

## Act/ Evaluate/ Record Your CPD

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## Faculty Bio & Disclosure Statement

- Assistant Clinical Professor at University of Iowa
- Practice Site—Family Medicine
  - Inpatient and ambulatory care
  - Anticoagulation, diabetes and hypertension clinics
- Director of Continuing Education
- Collaborative Education Institute (CEI)
- CPD 5 State Pilot Involvement

- I have no actual or potential conflicts of interest associated with this presentation.



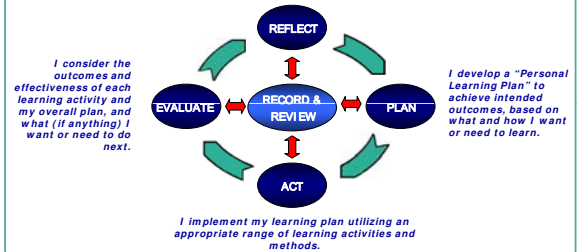
## Learning Objectives

- Implement a personal learning plan to accomplish identified learning objectives
- Discuss the concept of learning that starts at ACT
- Evaluate your learning and overall CPD process
- Develop and maintain a CPD portfolio
- Recognize the continuous nature of the CPD Cycle



## 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.*

## Building on reflection and planning

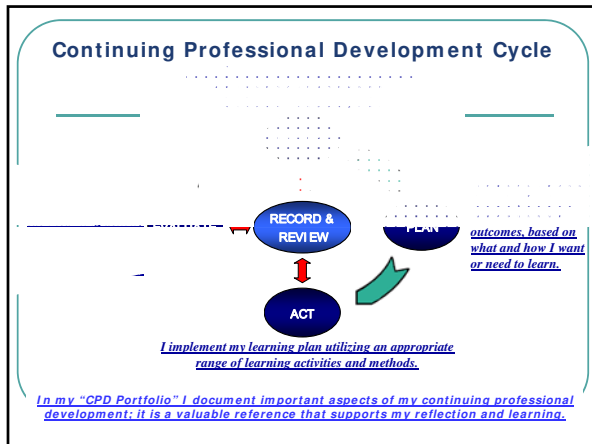
- Continuous nature of the CPD cycle
- Reflecting on yourself and your own goals
- Developing a constructive and concise plan using SMART objectives



## The hard part is over!

Or is the hard part just getting started?





- ### Act: Implementation of plan
- Keep the goal in mind—outcomes, outcomes, outcomes
  - Structured vs. unstructured learning
  - Challenges and barriers

### Structured Learning

ACPE: Continuing Pharmacy Education Activities

Type of CPE Activity	Guidance
Knowledge-based	This CPE activity category is designed primarily for pharmacists and technicians to acquire factual knowledge. The minimum credit for these activities is 15 minutes (0.25 contact hour).
Application-based	These CPE activities are designed primarily for pharmacists and technicians to apply the information learned in the time frame allotted to patients and practice. The minimum credit for these activities is 60 minutes (1.0 contact hour).
Practice-based (formerly known as certificate training programs)	These CPE activities are designed primarily for pharmacists and technicians to systematically acquire specific knowledge, skills, attitudes and performance behaviors that expand or enhance practice competencies. The formats of these CPE activities should include a didactic component and a practice component. The minimum credit for these activities is 15 contact hours.

- ### Structured learning
- Digging in: acquiring resources you identified in your plan
  - Activity participation
    - Formal CE
    - CE with other disciplines
    - Readings
    - Short courses and certificate programs
    - Discussions with colleagues
    - Etc, etc, etc!
  - Document and assess progress

- ### ACT: Activity Completion Tracker
- Documentation of learning
  - Tie to learning objectives
  - Resources and activity
  - Tie to evaluation of learning needs
  - Track changes and implementation within practice
  - New learning needs identified

### ACT: Activity Completion Tracker

**ACT (Activity Completion Tracker)**

Date: \_\_\_\_\_ Time spent engaged in learning: \_\_\_\_\_ hours

Learning Objectives: What did you want to learn? (Use SMART objectives)

Learning Resources: What did you use to achieve your objective?

Evaluation & Reflection: Describe your learning experience. Consider the following:

What did you learn?

Were your learning needs met?  Fully  Partially  Not at all

If your learning objective was not fully met, what challenges or obstacles did you encounter and how did they affect your learning?

What new learning needs identified as a result of this learning experience?

