

# A Continuing Professional Development Advanced Pharmacy Practice Experience to Develop Practice-Ready Graduates: Three Institutions' Experiences

Kelsey Frederick, PharmD

Assistant Professor

University of Tennessee Health Science Center College of Pharmacy

Janet Cooley, PharmD, BCACP

Associate Professor and Director of Experiential Education

University of Arizona R. Ken Coit College of Pharmacy

Suzanne Larson, PharmD

Director of Experiential Education

Midwestern University College of Pharmacy



<https://cpdappe.weebly.com/>

# Who We Are



Kelsey Frederick, PharmD

- Assistant Professor
- University of Tennessee Health Science Center College of Pharmacy



Janet Cooley, PharmD, BCACP

- Associate Professor and Director of Experiential Education
- University of Arizona R. Ken Coit College of Pharmacy



Suzanne Larson, PharmD

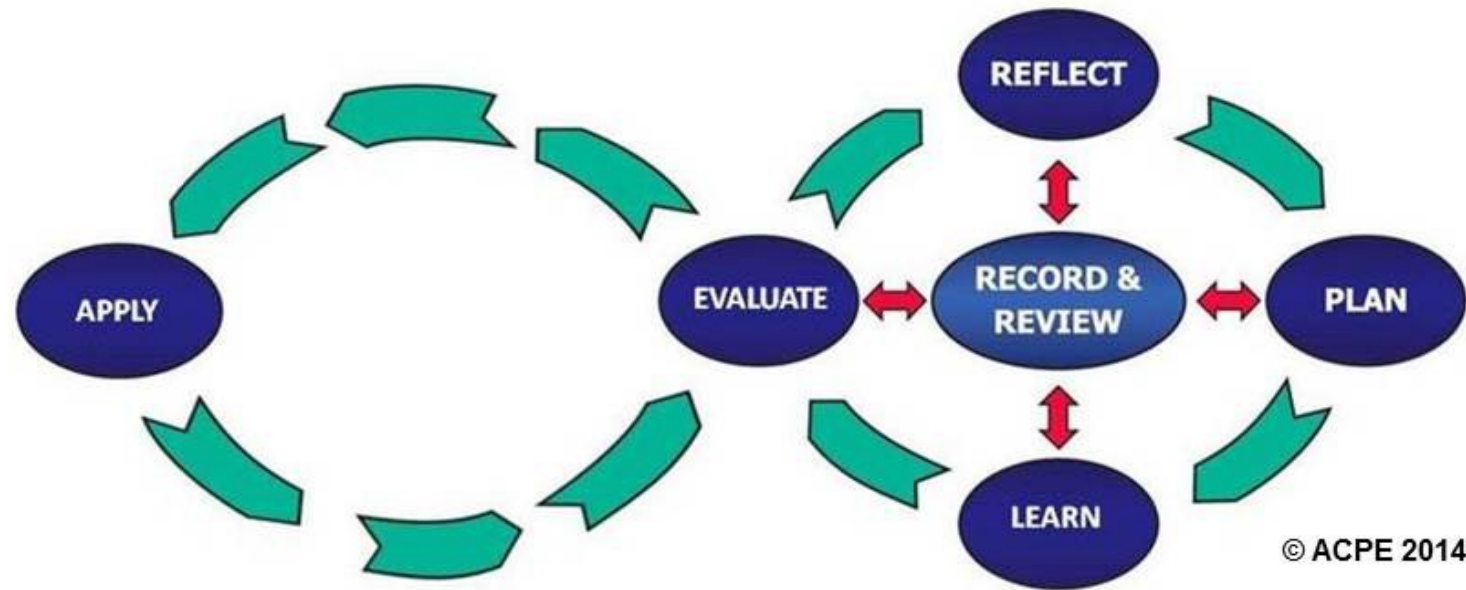
- Director of Experiential Education
- Midwestern University College of Pharmacy

# Learning Objectives

At the completion of this activity, participants will be able to:

1. Describe the continuing professional development (CPD) cycle and its elements
2. Predict the benefits of a pharmacy practice experience devoted to students' immersion in CPD
3. Illustrate how their institution can intentionally promote CPD for PharmD students

# What is the CPD Framework?



# What do the 2016 ACPE Standards say about CPD?

## 4.1 (self-awareness)

- The graduate is able to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth

## 6d (commitment to CPD)

- The college or school's commitment to professional education, research and scholarship, professional and community service, pharmacy practice, and continuing professional development

