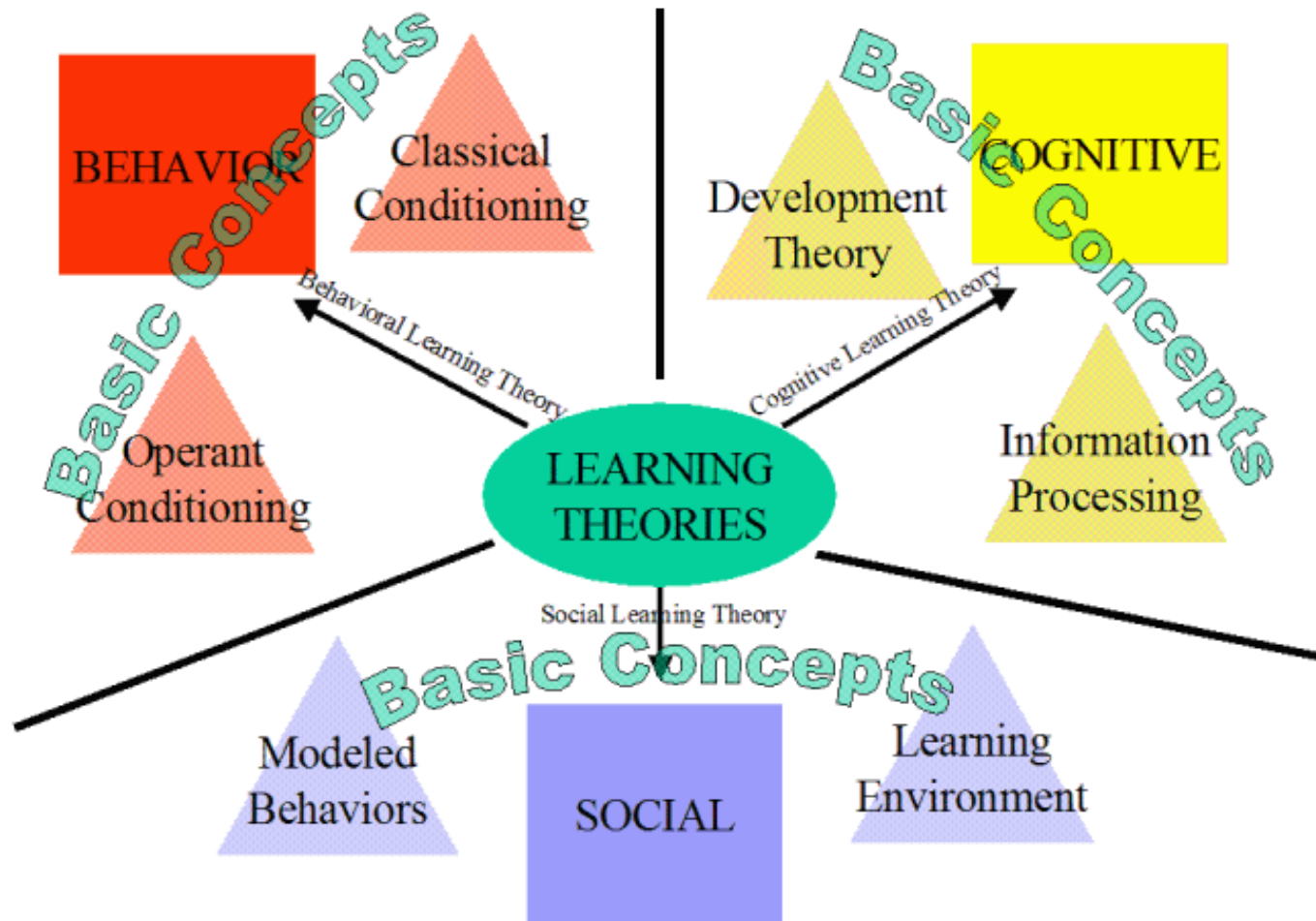
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Learning Objectives

This session will enable participants to:

- Describe a learner centered approach to CPE.
- Recognize instructional strategies that map to the goals and the learner needs.
- Evaluate the education provided appropriately.

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Learning is.....

- ***a quantitative increase in knowledge.***
- ***acquiring information or 'knowing a lot'.***
- ***memorizing, storing information that can be reproduced.***
- ***acquiring facts, skills, and methods that can be retained and used as necessary.***
- ***making sense or abstracting meaning.***
- ***relating parts of the subject matter to each other and to the real world.***
- ***interpreting and understanding reality in a different way.***
- ***comprehending the world by reinterpreting knowledge***



as defined by adult learners

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Where do medical professionals fit in - Situated Learning

- ❖ ***Learning integrated in practice***
- ❖ ***Learn in a highly variable, dynamic environment***
- ❖ ***There is not probably one right way or best way of learning***
- ❖ ***Different doctors require different learning methods and approaches***
- ❖ ***Constantly surrounded by interactions, educational events, information, feedback and reinforcement***



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Where we are now.... Connectivism

“Experience has long been considered the best teacher of knowledge. Since we cannot experience everything, other people’s experiences, and hence other people, become the surrogate for knowledge.”



