



CE Pearls: ACPE Spring Education Conference  
May 14-15, 2019

## CPD Across Pharmacy Education and Practice

Trina Von Waldner, PharmD  
Director, Continuing Professional Development & Outreach  
University of Georgia College of Pharmacy

Suzanne Turner, PharmD, FASHP  
Education and Residency Coordinator  
Lee Health

Jennifer L. Baumgartner, PharmD, BCPP  
Assistant Director, CPE Provider Accreditation  
Accreditation Council for Pharmacy Education



### Disclosure

- ▶ The presenters have no relevant financial relationships to disclose.

## Learning Objectives

- ▶ Describe the concepts and components of the CPD approach to self-directed lifelong learning.
- ▶ Examine CPD-related skills and behaviors for consideration in design of learning experiences.
- ▶ Discuss mechanisms for supporting adoption of the CPD approach throughout the continuum of pharmacy education and practice.
- ▶ Outline available tools and resources for advancing CPD as part of your CPE program.

## Polling: What is your current level of experience with CPD?

- ▶ None - unaware of the concept prior to this session
- ▶ Aware - heard or know of the term or concept
- ▶ Exploratory - participated in educational sessions, studied the CPD approach with intention toward implementation
- ▶ Experienced - have applied CPD concept and components
- ▶ Very Experienced - CPD is fully integrated in my practice, school, and/or CPE program

## Polling: What is your role in the professional development of student pharmacists?

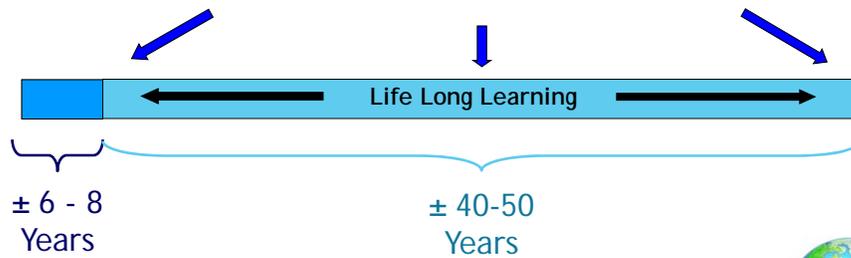
- ▶ Teach in the pharmacy curriculum
- ▶ Preceptor for introductory pharmacy practice experiences
- ▶ Preceptor for advanced pharmacy practice experiences
- ▶ Employ interns at your practice site
- ▶ Participate in co-curricular activities with student pharmacists
  - ▶ Mission trips, free clinics, health fairs

## Polling: What is your role in the professional development of practicing pharmacists and technicians?

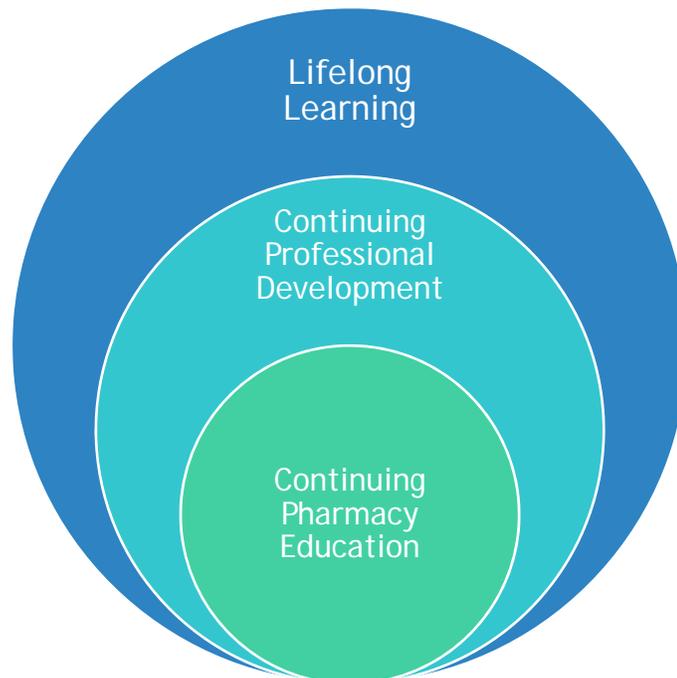
- ▶ CE Provider
- ▶ Supervisor/Manager/Employer
- ▶ Residency Director/Preceptor
- ▶ Faculty Development
- ▶ Mentor/Coach
- ▶ Professional Membership Organization

## The *Continuum* of Education

What competencies are required for pharmacy practice?



