



Continuing Professional Development in the Pharmacy Profession

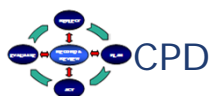
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Võru, Estonia



Learning Objectives

- Define **Continuing Professional Development** (CPD)
- List and describe the components of the **CPD Cycle**
- Describe the need and benefits for pharmacists to use a CPD approach
- **Compare and contrast** traditional approaches to CE with a CPD approach
- Complete an exercise in Reflection



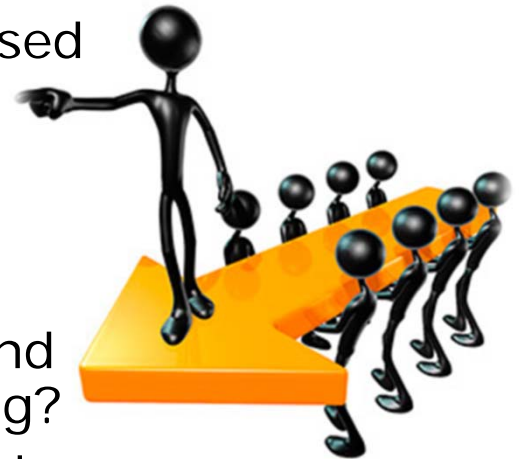


CPD?
Why are we
having this
discussion?



What's the Situation and What are we Trying to Change?

- In many countries, no requirement for CE/CPD to maintain license to practice; participation is voluntary
- Most common model – hours or “CE credit” based system
- Mandatory CE systems can lead to disengaged learners
- Knowledge and skills lost if not used?
- Connection between education and practice, and opportunities for application sometimes missing?
- “Gaps” in knowledge and skills (never taught at pharmacy school)?
- Motivation and self-image of pharmacists?
- Economic challenges; need new “model”?



What's Changing in Pharmacy?

- Professional education, advanced training and credentials, certification and specialization
- New career opportunities; new practice settings
- Business/practice models, chains, IT and clinical support systems
- Patient access to information
- Team-based care, collaborative practice/protocols
- Complexity of care provision



The Link Between Learning and Health Care Outcomes

*“The past century has seen spectacular gains in the breadth and depth of biomedical knowledge, but the potential of these gains has been limited by inadequate, inequitable, and **inefficient translation of knowledge and skills to the health care workplace.***

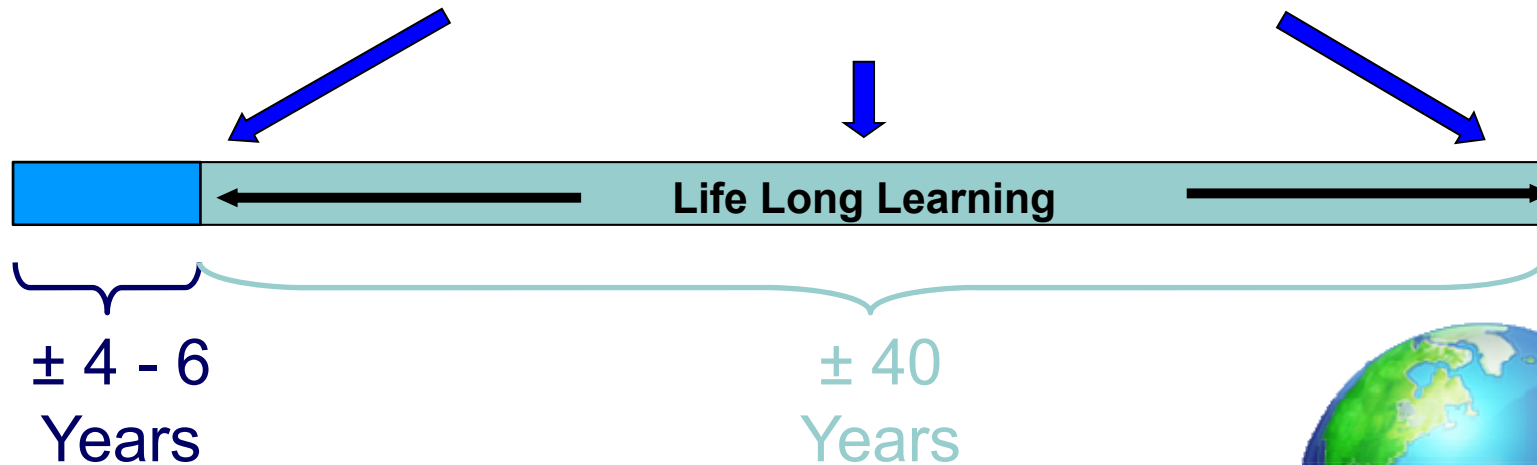
*We propose that a **radically transformed continuing medical education (CME) system is essential** to realize biomedicine's ever-expanding potential to improve the health of patients and populations.”*

