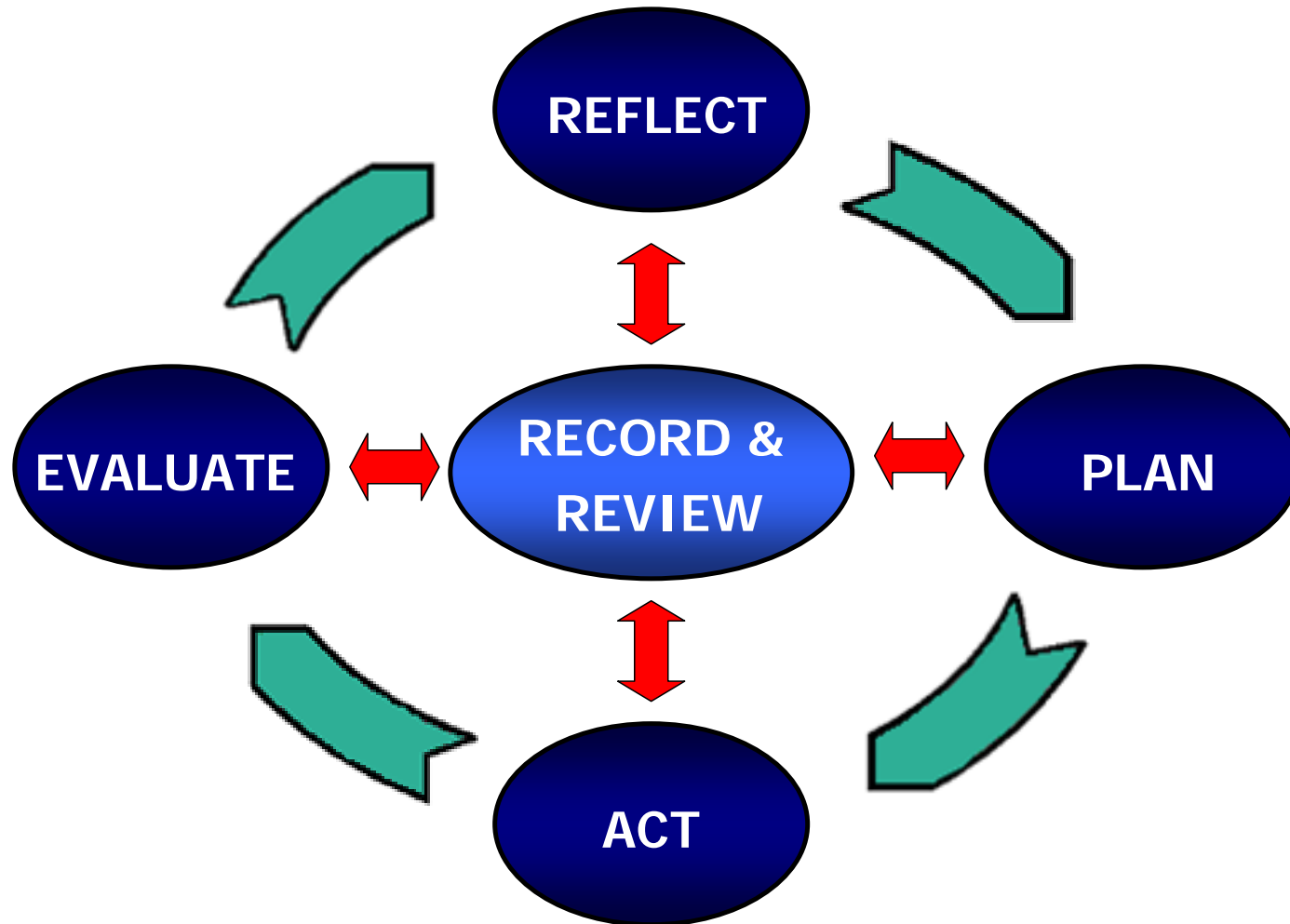


Continuing Professional Development



CPD Defined*

CPD is a self-directed, ongoing, systematic and outcomes-focused approach to learning and professional development.

Pharmacists who adopt a CPD approach accept the responsibility to fully engage in and document their learning through reflecting on their practice, assessing and identifying professional learning needs and opportunities, developing and implementing a personal learning plan, and evaluating their learning outcomes with the goal of enhancing the knowledge, skills, attitudes and values required for their pharmacy practice.

** Adopted by CPD Pilots May 2006*



A Continuing Professional Development Cycle

I consider my current and future practice, and self-assess my professional development needs and goals.



In my “CPD Portfolio” I document important aspects of my continuing professional development; it is a valuable reference that supports my reflection and learning.