Institute of Medicine (IOM): Health Care Professionals not adequately prepared or supported in practice



## How Do They Compare?

### CPE

Mandated by others

Relevant to practice

Required for license

### CPD

Maintain competence

Enhance practice

Achieve goals

### LLL

Ongoing, voluntary

Self motivated

Personal or professional

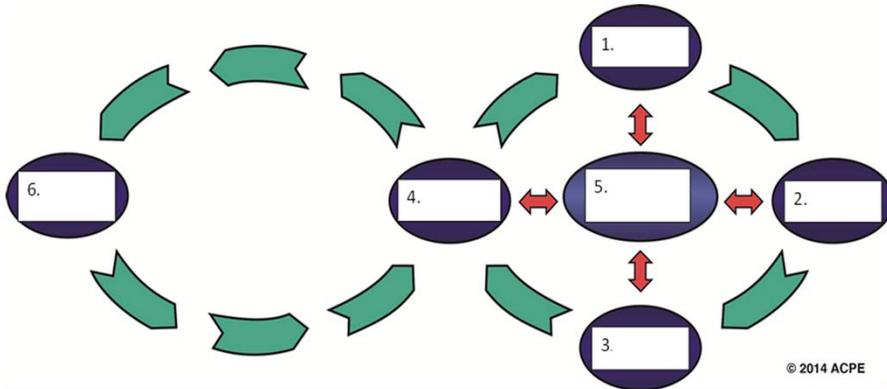
## Defining Terms

**Continuing Education:** a structured educational activity designed or intended to support the continuing development of pharmacists and/or pharmacy technicians to maintain and enhance their competence.

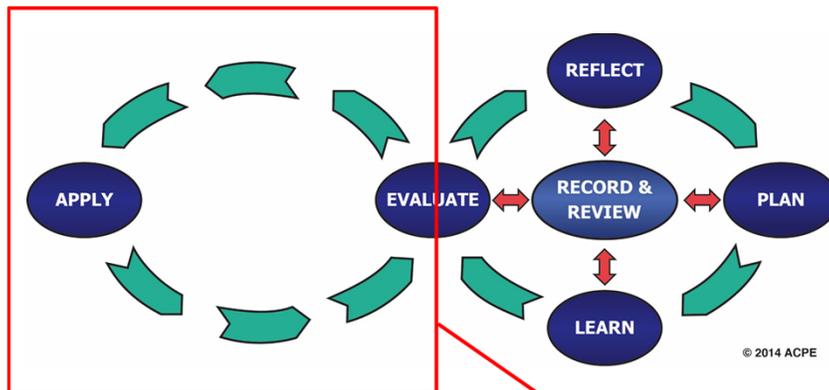
**Continuing Professional Development:** A self-directed, ongoing, systematic and outcomes-focused approach to lifelong learning that is applied into practice.

## The CPD Cycle

How many elements can you name?



## New Approaches are Needed for Lifelong Learning



Key difference from traditional CE

## The Elements of the Learning Cycle

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

*I consider the outcomes and effectiveness of each learning activity and my overall plan, and what (if anything) I want or need to do next.*



*I develop a "Personal Learning Plan" to achieve intended outcomes, based on what and how I want or need to learn.*

*I implement my learning plan utilizing an appropriate range of learning activities and methods.*

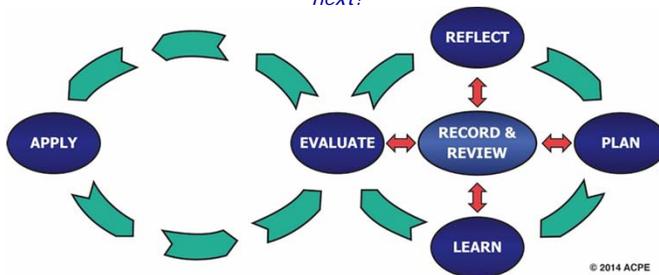
*In my "CPD Portfolio" I document important aspects of my continuing professional development; it is a valuable reference that supports my reflection and learning.*

## The Elements of the Learning Cycle (cont'd)

*I evaluate the impact of my learning. What changed as a result?*

*What do I want or need to learn next?*

*I reinforce my learning through application; I apply my learning to expand and improve the quality of the services that I provide; by applying my learning, I meet the needs of my patients and organization*