Learning is ..

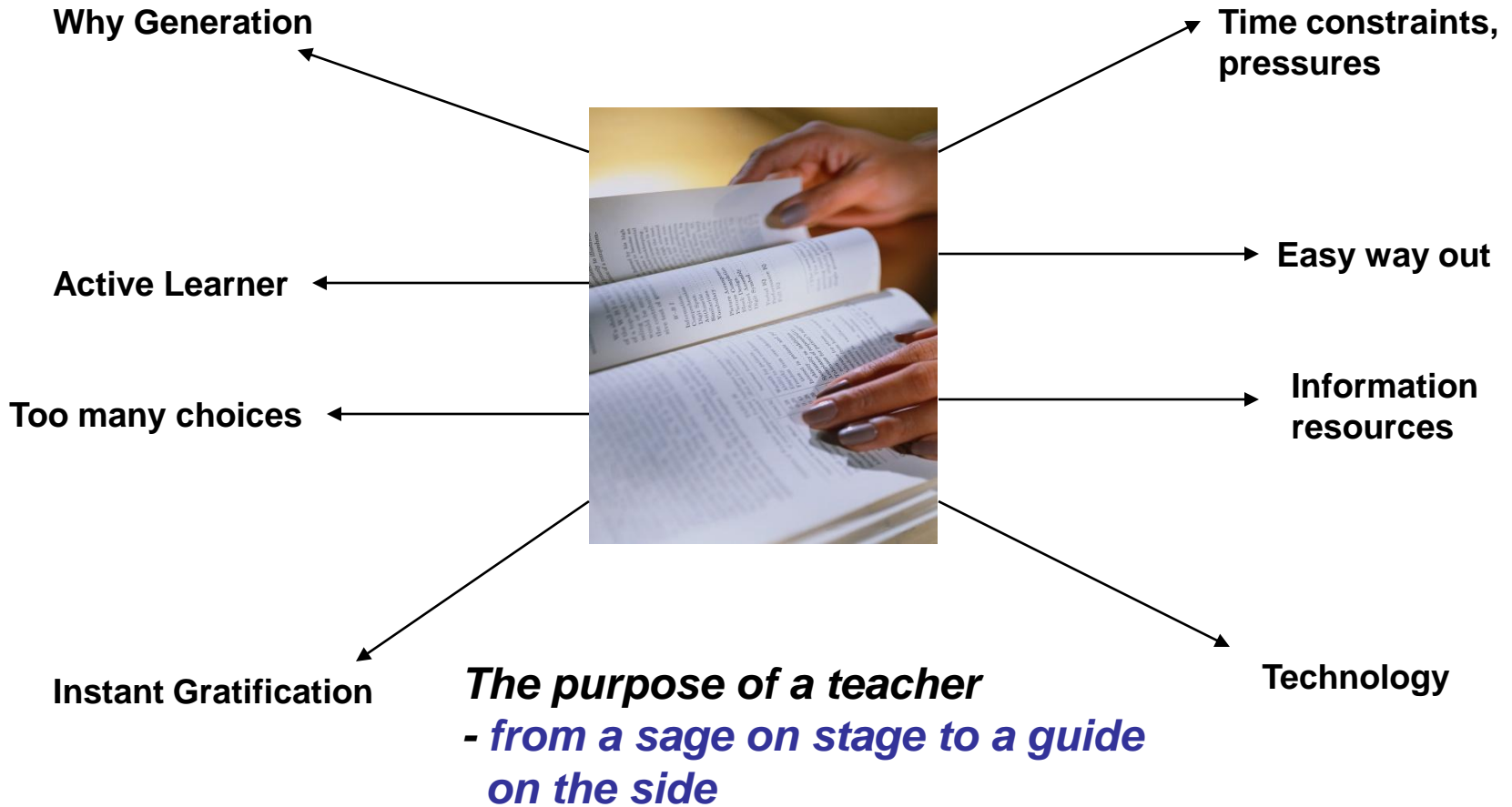
a process that **occurs within nebulous environments of shifting core elements** – not entirely under the control of the individual.

can reside outside of ourselves, is focused on **connecting specialized information sets**, more important than our current state of knowing.