## 10.12 (promotion of self-directed, life-long learning)

- The didactic curriculum is delivered via teaching/learning methods that ... promote student responsibility for self-directed learning

# Evidence of CPD Use in the Literature

## Didactic

Longitudinal CPD course

Element of pharmacotherapy coursework

Longitudinal CPD activity for first-year students

CPD portfolio element within pharmaceuticals course

## Experiential

Entire APPE dedicated to CPD at three colleges of pharmacy

Element of an introductory pharmacy practice experience (IPPE) for first-year students

CPD portfolio element within the advanced pharmacy practice experience (APPE) year

## Pharmacy Practice

CPD worksheet to prepare for and track practice change after a CE activity

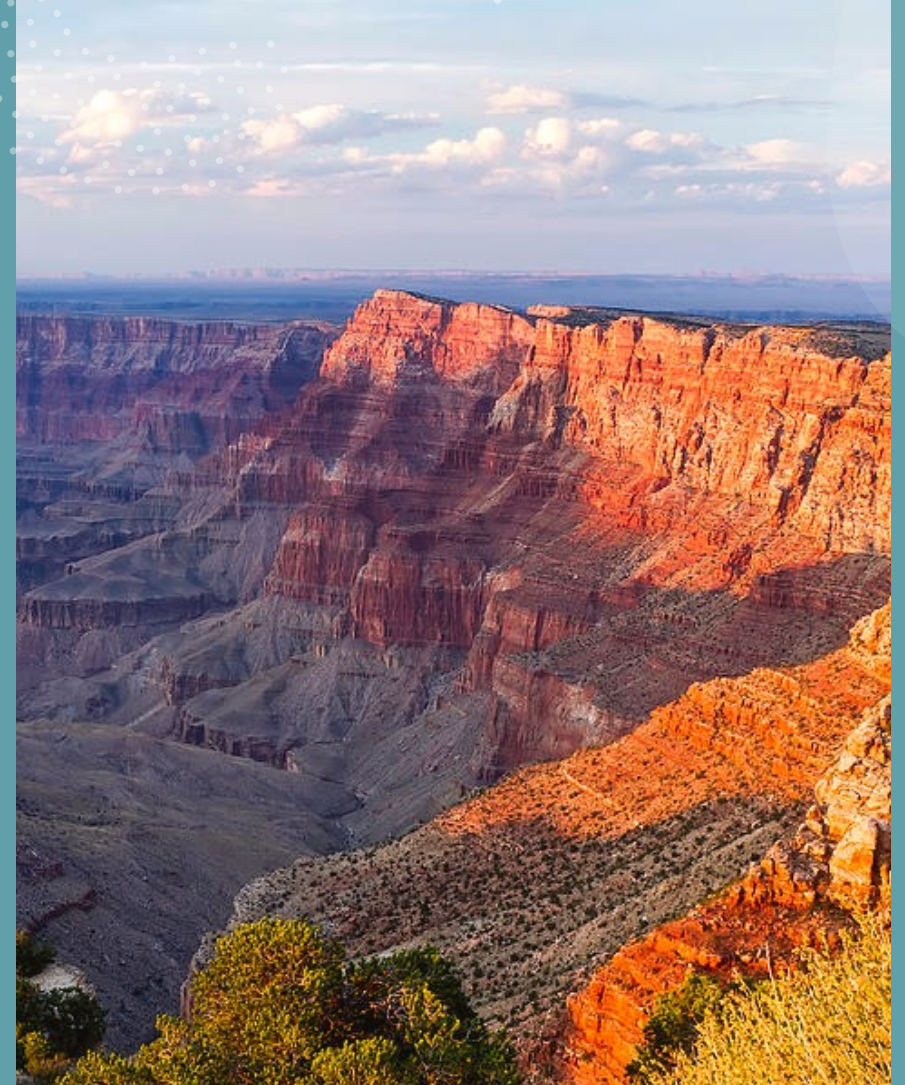
Multi-state CPD pilot program for pharmacists

CPD vs. traditional CE



# Think about it!

- The transition from didactic to experiential learning is vast, as is the gap from student to pharmacist.
- How can CPD help bridge this gap?