## What competencies must be developed to become a SDLLL?

Source: ACPE Guidance on Continuing Professional Development for Professional Degree Programs  
<https://www.acpe-accredit.org/pdf/CPDGuidanceProfessionalDegreeProgramsJan2015.pdf>

### Skills/Behaviors for REFLECT include

- ▶ Identifying personal learning styles and preferences
- ▶ Analyzing own competency and/or performance gaps
- ▶ Incorporating peer/expert assessment and observations

## Skills/Behaviors for PLAN include:

- ▶ Identifying specific, measurable goals and creating SMART learning objectives in order to achieve them
- ▶ Establishing learning needs consistent with identified gaps
- ▶ Surveying the environment to determine available resources
- ▶ Setting priorities/realistic time frames for achievement of objectives

## Skills/Behaviors for LEARN include:

- ▶ Personalizing learning for relevance to practice
- ▶ Adapting to and using a wide variety of learning methods, appropriate to the competency area
  - ▶ Knowledge
  - ▶ Skills
  - ▶ Attitudes
  - ▶ Values

## Skills/Behaviors for EVALUATE include:

- ▶ Regularly analyzing and interpreting learning impact on performance and other relevant outcomes
  - ▶ Did it help you reach your goals?
  - ▶ Have you applied your new skills?
  - ▶ Did the enjoy the learning process?
- ▶ Articulating a future direction for learning, including specific goals that can be refined and addressed in future learning plans

## Skills/Behaviors for APPLY include:

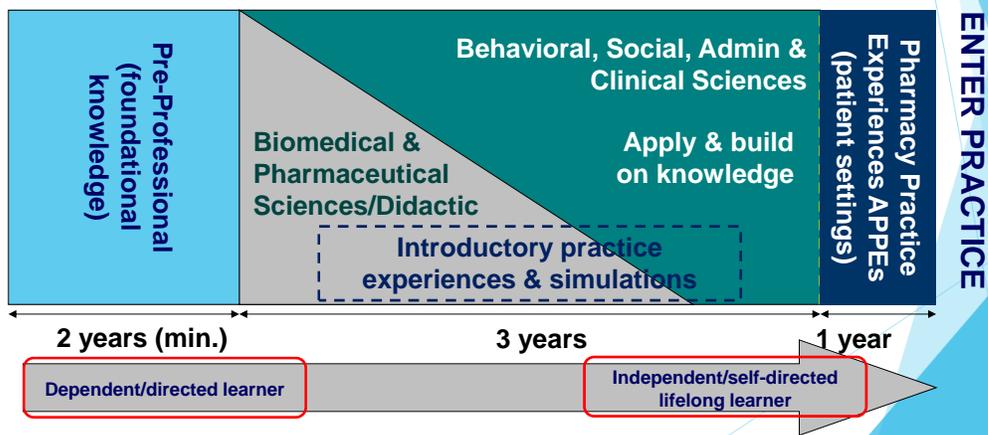
- ▶ Incorporating learned knowledge, skills, attitudes, and values into practice
- ▶ Identifying opportunities to align learning outcomes with practice, organizational and/or patient needs.
- ▶ Demonstrating intention to make changes based on learning (commitment to change).

# CPD in Pharmacy Education

## The PharmD Degree

KNOW → DO → BE

Knowledge ++++++ Skills ++++++ Attitudes/Behavior



*“ The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate self-awareness, leadership, innovation and entrepreneurship, and professionalism. ”*

Includes curricular and co-curricular learning

Also referred to as Continuing Professional Development (CPD)

Continues through school and into practice

ACPE Standards 2016

## Degree Program Standards (Standards 2016)

| Standard  | Description  |
|---|--|
| Students Standard 4:<br>Personal & Professional<br>Development            | “...students are guided to develop a commitment to continuous professional development and to self-directed lifelong learning.”  |
| <u>Faculty</u> Standard 19:<br>Faculty and Staff -<br>Qualitative Factors | “The college or school provides opportunities for career and professional development of its faculty and staff...”   |
| <u>Preceptors</u><br>Standard 20:<br>Preceptors                           | “Preceptors serve as positive role models for students by demonstrating ...a systematic, self-directed approach to their own continuing professional development and actively participate in self-directed lifelong learning.” |