Personal Notes: \_\_\_\_\_

Challenges: Identify which professional goals in this learning activity:

How will you change your practice based on this learning? (List specific goals)

I plan to pursue additional information. (If so, what, when and how?)

The findings reaffirm my knowledge and skills and no change is needed to my practice.

## ACT: Section 1

- **Date**
- **Time spent**
- **Learning Objective**  
*What did you want to learn? (Use SMART objectives)*
- **Learning Resources** *What did you use to achieve your objective?*



## ACT: Section 2 Evaluation & Reflection

- **Describe your learning experience**
- *What did you learn?*
- *Were your learning needs met?*  
 Fully     Partially     Not at all
- *If your learning objective was not fully met, what challenges or obstacles did you encounter and how may they be overcome?*
- *What new learning needs identified as a result of this learning experience?*
- **Personal Notes**



## ACT: Section 3 Outcomes

- How will you change your practice based on this learning? (*Set specific goals*)
- I plan to pursue additional information. (*If so, what, when and how?*)
- The findings reaffirm my knowledge and skills and no change is needed to my practice at this time.



## ACT: Example

### ACT (Activity Completion Tracker)

Date: March 2010

Time spent engaged in learning: 2 hours

**Learning Objective(s)** *What did you want to learn? (Use SMART objectives)*  
How to motivate diabetes patients.

By the end of 2010, I will improve patient adherence and A1c by implementing motivational interviewing techniques.

**Learning Resources** *What did you use to achieve your objective?*  
Online program: Patient-Centered Communication: Core Skills for Motivation and Change    Faculty: Bent, Butlerworth, Glascoff



## ACT: Example

**Evaluation & Reflection**  
*Describe your learning experience. Consider the following:*

- What did you learn?*
  - Be a listener
  - Patient is in the driver seat - not me! Their goals/not mine!
- Were your learning needs met?*  Fully     Partially     Not at all
- If your learning objective was not fully met, what challenges or obstacles did you encounter and how may they be overcome?*  
Still feel like I need to learn more
- What new learning needs identified as a result of this learning experience?*  
Need to practice with patients.  
Have a colleague give peer feedback

**Personal Notes:**

Susan Butlerworth - speaker  
Book: Coaching for Health and Wellness

"Change Talk"



## ACT: Example

**Outcomes**

*Identify which outcome(s) apply to this learning activity.*

- How will you change your practice based on this learning? (*Set specific goals*)  
Old: My prescription to change pt  
New: Patient develops plan and discusses barriers
- I plan to pursue additional information. (*If so, what, when and how?*)  
More online learning, health coach certificate, peer feedback
- The findings reaffirm my knowledge and skills and no change is needed to my practice at this time.



### Unstructured learning

- Think of a time that you started your day and by the end of that day your “to do” list included something you had to learn...

### Learning that starts at ACT

- Reactive (unplanned, ad hoc) versus proactive learning
- Point-of-Care learning
- Responding to a specific patient question or event
- Don't try to record everything!
- If follow-up learning activities required, formulate a Learning Objective

### Learning that starts at ACT EXAMPLE: Drug information question

- “My son just started on Seroquel® and is experiencing ‘twitching’ is that common among all those meds?”
- Investigate question and provide response (may or may not include talking to provider)

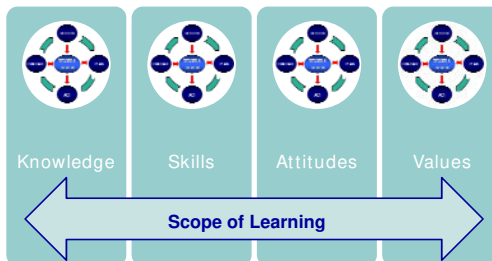
### Learning that starts at ACT EXAMPLE: Drug information question

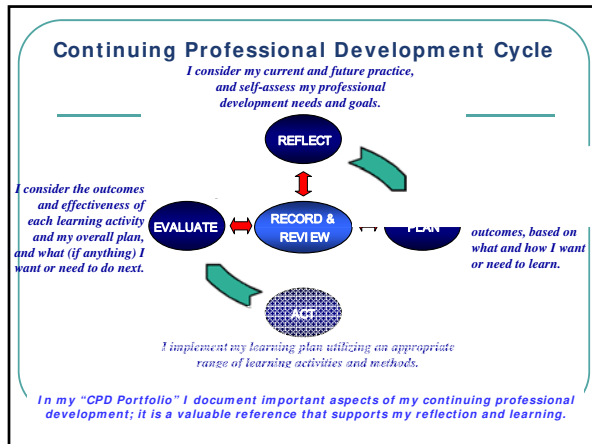
- Develop learning objective post hoc
  - Ex: To determine the incidence of EPS in Seroquel and other antipsychotics to report back to a patient by the end of the week
- List learning resources (PubMed search, drug info source, etc)
- Outcome
  - Answer provided to patient and/or provider communication
  - Plans for practice modification
- Reflection of learning experience
- Development of new learning objective