# CPD APPE: An Approach from Three Institutions



---

R. Ken Coit  
College of  
Pharmacy



<https://cpdappe.weebly.com/>



<b>College of Pharmacy</b>	<b>University of Tennessee Health Science Center College of Pharmacy</b>	<b>University of Arizona College of Pharmacy</b>	<b>Midwestern University College of Pharmacy, Glendale Campus</b>
<b>College Information</b>	4 year public	4 year public	3 year private
<b>Academic Year CPD APPE Offered</b>	2020-2021	2019-2020	2019-2020
<b>Number of Students Who Completed the CPD APPE</b>	78 total	62 total	32 total
<b>Duration of CPD APPE</b>	4 weeks	6 weeks	2 weeks
<b>Platform for Content Delivery</b>	Blackboard (Blackboard Inc. 2021, Reston, VA)	Google document portfolios; Desire2Learn Brightspace (Desire2Learn 2021, Kitchener, Ontario, Canada)	Canvas (Instructure 2020, Salt Lake City, UT)

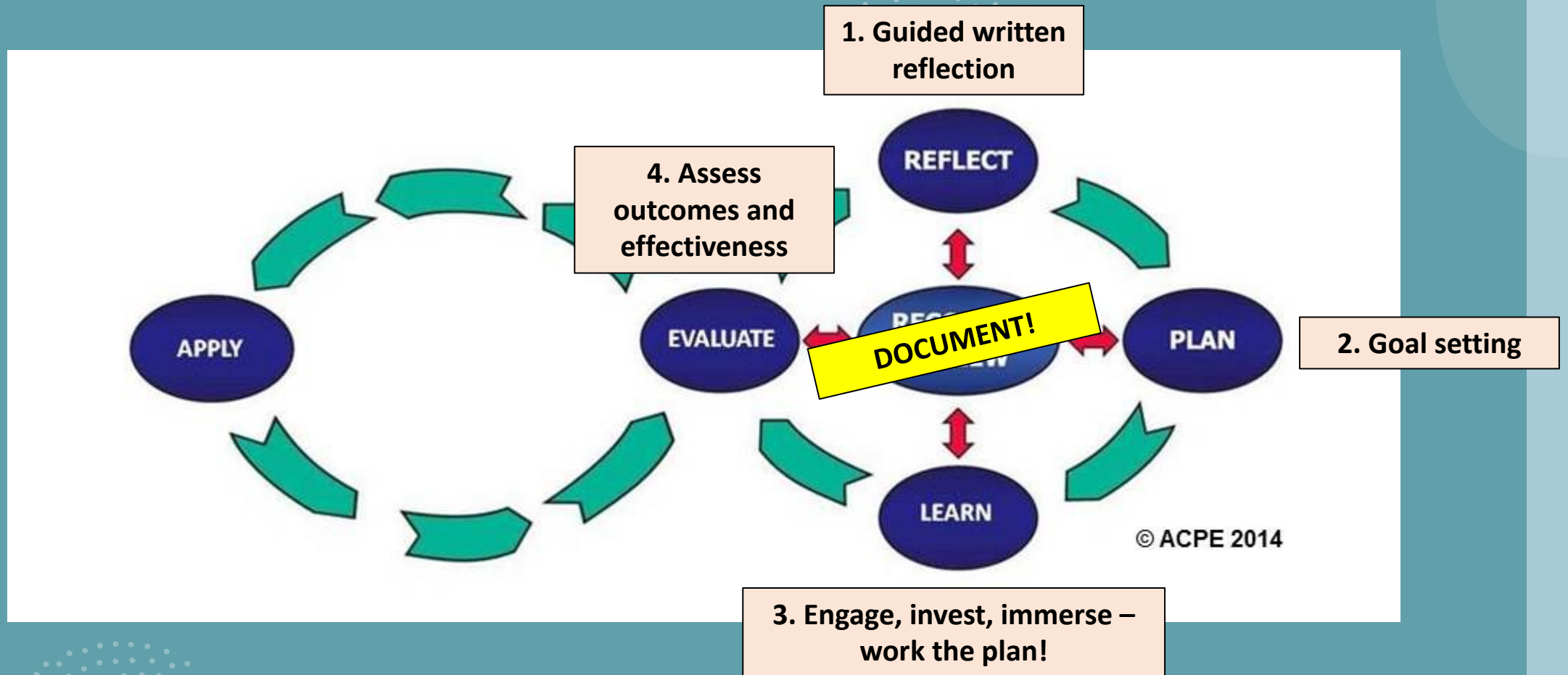
# The Role of the Faculty/Preceptor

- Create syllabus
- Determine assessment measures or performance outcomes
- Create portfolio templates
- Determine learning management system
- Collect content
- Orientation
- Ongoing coaching and check-ins
- Accountability
- Assessment and grading