## Self-Awareness (Standard 4.1)

- The graduate is able to examine and reflect on personal knowledge, skills, abilities, biases, motivation, and emotions that could enhance or limit personal and professional growth.
- Guidance: Participation in reflective professional development retreats, initiating or joining a professionalism-focused journal club, working with academic advisors on a CPD-driven learning portfolio, participation in career-discerning activities. [Co-curricular support of Standard 4 elements]

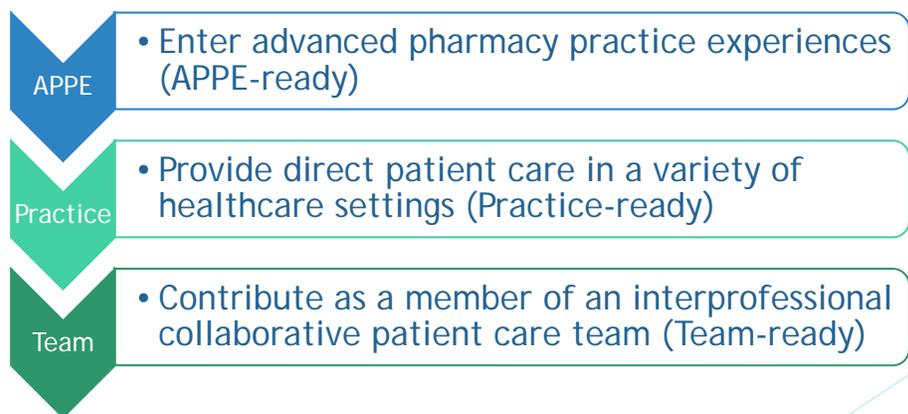
## Teaching and Learning Methods (Standard 10.12)

- ▶ The didactic curriculum is delivered via teaching/learning methods that...promote student responsibility for self-directed learning.
- ▶ Guidance: Colleges/schools are encouraged to...foster the skills, attitudes, and values necessary for self-directed lifelong learning...In keeping with the CPD model, colleges and schools develop mechanisms that permit students to self-assess learning needs. [10n]

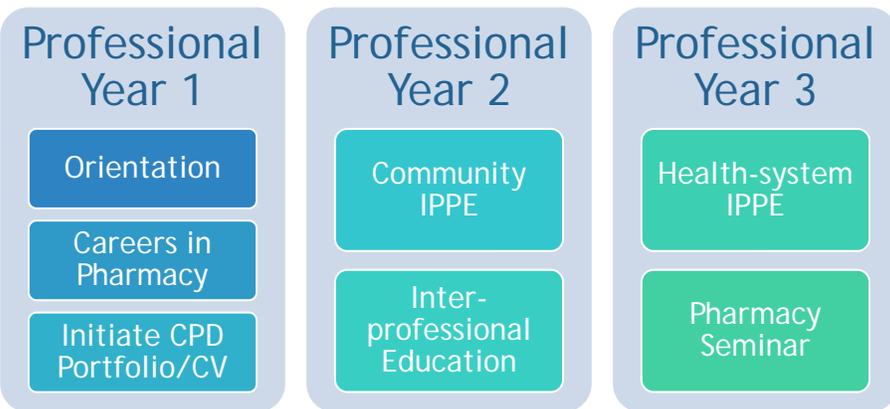
## Advanced Pharmacy Practice Experience (Standard 13)

- ▶ A continuum of required and elective APPEs is of the scope, intensity, and duration required to support the achievement of the Educational Outcomes...to prepare practice-ready graduates.
- ▶ Guidance: Professional development [13f]
  - Providing evidence of self-directed learning
  - Demonstrating an aptitude to implement the elements of the CPD cycle (reflect, plan, learn, evaluate, apply) that underpin lifelong learning (13.3, 13.6)