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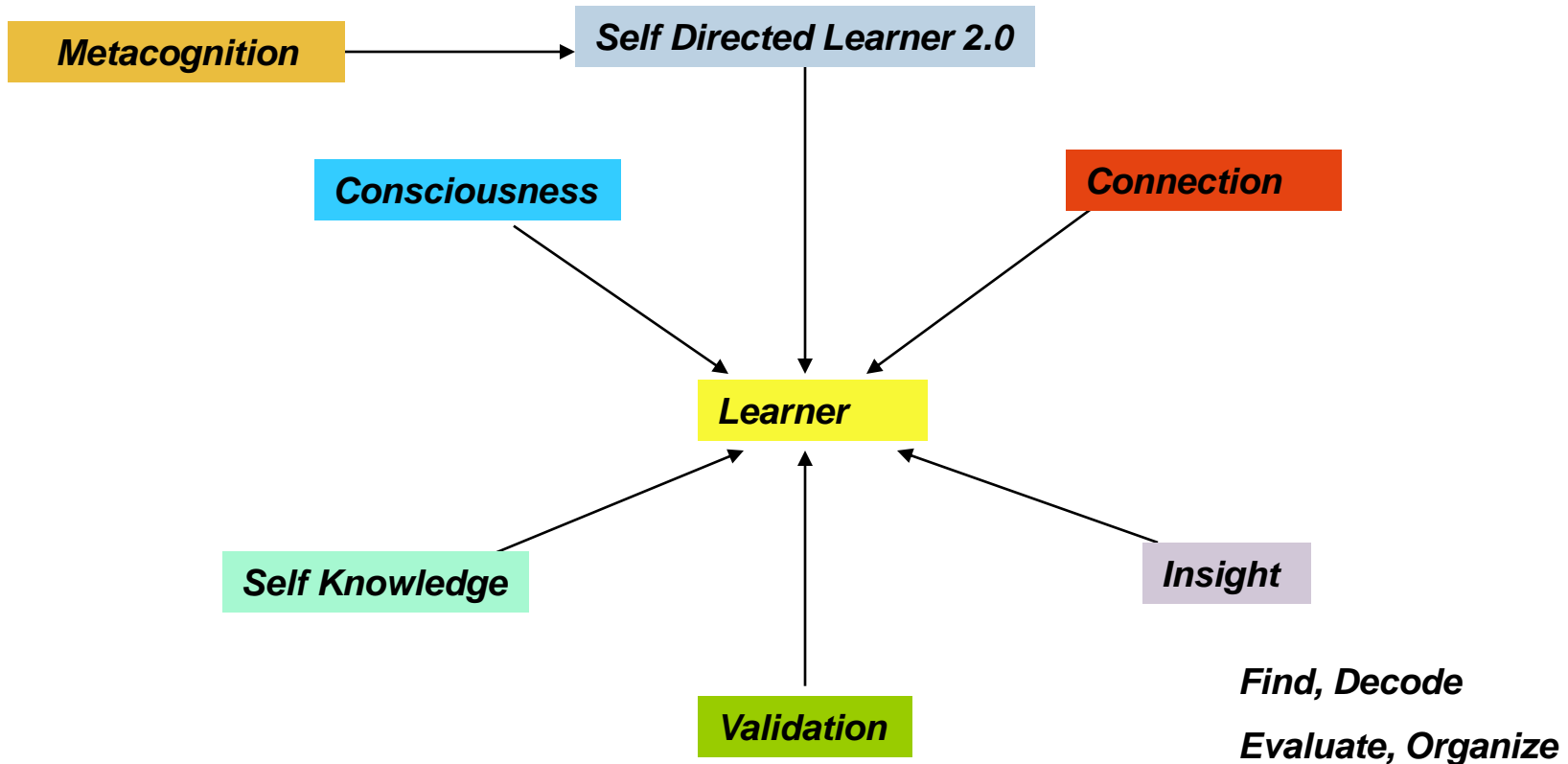
Our Learners now.....



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Learner – Power Knowledge Managers; Teacher – Coach, Curator



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To improve the learning experience, a shift to a focus on learner attributes, the learning process and learner's capabilities are critical. There is a paradigm shift in medical education:

From Here	To Here
Individualistic	Collaboration
Autonomous	Integrated
Scholarly	Practical
Expert Centered Focus	Patient/Service Team
Hierarchical	Distributed

We provide

- learners with choice- self directed learning
- Opportunities for exploration
- Empower and motivate learners by providing customized experiences
- Address various learning styles and preferences
- Explore technology tools and methods to promote self directed learning.

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What does Learner Centered Instruction mean?

