

Accreditation Council for Pharmacy Education



Continuing Professional Development Newsletter

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You may access CPD newsletters and other information about Continuing Professional Development on the [ACPE website](#).

Please do not hesitate to contact [ACPE staff](#) with questions related to Continuing Professional Development. Reach us by phone at 312.664.3575, option 3.

1. Spotlight on CPD Implementation Projects

In March 2015, ACPE issued a call for [CPD implementation projects](#). A number of submissions have been received to date, but more are welcome! ACPE is working with contributors to share their stories, tips and tools in a variety of formats. In this issue of the CPD newsletter, we highlight a submission from Samford University McWhorter School of Pharmacy (MSoP).

Samford University MSoP has incorporated CPD in the PharmD portfolio process for first-year student pharmacists to address CAPE 2013 educational outcomes. Starting in Fall 2014, first professional year (P1) students engaged in a series of self-assessment techniques and tools (REFLECT). Using mentor feedback as needed, participants developed a list of skills, competencies, and values related to pharmacy which informed the creation of SMART Goals and action plans for implementation throughout the P1 year (PLAN). Participants engaged in informal and formal learning experiences which were recorded by students in learning logs, providing areas for reflection and adjustment to action plans (LEARN). Participants met with mentors to discuss progress toward achievement of SMART goals and follow-up activities. Submission of a final reflection and evidence that action plans had been followed were submitted for a final grade. Outcomes were evaluated through use of rubrics, self-evaluations and mentorship meetings. Required self-evaluation tools yielded baseline data directly related to CAPE Domains 3 and 4 and will be used to show growth as participants progress through the program (EVALUTE). In addition to seeking participant feedback on the portfolio process and inquiring about additional material/activities for P2 year, MSoP is currently planning P2 portfolio activities and engaging in validity and reliability testing for current criterion-based rubrics.

Peter J. Hughes, PharmD, BCPS, and Katrina Hunter Mintz, EdD, will be sharing their work and outcomes data during the session, *Continuing Professional Education Section: Continuing Professional Development: A Primer for Students and Faculty*, on **Monday, July 13, 2015, 10:30am-12:00pm** at the American Association of Colleges of Pharmacy



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(AACP) Annual Meeting at the Gaylord National Resort & Convention Center, National Harbor, Maryland.

If you have been involved in putting models of self-directed lifelong learning into action or advancing CPD in the profession, your contribution to existing knowledge and evidence is highly valued. We are interested to learn of your strategies, practices, and outcomes in promoting self-directed lifelong learning among those you assist or support in their professional development (e.g., students, residents, faculty, pharmacists, technicians).

Submission of CPD implementation projects uses the following format:

- brief description of setting and drivers for CPD implementation;
- methods used in CPD implementation;
- outcomes/impact of CPD implementation;
- monitoring strategies and lessons learned; and
- future plans, if any.

The submission link can be found [HERE](#). Feel free to share it with peers and colleagues who have been involved in CPD implementation. Please contact [ACPE](#) with questions.

Many thanks to those who have already shared their experiences!

2. CPD Publications

Below is a summary of recent publications in the literature on continuing professional development. These, as well as other publication profiles, can be found on the [CPD Scholarship](#) site. Do you know of other CPD-related articles? Recommendations for additions to the database can be made directly on the website.

Introduction of a Continuing Professional Development Tool for Preceptors: Lessons Learned

[Tofade T, Kim J, Lebovitz L, et al. Introduction of a continuing professional development tool for preceptors: lessons learned. *J Pharm Pract.* 2015;28\(2\):212-9.](#)

This study examines self-identified outcomes of preceptors who were trained in CPD practices and asked to implement a CPD portfolio. Over 3,713 preceptors from seven pharmacy schools were contacted to participate in this study; 236 agreed to participate. Results of the study indicated that motivation for reflection and goal planning greatly increased. Preceptors also indicated that a CPD portfolio allowed for the creation of more realistic student goals and the individualization of student projects. However, survey responses did indicate that CPD portfolios required a greater time commitment in comparison to traditional CE practices.



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Staging a Reflective Capstone Course to Transition PharmD Graduates to Professional Life

[Hobson EH, Johnston PE, Spinelli AJ. Staging a reflective capstone course to transition PharmD graduates to professional life. *Am J Pharm Educ.* 2015;79\(1\):14.](#)

This study looks at the implementation of a one credit-hour reflective capstone course for fourth-year student pharmacists at Belmont University. Between 2013 and 2014, 139 students completed the course, which consisted of 14 weeks of online coursework and 2 weeks of in-person coursework. Four projects were completed: professional portfolio, educational outcomes self-assessment, CPD plan, and a significant learning event presentation. All projects were evaluated using standardized rubrics. Results showed most challenges came in creating CPD plans where students had difficulty in identifying professional needs and emerging opportunities.

The Responsibility of Advancing Continuing Professional Development and Continuing Education Globally

[Tofade T, Duggan C, Rouse M, Anderson C. The responsibility of advancing continuing professional development and continuing education globally. *Am J Pharm Educ.* 2015;79\(2\):16.](#)

This editorial examines the roles and responsibilities of accrediting bodies, professional associations, educators, and healthcare professionals in advancing CPD. The authors reference FIP's global CPD report and praise its recommendation for a four-step CPD process: reflect, plan, act, and evaluate. Moreover, the authors stress the importance of detailed documentation throughout the CPD process. The article showcases the CPD work being completed at the University of Nottingham as an example of an academic institution that has implemented a comprehensive CPD component to its curriculum.