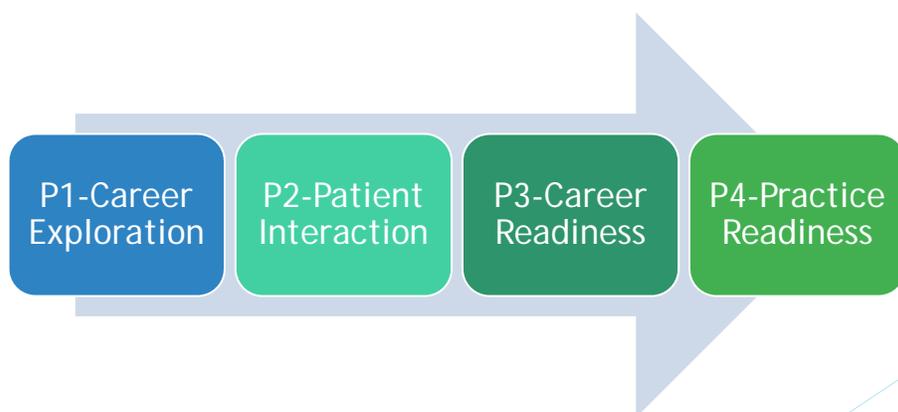
## Curricular and Co-curricular learning prepare the student to:



## In the Pharmacy Curriculum



## Co-Curricular Reflection Themes



## CPD in the Co-Curriculum

| Professional Year | College-Driven Co-Curricular Activities | Self-Identified Co-Curricular Activities |
|-------------------|---|--|
| P1                | 4                                       | 0  |
| P2                | 3                                       | 1  |
| P3                | 1                                       | 3  |
| P4                | 0                                       | 4  |

Co-Curricular Questionnaire and Reflection

## Types of Co-Curricular Activities

### Professional Leadership

- College sponsored
- Organization sponsored
- Work sponsored

### Professional Service

- Professional pharmacy organizations
- Other health organizations
- Organizational Hour

### Personal Development

- Other healthcare organizations
- Community service
- Volunteer or work

## Examples of Professional Leadership Activities

- ▶ Student and professional organization involvement
- ▶ Organizational hour presentations
- ▶ Leadership roles
  - ▶ Organizations, governance, committees
- ▶ Research outside of class
- ▶ Patient counseling competition
- ▶ Student publications

## Examples of Professional Service Activities

- ▶ Student-ran health fairs
- ▶ Other health education activities
- ▶ Pharmacy legislative advocacy
- ▶ Volunteer at free clinics
- ▶ Working with special populations
- ▶ Interprofessional outreach activities

## Examples of Personal Development Activities

- ▶ White coat ceremony
- ▶ Curriculum vitae
- ▶ CPD portfolio
- ▶ Pharmacy grand rounds
- ▶ Continuing education events
- ▶ Local, state and national professional conferences

## Curricular (and Co-Curricular) Commitment to SDLLL

- ▶ Accept responsibility for learning and self-assessment
- ▶ Adopt active learning strategies Focus on application of learning
- ▶ Incorporate reflection
- ▶ Require a personal learning portfolio
- ▶ Require review of assessment results
- ▶ Discuss self-assessments and learning objectives
- ▶ Customize practice experiences to benefit the learning plan

See also: Janke & Tofade <http://www.ajpe.org/doi/full/10.5688/ajpe798112>

# CPD in Pharmacy Practice

## CPD Promotes

- ▶ **Autonomy**
  - ▶ Self-defined learning objectives
  - ▶ Selecting own activities and metrics for success
- ▶ **Mastery**
  - ▶ Addressing personal learning needs deemed valuable/high priority
  - ▶ Expanding expertise and developing skills over time
- ▶ **Purpose**
  - ▶ Meeting needs of practice and patients
  - ▶ Movement toward career goals

## Mainstay of Life Long Learning is CE

**Continuing Education:** a structured educational activity designed or intended to support the continuing development of pharmacists and/or pharmacy technicians to maintain and enhance their competence.

### Professional Leadership

- Committee member
- Organization officer

### Professional Service

- Advocacy
- Teaching/Precepting
- Outreach projects

### Personal Development

- Community service
- Volunteer or work
- Postgraduate courses

## Which Standards Guide Pharmacy Practice?

- ▶ Standards for practice
  - ▶ Boards of Pharmacy
  - ▶ Regulatory Bodies (TJC, DNV, CMS)
  - ▶ Professional organizations
- ▶ Role of CE/CPD in advancing practice
  - ▶ 2000 ACCP White Paper
  - ▶ APhA (2005), ASHP (2009) Policy Positions
  - ▶ 2009 IOM Report - Redesigning CE in the Health Professions

## Potential Organizational Benefits of CPD

- ▶ Alignment of employee educational needs with organizational needs/goals
  - ▶ Meeting accreditation expectations
  - ▶ Benchmarking for performance appraisals
  - ▶ Credentialing/privileging review and verification

Grant, J. (2012). The good CPD guide: A practical guide to managed continuing professional development in medicine. London: Radcliffe Pub.

