



Examples of Continuing Professional Development (CPD) for Providers of CPD
Programs and Pharmacy Learners

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Document Overview

The following document is intended to provide examples for how CPD program providers and learners can facilitate, engage, and complete each component of the CPD cycle. **These examples are intended to guide development and completion of CPD and are not a component of the accreditation process.** ACPE encourages programs to develop process and learning materials which are most suitable for the learners engaging in the CPD process offered by their specific program. Additional examples of CPD programs and resources can be found [HERE](#).

Provider Examples

Table 1 provides a general example of how a provider could structure their CPD program and provides specific prompts to facilitate each component of the CPD cycle.

Table 1. General Examples of CPD Components for Providers of CPD Programs

CPD Cycle Component	Examples
Reflect	<p>Provide learners with formal processes for stimulating reflection, including prompts or other activities to stimulate and guide learner reflection (i.e., CPD Practice Review, considering patient populations and learning needs related to practice-specific context).</p> <p>Prompt Examples:</p> <ol style="list-style-type: none"> 1) <i>What areas do you want to develop or improve?</i> 2) <i>How did you determine the areas you want to develop or improve?</i> 3) <i>What skills or knowledge do you need to improve upon to develop as a pharmacist?</i> 4) <i>Reflect on the following competencies/goals: [Insert relevant competencies/goals for practice or organizational mission].</i>
Plan	<p>Facilitate formal planning processes to help learners identify and plan educational activities which support acquisition of skills, knowledge, etc. related to areas of improvement identified in reflection. Additionally, CPD programs should provide structured activities designed to introduce learners to SMART goals and assist learners in developing their own SMART goals.</p> <p>Prompt Examples:</p> <ol style="list-style-type: none"> 1) <i>What do you want to learn?</i> 2) <i>Create a SMART goal or learning objective.</i> 3) <i>Identify learning activities or resources where one can go to obtain the information required.</i>
Learn	<p>Provider of CPD programs support learner documentation of learning activities which can include opportunities for documentation to be submitted and stored electronically.</p> <p>Prompt Example:</p>

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	<p><i>1) Please submit documentation which reflects learning activities participated in and completed.</i></p>
Evaluate	<p>The provider of the CPD program provides the learner with a structured process to evaluate the status of the current CPD cycle, including an opportunity to document notes related to learning experiences and barriers and facilitators to CPD cycle completion. Learners may evaluate the status of the CPD cycle and completed learning prior to and/or after they have applied learning to practice.</p> <p>Prompt Examples:</p> <ol style="list-style-type: none"> <i>1) Is your goal met?</i> <i>2) Where are you in the CPD cycle? For example, Complete, In Progress, Not Started</i> <i>3) What has/have facilitated your learning?</i> <i>4) Are changes needed to improve your learning? If yes, what are they?</i> <i>5) What barriers have you experienced to learning?</i> <i>6) What is the impact of learning on your practice?</i>
Apply	<p>Provider of the CPD program provides a process for the learner to assess where and how learning was applied to practice, using assessment techniques such as additional reflection, self-reported practice change, validated CPD assessment instruments, and data which reflects changes in practice or patient care.</p> <p>Prompt Examples:</p> <ol style="list-style-type: none"> <i>1) How did you implement what was learned?</i> <i>2) Will the knowledge you have obtained influence your practice or professional career? Why or why not?</i>
Record/Review	<p>The provider of CPD program provides a process for the learner to review learning objectives, learning plan, learning activities, and learning application, focusing on the extent to which CPD cycle components were completed.</p> <p>Prompt Examples:</p> <ol style="list-style-type: none"> <i>1) What new learning needs were identified during this CPD cycle?</i> <i>2) What are my next steps for professional development?</i>

For ACPE- and Joint Accredited providers who are interested in developing a CPD program, components of the CPD cycle can be implemented into CPE activities. Below is a vignette describing a more specific example of how a CPE provider could implement a CPD process for learners within a Test-to-Treat certificate program. Table 2 provides specific certificate program elements which could be used to facilitate CPD cycle components.

Vignette Description

CE Provider identified a gap analysis among its learners to implement a Test-to-Treat program within community pharmacies. The provider decided to plan and conduct a Certificate Program with the following objectives:

- Demonstrate use of applicable diagnostic tests.
- Select, recommend, and/or prescribe effective treatments.
- Discuss laboratory requirements.
- Safely administer and perform point of care services.
- Collaborate with other health professions to increase patient-centered care.