# Curating Content

- Articles
- Podcasts
- Videos
- CORE Readiness modules
- Links to free CE programs
- Journal clubs and topic discussions
- Organized guest speakers
- Faculty lectures via videoconferencing
- NAPLEX and MPJE study materials
- Resources for interview preparation, CV development
- Electronic health record simulations (EHRGo)
- Simulated community pharmacy interactions (MyDispense)
- Materials from professional organizations
- Local career fair opportunities
- Local community service opportunities

# The Role of the Student



# The Outcomes



Students appreciated the opportunity to reflect, identify, pursue, and achieve their own personalized learning objectives

Students reported that they will apply the CPD process beyond graduation

Students recommended incorporation for future students

# The Outcomes

## Mixed Methods

```
graph TD; A[Mixed Methods] --> B[Survey]; A --> C[Interview];
```

### Survey

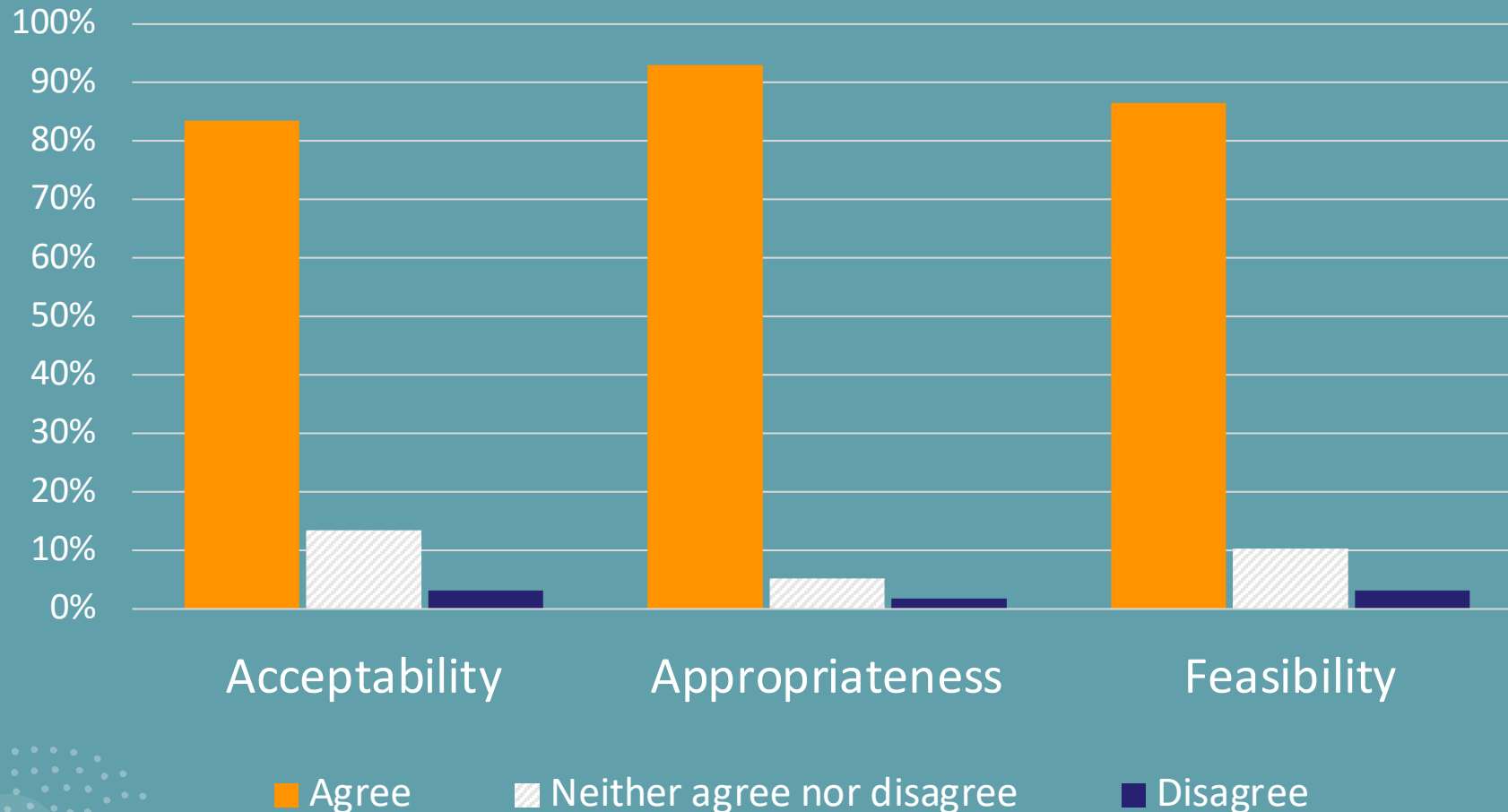
- Student perceptions during early implementation
- 78 surveys completed (100% completion rate)