## Potential Organizational Benefits of CPD

- ▶ Alignment of employee educational needs with organizational needs/goals
  - ▶ Creation of learning culture vs. training culture
  - ▶ Improved competence, confidence
  - ▶ Recruitment, engagement, and retention

Grant, J. (2012). The good CPD guide: A practical guide to managed continuing professional development in medicine. London: Radcliffe Pub.

## Is CPD Hiding in Plain Sight?

Clinical Ladders

Credentialing

Preceptor Development

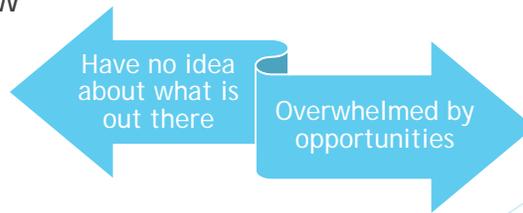
## Integrating CPD into your practice

- ▶ Compliment your current practice/business model
- ▶ Use systems you already have available
  - ▶ Consider each step of the CPD cycle
- ▶ Role in succession planning



## Step One: Awareness of CPD

- ▶ Our experience
- ▶ Do your learners know how to meet their non-CPE goals?
- ▶ Two groups



## Step Two: Provide opportunities

- ▶ Need to know your learners goals
  - ▶ Have a repository of ideas to share
  - ▶ Match goals with opportunities
- ▶ Provide resources to meet the goals
  - ▶ CPE and non-CPE
- ▶ Establish learning communities
  - ▶ Board review groups
- ▶ Keep the dialogue going

## Step Three: Measure it

### CPD Goals

- ▶ Specific to the learner
- ▶ Ownership instead of assigned
- ▶ Clear defined expectations

### SMART Goals

|   |                  |
|---|------------------|
| S | • Specific       |
| M | • Measurable     |
| A | • Achievable     |
| R | • Relevant       |
| T | • Time sensitive |

## Professional Development Opportunities

## Menu of CPD Activities and Sample Documentation

| Category                     | CPD Activities  | Sample Documentation  |
|------------------------------|---|---|
| Continuing Education         | <ul style="list-style-type: none"> <li>CPE activities by ACPE-accredited providers</li> <li>Non-ACPE CE activities</li> </ul>   | <ul style="list-style-type: none"> <li>CPE Monitor® statements of credit</li> <li>Non-ACPE CE statements of credit</li> </ul>   |
| Academic/ Professional Study | <ul style="list-style-type: none"> <li>Conferences, workshops, certificate courses</li> <li>Academic courses, postgraduate education</li> <li>Independent study</li> <li>Reading/reflecting on healthcare literature</li> <li>Leading/participating in journal clubs</li> </ul> | <ul style="list-style-type: none"> <li>Academic transcripts, course syllabus</li> <li>Certificate of attendance/completion</li> <li>Independent learning contract</li> <li>Journal article; citation, abstract</li> </ul> |
| Scholarly Activities         | <ul style="list-style-type: none"> <li>Conducting research in professional field</li> <li>Preparing/writing grant proposals</li> <li>Presenting/publishing scholarly works</li> <li>Content reviewer</li> </ul>   | <ul style="list-style-type: none"> <li>Research proposal, approved IRB</li> <li>Abstract, publication, grant summary</li> <li>Reviewer disposition letter</li> <li>Publication acceptance letter</li> </ul>               |
| Teaching and Precepting      | <ul style="list-style-type: none"> <li>Presenting, authoring educational content</li> <li>Teaching/precepting students, residents, others</li> <li>Peer coaching or mentoring programs</li> </ul>   | <ul style="list-style-type: none"> <li>Acceptance letter for presentation/poster</li> <li>Copy of abstract, educational content</li> <li>Faculty agreement</li> <li>Precepting, mentoring documentation forms</li> </ul>  |
| Workplace Activities         | <ul style="list-style-type: none"> <li>Point-of-care learning</li> <li>In-service training; job shadowing</li> <li>Implementing performance improvement projects</li> <li>Serving on a committee</li> <li>Consultation with peers, healthcare experts</li> </ul>                | <ul style="list-style-type: none"> <li>Summary of point-of-care interventions</li> <li>Performance improvement measures</li> <li>Record of in-service, training</li> <li>Meeting minutes, summaries</li> </ul>            |
| Professional Service         | <ul style="list-style-type: none"> <li>Active involvement in professional organizations,</li> <li>Involvement in advocacy, outreach</li> <li>Volunteer experiences</li> </ul>   | <ul style="list-style-type: none"> <li>Description of duties</li> <li>Letter documenting appointment/election</li> <li>Certificate of service</li> <li>Attestation of service</li> </ul>                                  |