CPD principles will also be incorporated to guide learners through the implementation of the Test-to-Treat program.

Table 2. Example of how the CPD process could be incorporated into a certificate program offered by a CPE provider.

CPD Cycle Components	Prompts and Activities
Reflect	Pre-Program Prompts <ol style="list-style-type: none"> 1. <i>Why are you attending this program?</i> 2. <i>Reflect on the activity learning objectives and indicate level of knowledge/skill related to Test-to-Treat.</i>
Plan	<i>Create SMART learning objectives for what you, the learner, needs to accomplish.</i>
Learn	<i>Complete certificate program modules and learning activities.</i>
Evaluate	Evaluation Prompt <ol style="list-style-type: none"> 1. <i>Based on what you have learned, what are next steps to implement Test-to-Treat in your practice?</i> 2. <i>What other learning needs in this area do you have?</i>
Apply	Apply Activity/Prompt <ol style="list-style-type: none"> 1. <i>Outline what it will take to implement this learning into practice, or how you will implement the service in your practice/pharmacy.</i> Follow-Up Prompt <ol style="list-style-type: none"> 1. <i>Over the past 6 months, describe your efforts, barriers, and success in implementing Test-to-Treat learning into your practice or at your practice site.</i>
Record/Review	<i>Discuss results of learning and identify new learning needs discovered during the certificate program.</i>

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In addition to CPE providers, organizations and institutions may be interested in providing a CPD program. Colleges and schools of pharmacy may use CPD to assess learning experiences, state boards of pharmacy may use CPD for relicensure or as a corrective pathway for disciplinary action, and healthcare institutions may use CPD for preceptor or resident development. Table 3 provides a variety of examples for how different organizations and institutions could provide a CPD program for learners, faculty, and employees.

Table 3. Specific CPD Program Provider Examples

CPD Cycle Component	College or School of Pharmacy	State Board of Pharmacy	Preceptor Development or Residency Program
Reflect	Help faculty and students develop intentional and meaningful practices for reflecting on skills and abilities as part of annual review, tenure, or assessment of cocurriculum.	Help pharmacists identify educational needs to adapt to state-specific law or practice changes to practice and guide corrective action for pharmacists with disciplinary actions.	Help preceptors and/or residents reflect on educational, clinical, and research skills specific to the residency program, organizational needs, and beyond.
Plan	Help learners develop a learning plan related to identified goals and knowledge or skills required as a faculty member, researcher, or student pharmacist.	Help learners develop a learning plan and identify learning opportunities which relate to law and practice changes or are designed to address knowledge gap related to disciplinary action.	Help learners develop a learning plan which relates improvement as a preceptor or aligns with career goals after completing residency.
Learn	Guide learners to and facilitate documentation of learning activities which relate to identified learning goals and facilitate acquisition of new knowledge, skills, and competencies to promote successful student matriculation and faculty promotion.	Guide learners to complete a wide variety of learning activities which relate to law and practice changes or disciplinary action and facilitate acquisition of new knowledge, skills, and competencies to improve practice and patient safety.	Create learning activities or guide learners to activities which are aligned with identified goals and learning needs related to precepting, specific practice settings, or residency or preceptor role.
Evaluate	Provide tools and resources for learners to evaluate how the completed learning activities relate to the identified learning goals, assessing need for additional knowledge or training to meet learning goals and effectively apply learning to practice.	Provide tools and resources for learners to evaluate how the completed learning activities relate to the identified learning goals, assessing need for additional knowledge or training to meet learning	Provide tools and resources for learners to evaluate how the completed learning activities relate to the identified learning goals, assessing need for additional knowledge or training to meet learning goals and