### Learning that starts at ACT EXAMPLE: Attending CE program

- You attend a CE workshop on new diabetes medications
  - This was not in your current CPD plan yet you know it would benefit you
- Develop learning objective post hoc
  - Ex: To develop a greater knowledge in new diabetes medication therapy to enhance my practice
- Outcome
  - Changes to practice (Ex: Counseling patients on exenatide differently and track weight loss.)
  - Plans to pursue additional information
- Reflection of learning experience

### Structured vs. Unstructured Learning





### EVALUATE

- A critical component
- *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*
- If not done successfully, can lead to frustration and discontinuation of the process
- Self-evaluation is the most important but consider also involving others (e.g., peers, supervisor, even patients?)

### EVALUATE

- Individual learning activities and objectives
- Overall learning plan
- Impact of learning

***Tie to outcomes***

### Levels of Evaluation

- Participation
- Satisfaction
- Learning
- Performance
- Organization / Patient outcomes
- Population Health Outcomes

### Levels of Evaluation - Examples

- Participation
  - Did you attend?
- Satisfaction
  - Did the program meet your expectations?
- Learning
  - Did you learn anything?

### Levels of Evaluation - Examples

- Performance
  - What will you do with your knowledge/skills that you learned?
- Organization / Patient outcomes
  - How will your patients' health be affected by what you learned?
- Population Health Outcomes
  - How will you impact the overall health of your community?

## EVALUATE LOG: Learning Outcomes Growth

### LOG Learning Outcomes Growth

Date(s)	Learning Activity <small>(If applicable include Name of Provider and ACPE ID #)</small>	Hours	Outcomes	Next Steps (Growth)

## EVALUATE to REFLECT

- Leads to reflection; completing one CPD cycle and initiating a new one
  - A continuum of learning
  - New plans are designed based on updated learning and development needs and goals

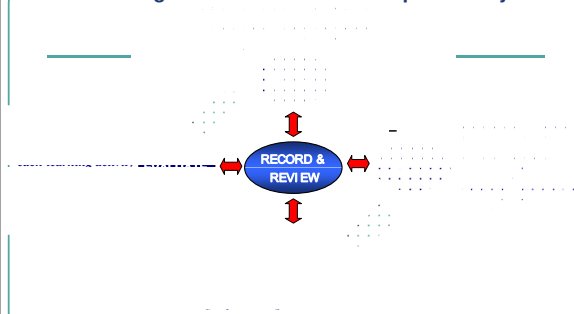
## EVALUATE to REFLECT

- Important to tie evaluation of learning objectives back to reflection phase to remain on continuum

## EVALUATE: Summary

- Using the ACT sheet
- Using your LOG sheet

## Continuing Professional Development Cycle



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

## Record & Review (Portfolio)

- Documentation is integral to each component of the learning cycle
- Serves as a record for all your CPD activities
- Is a tool to facilitate achievement of your learning objectives and personal learning plan

## Managing Information

- Amount of electronic information doubles every 60 minutes
  - John L. King, Michigan's School of Information
- Need to improve conditions for storing, retrieving, and processing



## CPD Portfolio

- Needs to be:
  - Personal
  - User-friendly
    - Easily maintained
    - Readily accessible
  - Dynamic
  - Comprehensive
  - Standardized
  - Electronic or paper-based

## Electronic Portfolios

- Live Text
  - <http://www.coe.ilstu.edu/teacher-education/livetext.shtml>
- EMS
- E Value
- RxPortfolios
  - [www.rxportfolios.com](http://www.rxportfolios.com)

## CPD Portfolio "Starter Kit"

- CPD 101 Exercises
- H-PILS
- REFLECT
- PLAN
- ACT
- LOG
- Your additions...

## Learning Objectives

1. Implement a personal learning plan to accomplish identified learning objectives
2. Discuss the concept of learning that starts at ACT
3. Evaluate your learning and overall CPD process
4. Develop and maintain a CPD portfolio
5. Understand the continuous nature of the CPD Cycle

## Continuing Professional Development Cycle