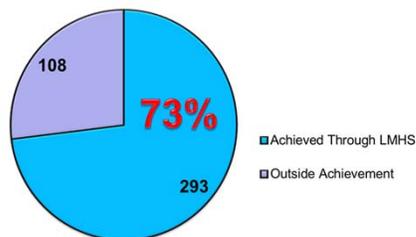
IRB = Institutional Review Board

## Know the environment

- ▶ What are the opportunities available
  - ▶ Organization level
  - ▶ Local level
  - ▶ Regional level
  - ▶ State level
- ▶ What are the needs of the environment?
- ▶ What is the investment?
  - ▶ Time
  - ▶ Money
- ▶ What are the criteria for participation?
  - ▶ What should be the criteria?

# Know your audience

## Lee Health 2013 Pharmacists



## CPD Goal Summary

- ▶ Precepting
- ▶ Advanced Clinical Training
- ▶ FSHP Involvement
- ▶ Patient Education
- ▶ Consultant License/MBA
- ▶ Internal Operations / Teams

## Menu of CPD Activities and Sample Documentation

| Category                     | CPD Activities  | Sample Documentation  |
|------------------------------|---|---|
| Continuing Education         | <ul style="list-style-type: none"> <li>• CPE activities by ACPE-accredited providers</li> <li>• Non-ACPE CE activities</li> </ul>   | <ul style="list-style-type: none"> <li>• CPE Monitor® statements of credit</li> <li>• Non-ACPE CE statements of credit</li> </ul>   |
| Academic/ Professional Study | <ul style="list-style-type: none"> <li>• Conferences, workshops, certificate courses</li> <li>• Academic courses, postgraduate education</li> <li>• Independent study</li> <li>• Reading/reflecting on healthcare literature</li> <li>• Leading/participating in journal clubs</li> </ul> | <ul style="list-style-type: none"> <li>• Academic transcripts, course syllabus</li> <li>• Certificate of attendance/completion</li> <li>• Independent learning contract</li> <li>• Journal article; citation, abstract</li> </ul> |
| Scholarly Activities         | <ul style="list-style-type: none"> <li>• Conducting research in professional field</li> <li>• Preparing/writing grant proposals</li> <li>• Presenting/publishing scholarly works</li> <li>• Content reviewer</li> </ul>   | <ul style="list-style-type: none"> <li>• Research proposal, approved IRB</li> <li>• Abstract, publication, grant summary</li> <li>• Reviewer disposition letter</li> <li>• Publication acceptance letter</li> </ul>               |
| Teaching and Precepting      | <ul style="list-style-type: none"> <li>• Presenting, authoring educational content</li> <li>• Teaching/precepting students, residents, others</li> <li>• Peer coaching or mentoring programs</li> </ul>   | <ul style="list-style-type: none"> <li>• Acceptance letter for presentation/poster</li> <li>• Copy of abstract, educational content</li> <li>• Faculty agreement</li> <li>• Precepting, mentoring documentation forms</li> </ul>  |
| Workplace Activities         | <ul style="list-style-type: none"> <li>• Point-of-care learning</li> <li>• In-service training; job shadowing</li> <li>• Implementing performance improvement projects</li> <li>• Serving on a committee</li> <li>• Consultation with peers, healthcare experts</li> </ul>                | <ul style="list-style-type: none"> <li>• Summary of point-of-care interventions</li> <li>• Performance improvement measures</li> <li>• Record of in-service, training</li> <li>• Meeting minutes, summaries</li> </ul>            |
| Professional Service         | <ul style="list-style-type: none"> <li>• Active involvement in professional organizations,</li> <li>• Involvement in advocacy, outreach</li> <li>• Volunteer experiences</li> </ul>   | <ul style="list-style-type: none"> <li>• Description of duties</li> <li>• Letter documenting appointment/election</li> <li>• Certificate of service</li> <li>• Attestation of service</li> </ul>                                  |

