CPD Across Pharmacy Education and Practice

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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?

± 6 - 8 Years

± 40-50 Years

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 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.

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?
What competencies must be developed to become a SDLLL?

Source: ACPE Guidance on Continuing Professional Development for Professional Degree Programs

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

 KNOW + + + + + + + Skills + + + + + + Attitudes/Behavior

Pre-Professional (foundational knowledge)

Biomedical & Pharmaceutical Sciences/Didactic

Behavioral, Social, Admin & Clinical Sciences

Introductory practice experiences & simulations

Apply & build on knowledge

Pharmacy Practice Experiences APPEs (patient settings)

2 years (min.) 3 years 1 year

Dependent/directed learner Independent/self-directed lifelong learner
The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate self-awareness, leadership, innovation and entrepreneur, and professionalism.

Includes curricular and co-curricular learning
Also referred to as Continuing Professional Development (CPD)
Continues through school and into practice

Degree Program Standards (Standards 2016)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<td>development and to self-directed lifelong learning.”</td>
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<td>Faculty Standard 19:</td>
<td>“The college or school provides opportunities for career and professional</td>
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<td>Faculty and Staff</td>
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<td>- Qualitative Factors</td>
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<td>Preceptors Standard 20:</td>
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<td>Preceptors</td>
<td>...a systematic, self-directed approach to their own continuing professional</td>
</tr>
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<td>development and actively participate in self-directed lifelong learning.”</td>
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ACPE Standards 2016
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:

- APPE: Enter advanced pharmacy practice experiences (APPE-ready)
- Practice: Provide direct patient care in a variety of healthcare settings (Practice-ready)
- Team: Contribute as a member of an interprofessional collaborative patient care team (Team-ready)
In the Pharmacy Curriculum

Professional Year 1
- Orientation
- Careers in Pharmacy
- Initiate CPD Portfolio/CV

Professional Year 2
- Community IPPE
- Inter-professional Education

Professional Year 3
- Health-system IPPE
- Pharmacy Seminar

Co-Curricular Reflection Themes

P1-Career Exploration
P2-Patient Interaction
P3-Career Readiness
P4-Practice Readiness
CPD in the Co-Curriculum

<table>
<thead>
<tr>
<th>Professional Year</th>
<th>College-Driven Co-Curricular Activities</th>
<th>Self-Identified Co-Curricular Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>4</td>
<td>0</td>
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<tr>
<td>P2</td>
<td>3</td>
<td>1</td>
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<td>P3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>P4</td>
<td>0</td>
<td>4</td>
</tr>
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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

Co-Curricular Questionnaire and Reflection
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
  - 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

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

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IRB = Institutional Review Board

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### 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

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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®/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
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 SDLLLs

- What are your experiences to date in using approaches to SDLLL?
- 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