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	Evaluation can be linked to cocurricular and curricular assessment for students, promotion and individual development plans for graduate students and faculty.	goals and effectively apply learning to practice. Evaluation can be linked to understanding and implementation of practices to meet state law or practice changes, in addition to describing how learning resulted in corrective action.	effectively apply learning to practice. Evaluation can be linked to competencies related to precepting, residency-specific requirements, or organizational mission.
Apply	Create opportunities to assess how learning applied to educational, patient, and career-related outcomes. As a result of the CPD process, what was learned and how was it applied to student or faculty member role and development?	Create opportunities to assess how learning was applied to practice and use learning to correct behavior or knowledge gap resulting in disciplinary action. As a result of the CPD process, what was learned and how has learning impacted practice?	Apply learning practice and use learning to facilitate continuous improvement of precepting skills and resident development. As a result of the CPD process, what was learned and how has learning impacted precepting abilities, students on rotation, or development as a resident?
Record/Review	Provide an opportunity to restart the CPD cycle, determining learning and goals met and needing additional planning for the upcoming academic year. What additional goals and learning are required for promotional track or academic matriculation?	Evaluate how learning has helped learners comply with new laws, rules, regulations, and guidelines, and understand how corrective action impacted learner with disciplinary action. What additional goals and learning opportunities will help avoid disciplinary action in the future?	Evaluate how learning has helped learners train students and residents and how learning has helped residents develop and improve upon skills. What additional goals and learning opportunities would continue to develop skills as a preceptor and prepare residents for careers?

Pharmacy Learner Examples

In Table 4, three vignettes are provided for each CPD cycle component to give examples of how pharmacy learners in a variety of practice settings with different learning needs may engage with and complete a CPD cycle. These vignettes and examples are not intended to provide a comprehensive picture of how the CPD cycle should be completed, but rather to highlight the various ways and processes pharmacy learners may undertake to develop and improve upon areas of practice and professional. Additionally, the resources included in each of the vignettes are examples of the types of resources which may be useful for facilitating learning and meeting learning goals. The organizations and resources listed are not the only available resources, and pharmacy organizations developing resources, which may assist pharmacists in learning.

Table 4. Examples of CPD Components for Learners in CPD Programs

CPD Cycle Component	Examples
Reflect	<p>The learner writes a narrative in response to reflection items or from an independently identified reflection activity (i.e., keeping a professional journal, activities from conferences or workshops). Reflection items can be informed by general and site-specific pharmacy competency areas (COEPA, recertification-related knowledge).</p> <p>Pharmacy Preceptor Example:</p> <p><i>This cycle I want to work on creating activities for my rotation which help students develop professional skills related to ACPE S4 Key Elements: Leadership, Self-Awareness, Professionalism, and Innovation and Entrepreneurship. I have identified this as a need after reading several studies and having discussions with my students on rotation about areas where they feel like they can improve outside of clinical skill competency.</i></p> <p>Community Pharmacist Example:</p> <p><i>After attending a national pharmacy meeting, I want to develop a Test and Treat service in my pharmacy. We are in a state with legislation for direct prescribing authority, with a statewide protocol which allows for tests and treatments for flu, strep, and COVID. To do this, I need to have a better understanding of the requirements for pharmacies to provide these services, the training my staff need, and how to bill for these services.</i></p> <p>Resident Example:</p> <p><i>In preparation for my PGY-2 Oncology residency, I have identified that I need to improve my therapeutic knowledge related to the treatment and side-effect management of cancers. I specifically want to learn more about Social Determinants of Health and how these factors contribute to and effect patient care. I identified this as a learning need based on the increased emphasis placed on</i></p>

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	<p><i>the importance of these patient-specific factors and how likely they are to affect my patients.</i></p>
Plan	<p>The learner creates a learning plan, identifies potential learning activities, and creates SMART goals to facilitate learning.</p> <p>Pharmacy Preceptor Example:</p> <p><i>In the next 12 months, I will use published articles and existing resources to develop four activities with my rotation students which will help to facilitate each of the ACPE Standard 4 key elements.</i></p> <p>Community Pharmacist Example:</p> <p><i>In the next 6 months, I will complete a service development and implementation plan, which will include a list of resources and activities I need to complete for the service to be operational. These will consist of activities related to pharmacy requirements (i.e., medication and tests needed), staff training requirements (certificate programs and training on testing and medication guidelines), and billing (i.e., software and billing codes integrated into dispensing system).</i></p> <p>Resident Example:</p> <p><i>In the next 3 months, I will participate in a SDOH Workshop provided by a college of pharmacy, complete two CE activities, and read three journal articles which relate to SDOH in Oncology.</i></p>
Learn	<p>The learner completes activities which reflect learning plan and SMART goals.</p> <p>Pharmacy Preceptor Example:</p> <p><i>Preceptor Training Program</i></p> <p><i>Preceptor Workshop</i></p> <p><i>National Meeting for Pharmacy Education</i></p> <p><i>Standard 4 Literature Reviewed</i></p> <p><i>Reed, B.N., Klutts, A.M. and Mattingly, T.J., 2019. A systematic review of leadership definitions, competencies, and assessment methods in pharmacy education. American Journal of Pharmaceutical Education, 83(9).</i></p> <p><i>Haight RC, Kolar C, Nelson MH, Fierke KK, Sucher BJ, Janke KK. Assessing emotionally intelligent leadership in pharmacy students. American journal of pharmaceutical education. 2017 Mar 25;81(2).</i></p>