The Sustainability of Improvements from Continuing Professional Development in Pharmacy Practice and Learning Behaviors

[McConnell KJ, Delate T, Newlon CL. The sustainability of improvements from continuing professional development in pharmacy practice and learning behaviors. *Am J Pharm Educ.* 2015;79\(3\):36.](#)

Using a 3-year posttrial online survey, this study evaluates the long-term sustainability of CPD practices among pharmacists who participated in an unblinded randomized controlled CPD trial. 79% of original study participants completed the survey. To a greater degree than the control group, pharmacists from the original CPD intervention group reported confidence in the perception of their ability to identify learning needs and utilization of CPD concepts (e.g., reflect, plan); however, there was decay in utilization over time. No significant differences between groups were found related to perceptions of pharmacy practice (e.g., applying learning to work, commitment to change, performance).



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The authors propose that pharmacists may need external motivation to routinely utilize CPD concepts.

3. CPD for License Renewal in Iowa

In 2006, a 5-state CPD pilot program was undertaken as the first prospective, broad-based study to evaluate the potential role of CPD for pharmacists in the United States.¹ The primary purpose was to stimulate a shift in the profession from exploration to implementation. In subsequent years, three states have established the CPD framework as a process for relicensure in lieu of traditional hours-based CE: North Carolina, Iowa, and New Mexico.

In 2013, the Iowa Board of Pharmacy adopted amendments to Iowa Administrative Code 657 authorizing the completion of Continuing Professional Development Portfolio for license renewal. Rule 657—2.17(272C) establishes the requirements for a CPD portfolio including the required content of the portfolio and the process for declaring to the Board the pharmacist's intention to complete and submit a CPD portfolio, identifies a prerequisite for a pharmacist's participation in and submission of a CPD portfolio, and asserts the Board's intention to review and respond to pharmacists who submit CPD portfolios.²

[Rule 657—2.17\(272C\)](#)³ defines CPD as a self-directed, ongoing, systematic, and outcomes-focused approach to learning and professional development including active participation in learning activities that assist a pharmacist in developing and maintaining continuing competence in the practice of pharmacy, enhancing the pharmacist's professional practice, and supporting achievement of the pharmacist's career goals. Pharmacists intending to complete a CPD portfolio for license renewal are required to declare on or with the previous license renewal or to the board no later than January 1 of the year of renewal.

Pharmacists using a CPD portfolio for license renewal are responsible for ensuring that activity content identified directly relates to the pharmacist's professional practice and career goals. In doing so, traditional CE activities can be combined with professional development activities. A completed CPD portfolio must include or identify the following:

- A minimum of 30 documented learning outcomes in the form of completed learning statements.
- Documented learning outcomes shall include a minimum of two outcomes relating to patient or medication safety, two outcomes relating to pharmacy law, and 15 outcomes relating to drug therapy.
- Documented learning outcomes shall include any number of CPE activities by ACPE-accredited providers and non-ACPE-accredited health-professional CE providers.

Review of CPD portfolios submitted for pharmacist license renewal is done by the Iowa Board of Pharmacy or contracted peer review. The review involves comments,



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suggestions, and recommendations regarding the pharmacist's CPD portfolio and processes.

¹Dopp AL, Moulton JR, Rouse MJ, et al. A five-state continuing professional development pilot program for practicing pharmacists. *Am J Pharm Educ.* 2010;74(2):28.

²State of Iowa Board of Pharmacy Minutes, January 15-16, 2013.

http://www.state.ia.us/ibpe/pdf/2013_01_15minutes.pdf. Accessed July 6, 2015.

³Iowa Administrative Code, Pharmacy Board [657], Chapter 2 Pharmacist Licenses, 657.2.17 Continuing professional development portfolio.

<https://www.legis.iowa.gov/law/administrativeRules/rules?agency=657&chapter=2&pubDate=07-08-2015>. Accessed July 6, 2015.

4. CE/CPD Invitational Conference

In manner similar to the 2012 professional degree program invitational conference, ACPE will convene a CPE invitational conference, *40 Years Later: Current and Future Opportunities and Challenges*, on October 29-30, 2015, in Chicago, IL. In collaboration with a broad array of leaders in pharmacy, health care, and continuing education, this consensus-seeking conference is designed to reflect on the 40-year history of the ACPE Continuing Pharmacy Education Provider Accreditation Program and to ensure that accredited CPE and CPD better meet the development needs of pharmacists, enhance professional services delivered to patients, and align with the needs and vision of the profession of pharmacy.

Objectives of the conference are to:

1. Identify the optimal future state of accredited CPE, including its relationship to:
 - a. CPD practices,
 - b. Practitioner privileging in health care delivery organizations, and
 - c. Interprofessional education (IPE) and practice.
2. Assess current conditions with respect to accredited CPE, taking into account the diversity of educational needs among practitioners, the status of CPD, and the perspectives of practitioners, pharmacy owners, health care delivery organizations, CPE providers, regulators, the public, and accreditors (ACPE and others).
3. Identify viable options for moving from current conditions to the optimal future state of accredited CPE.

In the coming weeks, ACPE will distribute surveys to the profession to aid in providing insights into the future direction of accredited continuing pharmacy education. Stay tuned!