### Interview

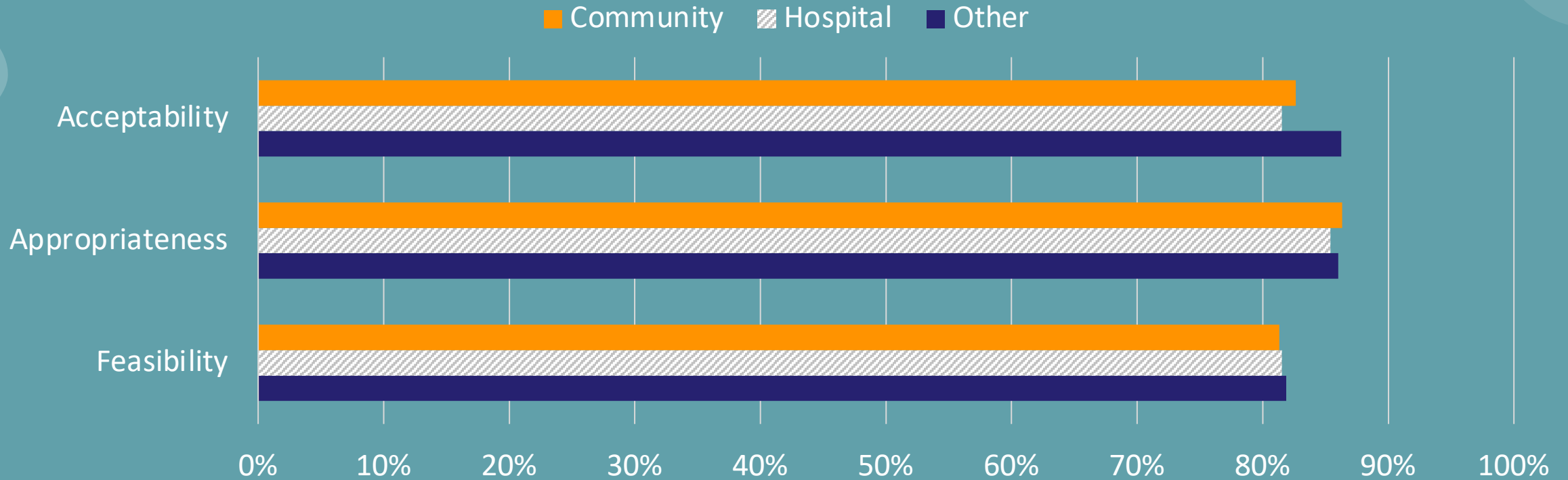
- Post-APPE perceptions captured until saturation
- 12 interviews completed (saturation achieved)