IRB = Institutional Review Board

## Be Prepared for the Challenges



## Key Takeaway: CPD is an Evolution not a Revolution

- ▶ Reflection is essential component to CPD
- ▶ People need coaching, especially early on in the process
  - ▶ One or more of the steps
- ▶ Go through the process yourself at least once to help you coach others
- ▶ Matching goals to opportunities
- ▶ Use peers as a learning support group
- ▶ It is a continuous learning process

## CPD Tools and Resources

### Tools and Resources - Platforms

- ▶ PharmAcademic
- ▶ eValue
- ▶ Learning Management Systems (LMS)
- ▶ Internal systems, e.g. HR platform
- ▶ CPE Monitor<sup>®</sup>/My CPD

## My CPD

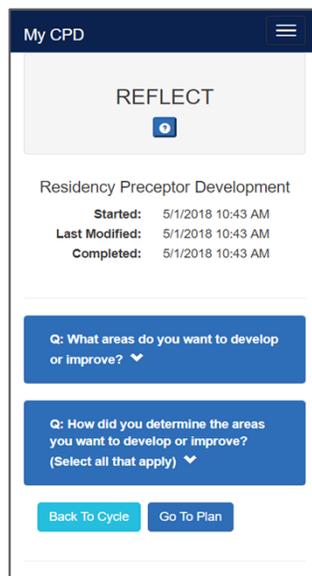
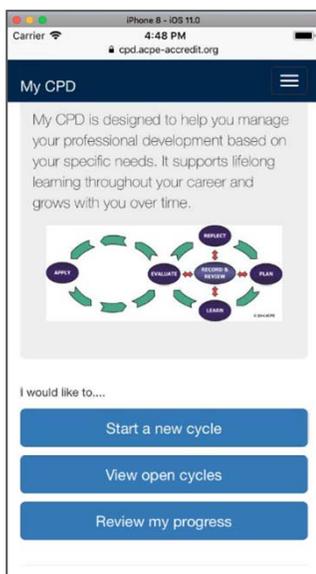
Accessed via CPE Monitor Plus® (collaboration with NABP)

Components represent the CPD approach:

- ▶ Identification of areas to develop/improve (REFLECT)
- ▶ Creation of personal development plans to address needs/gaps (PLAN)
- ▶ Documentation of putting learning plan into action (LEARN) and application in practice (APPLY)
- ▶ Assessment of meeting stated learning needs by considering outcomes and impact (EVALUATE)

NABP = National Association of Boards of Pharmacy

## My CPD - Mobile View



## My CPD - Mobile View

**My CPD**

*\* Definition of SMART (Click for more info)*

**S-Specific:** state precisely what you will be able to do  
**M-Measurable:** include observable or quantifiable action/behaviour  
**A-Achievable:** integrate action that is feasible/realistic  
**R-Relevant:** align with practice and/or organizational goals  
**T-Timed:** include a target date to be completed

**Format Example:**

By January 20xx, I will develop a medical education program for children and adolescents with ADHD receiving services at the community mental health clinic where I practice.

Objective 1

**My CPD**

| Activity                 |  |
|--------------------------|--|
| Peer coaching, mentoring |  |
| Serving on a committee   |  |

**Activity:**  
Peer coaching, mentoring

**Description of CPD Activity:**  
Participated in mentoring program to become PGY1 residency preceptor at my institution.

**Completed:**  
4/30/2018 12:00:00 AM

**Evidence:**

**File Name**  
cf7f5380-d949-4e16-9c0e-b23073b7c

[Back To Cycle](#) [Go To Evaluate](#)

© 2018 - CPE Monitor - My CPD

## ACPE CPD Tools and Resources

<https://www.acpe-accredit.org/continuing-professional-development/>

- ▶ CPD Guidance Documents
- ▶ Sample CPD Portfolios
- ▶ CPD Newsletters
- ▶ CPD Webinar Series
- ▶ CPD Word Press Sites
  - ▶ CPD Scholarship
  - ▶ CPD News and Resources

## Developing SDLLs

- What are your experiences to date in using approaches to SDLL?
- Where do you think learners need the most help?
- How can CE providers support implementation of CPD?
- Learn More during Breakout Sessions!
  - Putting the Focus on Your Professional Development
  - Integrating CPD into Your CPE Program



**Advancing Learning to  
Advance Practice**