Learner-centered education advocates a **student-focused teaching and learning environment**.

- The learner-centered environment facilitates the exploration of meaning and content knowledge through personal and interpersonal discovery.

Examples of learner-centered educational practices include, but are not limited to:

- Collaborative group learning, both inside and outside the classroom
- Individual research and discovery
- Problem-based inquiry learning
- Asynchronous distance learning
- Synchronous interactive distance learning
- Hands-on, experiential learning activities
- On-site field experiences
- Self-paced tutorials.

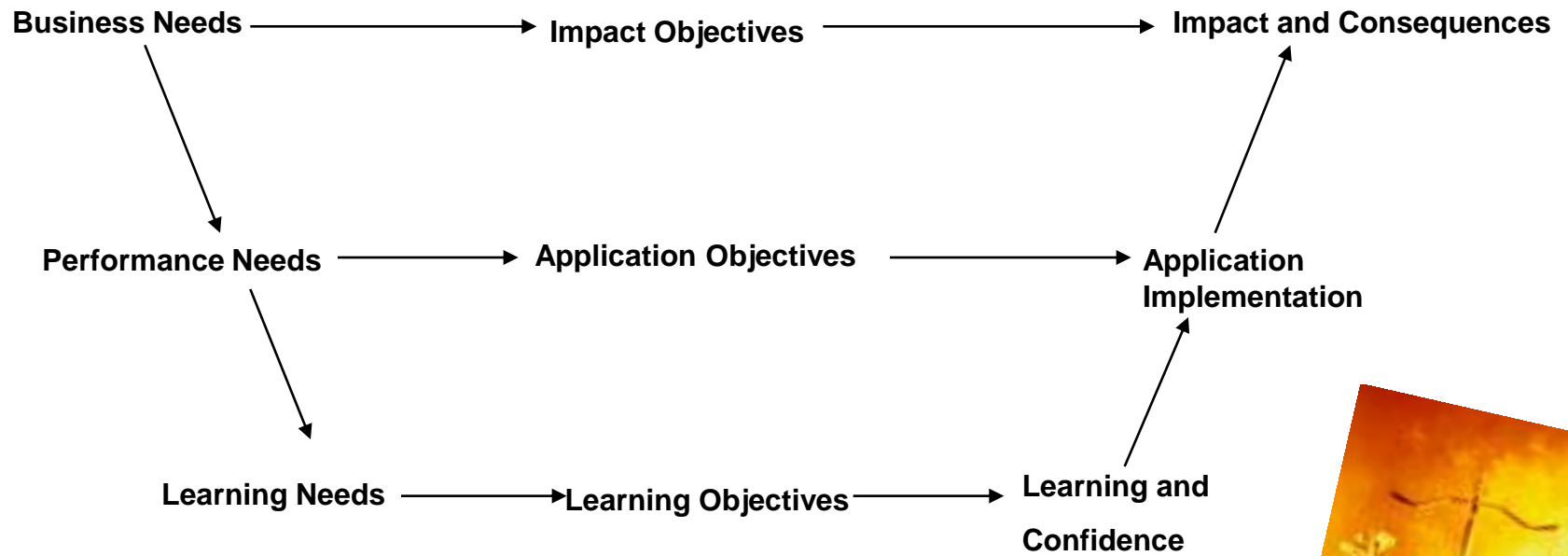
Competency-based assessment is an integral part of learner-centered education. The learner is asked to achieve and demonstrate competence in academic and professional disciplines.