# Implementation Outcomes According to Survey



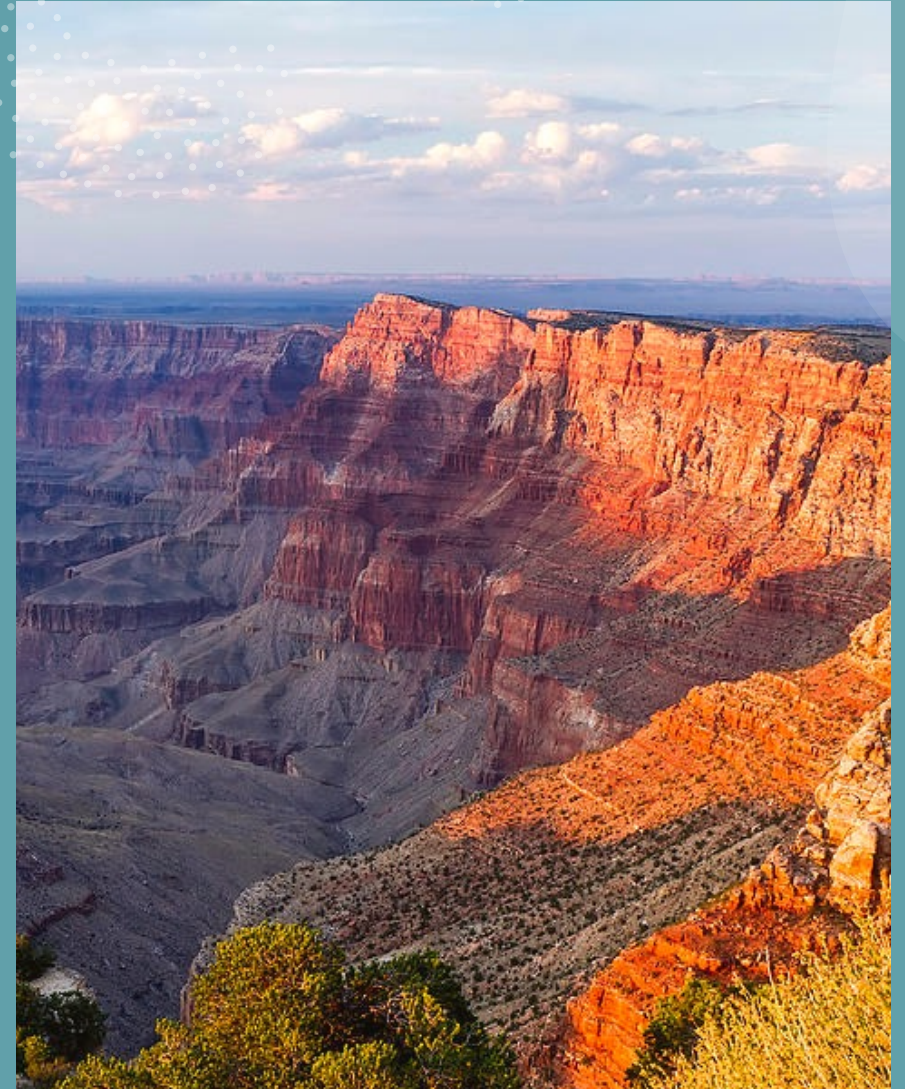
# Implementation Outcomes Based on Pharmacy Work Experience



Sample Themes	Supporting Quotes from Interviews (total n=12)
<b>The CPD APPE provided students autonomy in learning.</b>	<p>“I really liked the flexibility in the course...having so much flexibility to find what I wanted to do, how I wanted to do things, how I wanted to organize my goals, and I was also able to work...having that freedom helped me.” (Participant 20)</p>
<b>The CPD APPE required student accountability and discipline in time and task management.</b>	<p>“It was up to us to make sure that we had our goals and making sure that we were doing activities pertaining to those goals. So there was accountability.” (Participant 1)</p> <p>“I was hesitant that I was going to hold myself to the deadlines at the beginning of the month, but then at the end of the month...I actually feel really confident that I can be my own coach, that I can reach my own goals.” (Participant 6)</p>
<b>The CPD APPE increased students’ confidence regarding future application of the CPD framework.</b>	<p>“Transitioning from student to pharmacist currently, I think [CPD] is very valuable... I'm kind of surprised at how powerful a tool it was when I used it for my own benefit, and I'm definitely going to keep using it in the future.” (Participant 6)</p> <p>“I feel so much more prepared going forward into practice now. I feel like it was the perfect time in the curriculum...I do think these are definitely skills that we need to be learning before we graduate.” (Participant 14)</p>

# Key Takeaways

- The role of a college/school of pharmacy is to prepare graduates that are practice-ready
- Graduates need to be able to engage in their own continuing professional development
- Immersion in the CPD cycle can be an important learning opportunity during APPEs
- An APPE dedicated to CPD may meet the need for intentional and comprehensive CPD training in pharmacy education



# Resources



<https://cpdappe.weebly.com/>

# Thank You!

- Kelsey Frederick, PharmD
  - Assistant Professor
  - University of Tennessee Health Science Center College of Pharmacy
  - [kfrederick@uthsc.edu](mailto:kfrederick@uthsc.edu)
- Janet Cooley, PharmD, BCACP
  - Associate Professor and Director of Experiential Education
  - University of Arizona R. Ken Coit College of Pharmacy
  - [cooley@pharmacy.arizona.edu](mailto:cooley@pharmacy.arizona.edu)
- Suzanne Larson, PharmD
  - Director of Experiential Education
  - Midwestern University College of Pharmacy
  - [slarso@midwestern.edu](mailto:slarso@midwestern.edu)