REFLECT

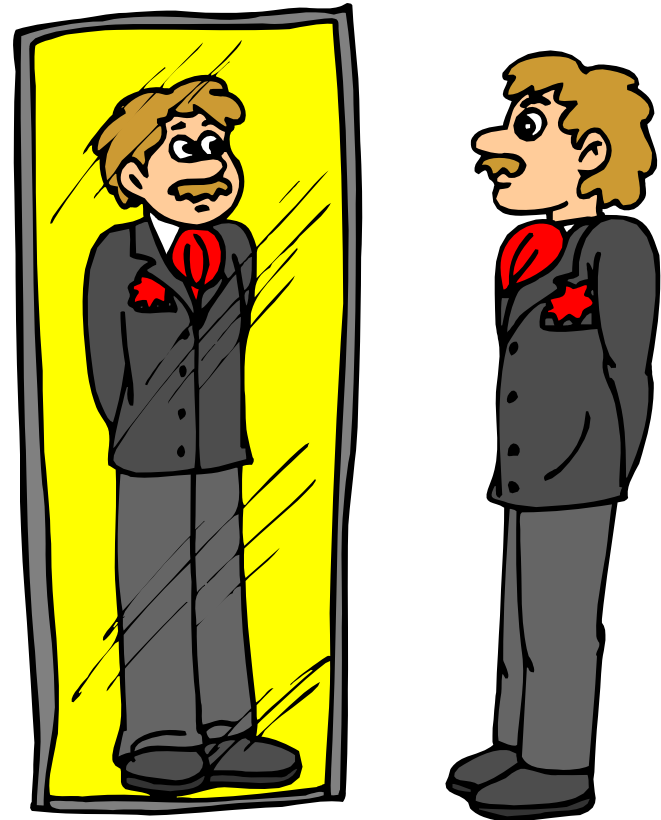
- **“Complex and deliberate process of thinking about and interpreting an experience [situation] in order to learn from it”**
- **“Reflection is the practice of periodically stepping back to ponder and express the meaning to self and to others in one’s immediate environment of what has, will, or is happening”***

*** Used with permission from Joseph A. Raelin, Asa Knowles Chair, Northeastern University**



REFLECT

- **Reflect on:**
 - Yourself as a person
 - Yourself as a professional
 - Your professional practice/environment
 - Your knowledge and skills
 - Your learning preferences
- **Identify learning needs and opportunities**
 - Based on your own situation, needs, opportunities and goals
 - Address several competency areas, not only knowledge
- **Frame some learning objectives**
 - With specific outcomes in mind



PLAN

- **Develop an action plan to accomplish your learning needs identified during the REFLECT stage**
- **Develop individual learning objectives**
- **Identify and set priorities**
- **Develop a timeline with your action plan**
 - Short-term: one year plan**
 - Long-term: three to five year plan**



PLAN

- **Identify activities to help you meet your learning objectives**
- **Identify resources needed to accomplish your learning objectives**
- **Review at least annually**



Develop **SMART** Objectives

- **Specific**
 - Be precise about desired achievement
- **Measurable**
 - Quantify objectives
- **Achievable**
 - Ensure realistic expectations
- **Relevant**
 - Align with practice and/or organizational goals
- **Timed**
 - State when objective will be achieved



ACT

- **Implementation of personal learning plan**
- **Activities chosen should be outcomes-driven to meet stated learning objectives**
- **Use a variety of learning methodologies and activities**
 - **Accredited and non-accredited**
 - **Structured and unstructured**
 - **Planned and unplanned**



EVALUATE

- Consider the outcomes and impact of your learning *versus* “satisfaction” with educational programs
 - If and how well learning objectives were met (completely, partially, or unmet)
 - If and how practice has changed
 - If and how patient outcomes have been/will be improved



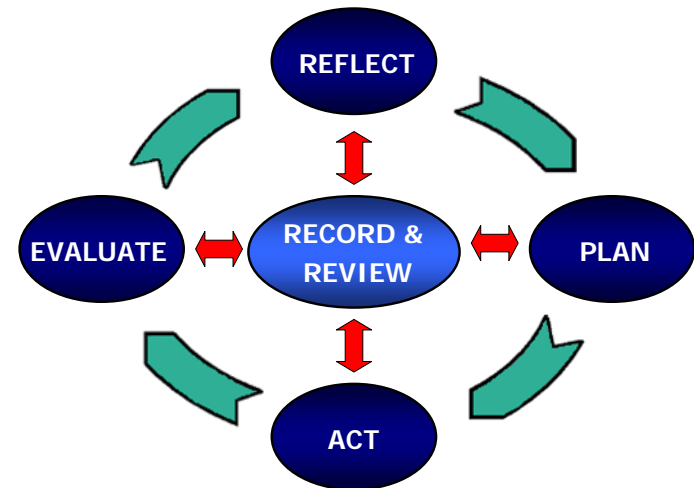
EVALUATE

- **Review your personal learning plan at least annually:**
 - Evaluate progress toward achieving your objectives
 - Evaluate the educational activities selected to ensure adequate content and learning as well as appropriateness of methods of learning
 - Was the plan appropriate and effective? Did the activities undertaken correlate to the plan?
 - Ensure you are following your action plan and timeline
 - Consider changes that have occurred professionally that may require adjustments to your objectives and plan



Continuing the Cycle

- In the cycle, evaluation leads on to reflection
- A new plan is designed based on updated learning and development needs and goals



RECORD & REVIEW (The Portfolio)

- **Documentation is integral to each component of the learning cycle**
- **The portfolio is a dynamic, comprehensive tool to record and retrieve information, reflection, action plans, etc.**
- **Facilitates achievement of learning objectives and personal learning plan**
- **Needs to be readily accessible, simple to use**
- **Ideally standardized format (electronic/paper)**