Arizona Faculties Council (AFC), 2000

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Achieving Alignment



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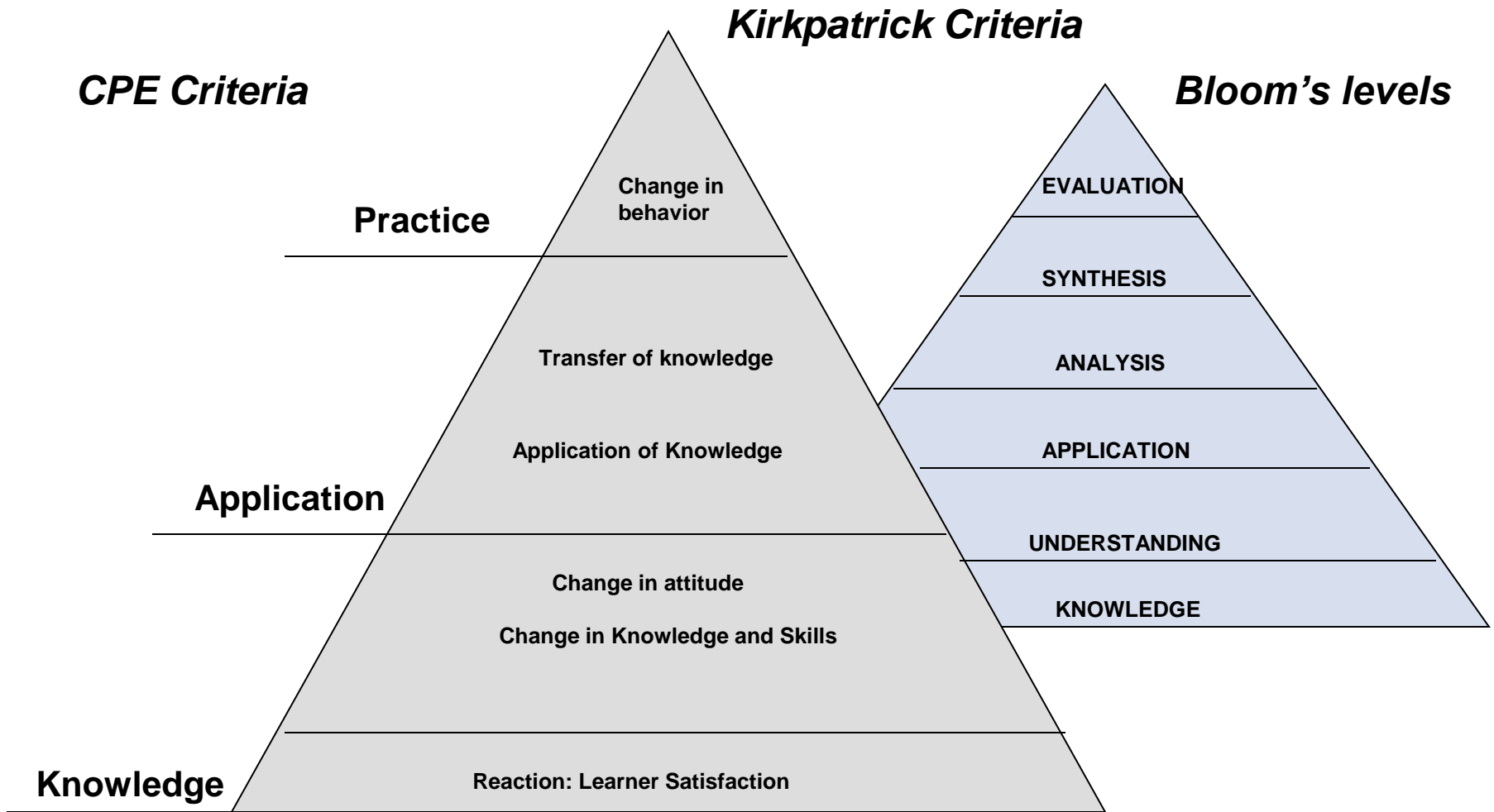
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Standards for Continuing Pharmacy Education: CPE Activities

Activity	Activity Purpose	Objective	Minimum credit
Knowledge	Transmit knowledge	Define, list, describe, identify	15 minutes
Application	Apply information	Apply, calculate, compare, analyze, differentiate, relate	60 minutes
Practice	Instill knowledge, skills, attitudes	Plan, design, measure, prepare, demonstrate	15 hours