	<p><i>Raake SE, Leslie KF, Sermersheim K, Daugherty KK. Nailed it! Doctor of pharmacy learners' self-awareness of performance on authentic assessments. Currents in Pharmacy Teaching and Learning. 2022 Mar 1;14(3):276-80.</i></p> <p><i>Hughes JA, Cleven AJ, Ross J, Fuentes DG, Elbarbry F, Suzuki M, Della Paolera M, Carter NS, Stamper B, Low P, Malhotra A. A comprehensive reflective journal-writing framework for pharmacy students to increase self-awareness and develop actionable goals. American Journal of Pharmaceutical Education. 2019 Apr 1;83(3).</i></p> <p><i>Assessments used in activity development.</i></p> <p>EILI : https://www.wiley.com/en-us/Emotionally+Intelligent+Leadership+for+Students%3A+Inventory%2C+2nd+Edition-p-9781118821664</p> <p>Community Pharmacist Example:</p> <p><i>Pharmacy Resources and Needs: NASPA “Pharmacist Prescribing: Test and Treat” https://naspa.us/resource/pharmacist-prescribing-for-strep-and-flu-test-and-treat/; Iowa Senate File 296 https://www.legis.iowa.gov/docs/publications/LGE/89/SF296.pdf</i></p> <p><i>Personnel Training: Test and Treat and Point-of-Care Testing Certificate Programs</i></p> <p><i>Billing: National Community Pharmacists Association Point-of-Care Testing (POCT) https://ncpa.org/point-care-testing-poct; Medicare Administrative Contractors https://www.cms.gov/Medicare/Medicare-Contracting/Medicare-Administrative-Contractors/Downloads/MACs-by-State-June-2019.pdf, Tests Granted Waived Status Under CLIA https://www.cdc.gov/clia/docs/tests-granted-waived-status-under-clia.pdf</i></p> <p>Resident Example:</p> <p><i>SDOH Workshop-SDOH in Oncology Care at Academic Medical Centers</i></p> <p><i>CE Activities</i></p> <p><i>Social Determinants of Health in Cancer Care</i></p> <p><i>Panel: Best Practices in Hematology/Oncology Telepharmacy</i></p> <p><i>Journal Articles</i></p> <p><i>Zettler ME, Feinberg BA, Jeune-Smith Y, Gajra A. Impact of social determinants of health on cancer care: a survey of community oncologists. BMJ Open. 2021 Oct 6;11(10): e049259. doi: 10.1136/bmjopen-2021-049259. PMID: 34615676; PMCID: PMC8496396.</i></p>
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	<p>Venkataramany BS, Sutton JM. Social Determinants of Health in Oncology: Towards a More Personalized and Equitable Delivery of Cancer Care. <i>Am J Clin Oncol</i>. 2022 Jun 1;45(6):273-278. doi: 10.1097/COC.0000000000000914. Epub 2022 May 9. PMID: 35532746.</p> <p>Tucker-Seeley RD. Social determinants of health and disparities in cancer care for Black people in the United States. <i>JCO oncology practice</i>. 2021 May;17(5):261-3. https://pubmed.ncbi.nlm.nih.gov/?term=33974819</p>
Evaluate	<p>The learner considers the status of the current CPD cycle, documenting notes related to learning experiences and barriers and facilitators to cycle completion.</p> <p>Pharmacy Preceptor Example:</p> <p><i>At the 10-month mark, this cycle is In Progress. With the help of my APPE students, two of the four activities for Standard 4 have been completed and I am using them on rotation. Barriers to the completion of this goal have been changes in workflow and patient volume at my practice site, which has limited the amount of time I have had to focus on developing as a preceptor. Facilitators of this learning goal have been blocking time each day to focus on developing preceptor materials and having dedicated time to meet with and have discussion with my APPE students. Moving forward, I will focus on blocking additional time to complete these goals and communicating the need for this dedicated precepting time to my supervisor.</i></p> <p>Community Pharmacist Example:</p> <p><i>After five months, this cycle is Complete. I have developed the implementation plan and have begun ordering necessary materials/equipment/medication and training staff on service implementation. Barriers to completing this goal have been predominantly financial, with difficulties and expenses related to initiating a service. Facilitators have been organizational support and staff interest in providing these services, which has allowed me to complete the implementation plan and start preparing for service implementation even sooner than expected. Moving forward, I plan on building on this CPD cycle and focusing on implementation and evaluation of the service.</i></p> <p>Resident Example:</p> <p><i>After 5 months, this cycle is In Progress. Due to a promotion and new responsibilities, I was unable to attend the SDOH workshop I had initially planned on attending and have identified another one in a few months. While I did not meet the timeline initially stated for my learning goal, I have been able to read one article I found on SDOH in Oncology and completed two CE activities. Barriers to meeting my learning goals have been additional responsibilities and learning the day-to-day of my new role. There really have not been many facilitators, but I am interested in this topic and motivated to engage in learning related to SDOH. Moving forward, I will complete the new workshop and identify additional CE and published articles to accomplish my learning goals.</i></p>