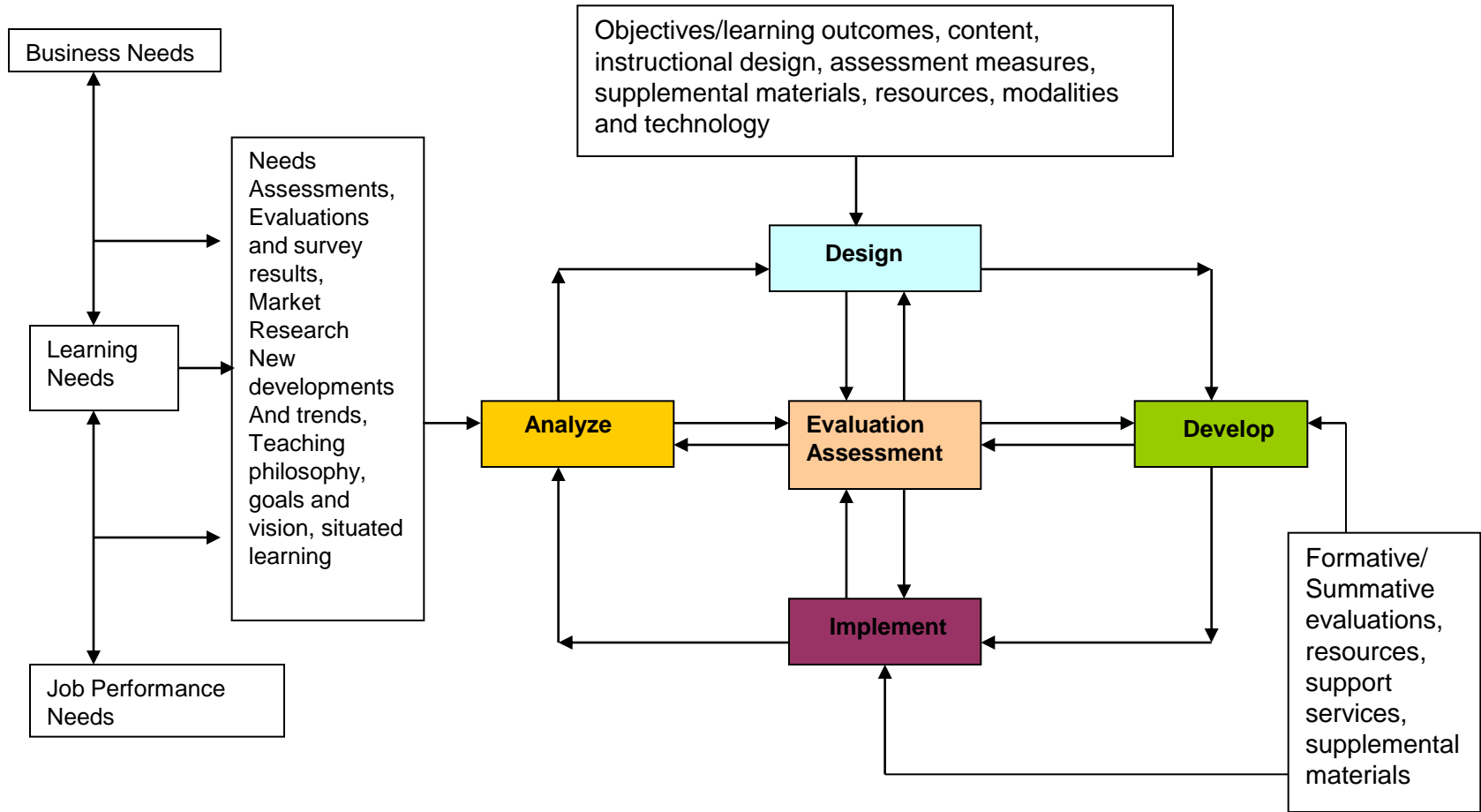
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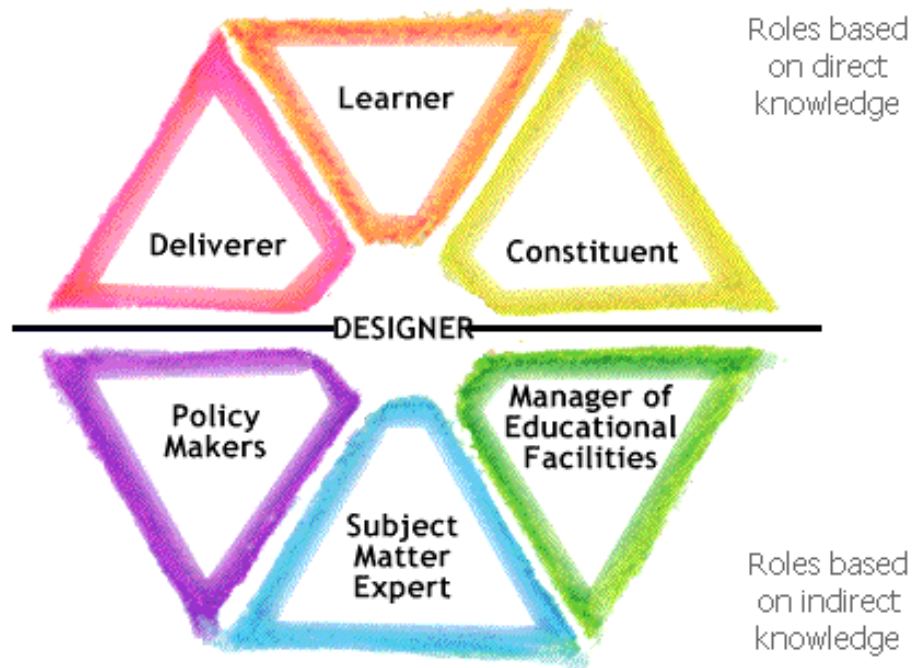
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Data Sources

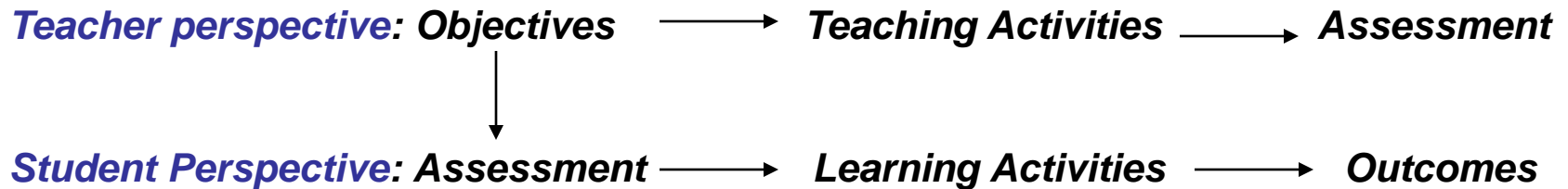


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Constructive Alignment (J. Biggs, 2003)

- ***Constructive: Learners construct their own knowledge***
- ***Alignment: Outcomes, assessment, teaching methods content***



Teaching and Learning occur in a whole integrated system.

- ***learner, sessions, classrooms, departments and institutions***

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Focus	Description
What the student is	Learning is a direct result of individual differences between learners
What the teacher does	Learning is primarily the result of appropriate teaching
What the student does	Learning is the result of learner focused activities required to reach the defined levels of understanding.

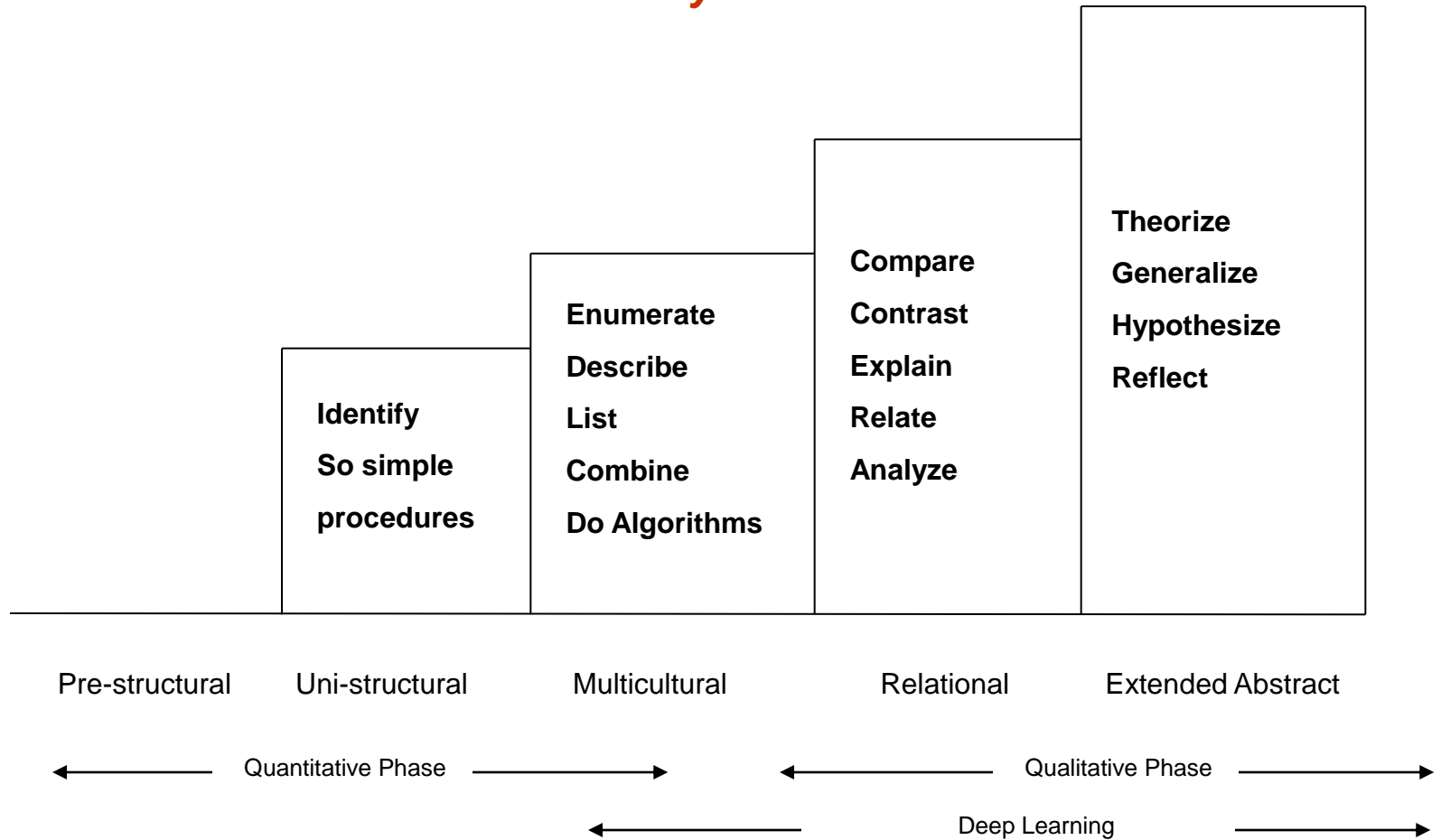
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The Hierarchy of Verbs