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Apply	<p>The learner identifies where and how learning has been applied to practice. This can be done in a variety of ways, including but not limited to self-reported practice change, validated assessment instruments, data which reflects changes in patient care, and other data which reflects assessment of learning goals and initiatives.</p> <p>Pharmacy Preceptor Example:</p> <p><i>Overall, the development and implementation of these activities has been beneficial for my abilities as a preceptor and the experiences my students have during the rotation. Looking at my preceptor evaluation for the past 2 years, students have improved self-reported experiences in the last 10 months. Several students commented on how they enjoyed the Standard 4 activities and how it helped create a more vulnerable and open learning environment.</i></p> <p>Community Pharmacist Example:</p> <p><i>While we have not implemented the program yet, I feel more comfortable and confident on how our pharmacy can implement and bill for these services. Ultimately, our practice will change once we implement these programs and I will consider additional ways to assess the extent of practice change for our pharmacy operations such as service use, prescribing numbers, and revenue generation.</i></p> <p>Resident Example:</p> <p><i>In all honesty, my practice has yet to change. The activities I have completed have been helpful and provided valuable foundational knowledge, but I have yet to understand how to implement SDOH into my practice. I realize this will be an ongoing process and will likely require organizational involvement to consider how we are addressing SDOH in our clinic. I have started to think about different applications of SDOH in the practice setting, which may look like adding some assessment items to our patient intake and getting social workers involved in helping to develop SDOH initiatives at our institution.</i></p>
Record/Review	<p>Learner considers the CPD cycle and the extent to which learning was completed, considering the activities which were important to learning and SMART goal attainment. Additionally, learners should consider new learning needs that were identified at the end of the cycle.</p> <p>Pharmacy Preceptor Example:</p> <p><i>Completing the 6-month cycle, I have completed all four of the activities which I set out to in my learning goals. The most important learning activities were reading existing literature and relating that to some of the concepts in the preceptor workshops. My future goals and additional learning needs are related to how to manage clinical and precepting responsibilities more effectively while maintaining a work-life balance. The additional patient volume and precepting responsibilities</i></p>

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	<p><i>were difficult to manage and I would like to learn more about strategies in this area.</i></p> <p>Community Pharmacist Example:</p> <p><i>I completed this cycle early, moving beyond my initial service development and implementation plan goal at the 5-month mark. During this time, I learned more about ways to assess our program and strategies to implement the service. Future learning objectives and the focus of my next cycle will be understanding how to evaluate our service and the role that implementation science might play in making sure our service is sustainable.</i></p> <p>Resident Example:</p> <p><i>While I did not complete this cycle in 3 months, I did complete the workshop and other learning activities in 6 months. The workshop was very helpful and provided institution-specific guidance which I will use to implement SDOH into my practice. For the next cycle, I plan on learning about ways to screen for SDOH in the oncology setting and what tools/instruments we might use to screen for SDOH.</i></p>
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