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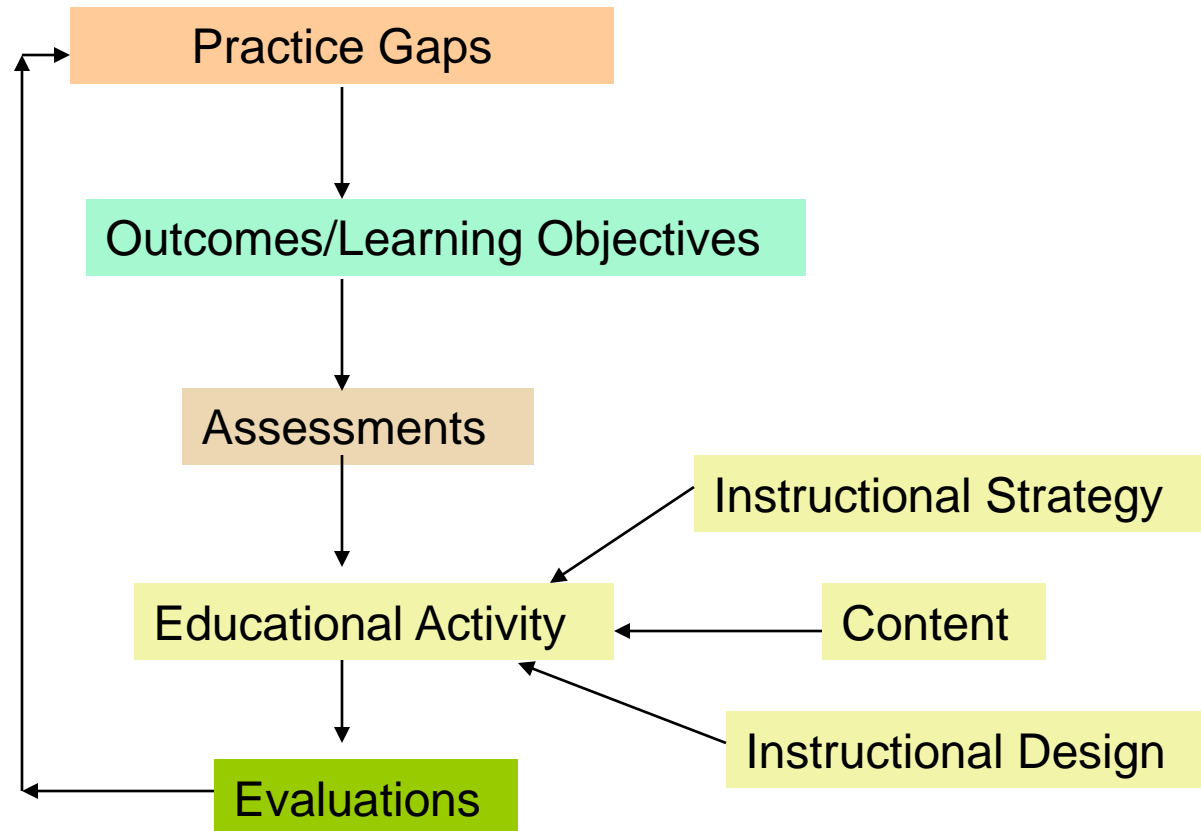
Instructional Strategies

Surface Learning	Deep Learning
Lectures that deliver factual information	Integration of subjects that span across systems
Videos	References with further reading
Diagrams	Peer reviews and discussions after sessions
Clinical examples integrated into teaching	Exams that require discussion of concepts and their application
Tutorials	Problem based learning
	Reflective thinking
	Meta-cognition/Self directed

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Backwards Design (Wiggins and McTighe, 2001)



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Standards for Continuing Pharmacy Education CPE Activities

Activity	Activity Purpose	Learning Assessment	Assessment Feedback
Knowledge	Transmit knowledge	Questions/recall of facts	Must be provided to all participants
Application	Apply information	Case studies/ application of principles	
Practice	Instill knowledge, skills, attitudes	Formative and summative	

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