Dorman T, Miller BM. Continuing Medical Education: The Link Between Physician Learning and Health Care Outcomes. Academic Medicine, Vol. 86 No.11; November 2011



The *Continuum* of Education for Professionals

What competencies are required for pharmacy practice?



Institute of Medicine:
Health Care Professionals not adequately
prepared or supported in practice



The basic model for health care professionals' CE has not changed in decades



It's time for change in CE too!



Your Learning List 2016

Think about the learning activities you completed in 2016.

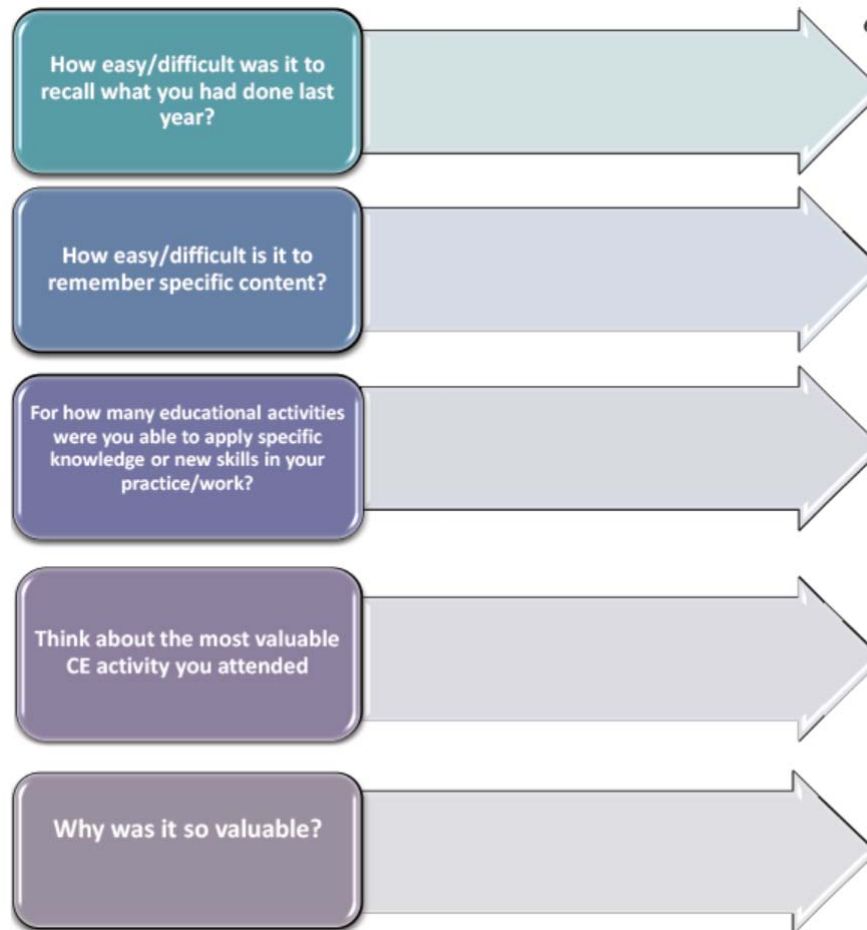
This should include all learning including seminars, symposia, personal reading, work related activities, etc.

Try to list as many things as possible.

There are no wrong or right answers or way to fill out this form.



Reflecting on Your Learning



Personal Application

Think about your continuing education for 2016.

Refer to "My Learning List"

1. How easy/difficult was it to recall what you had done last year?
2. How easy/difficult is it to remember specific content?

Documentation



Personal Application

3. For how many educational activities were you able to apply specific knowledge or new skills in your practice/work?

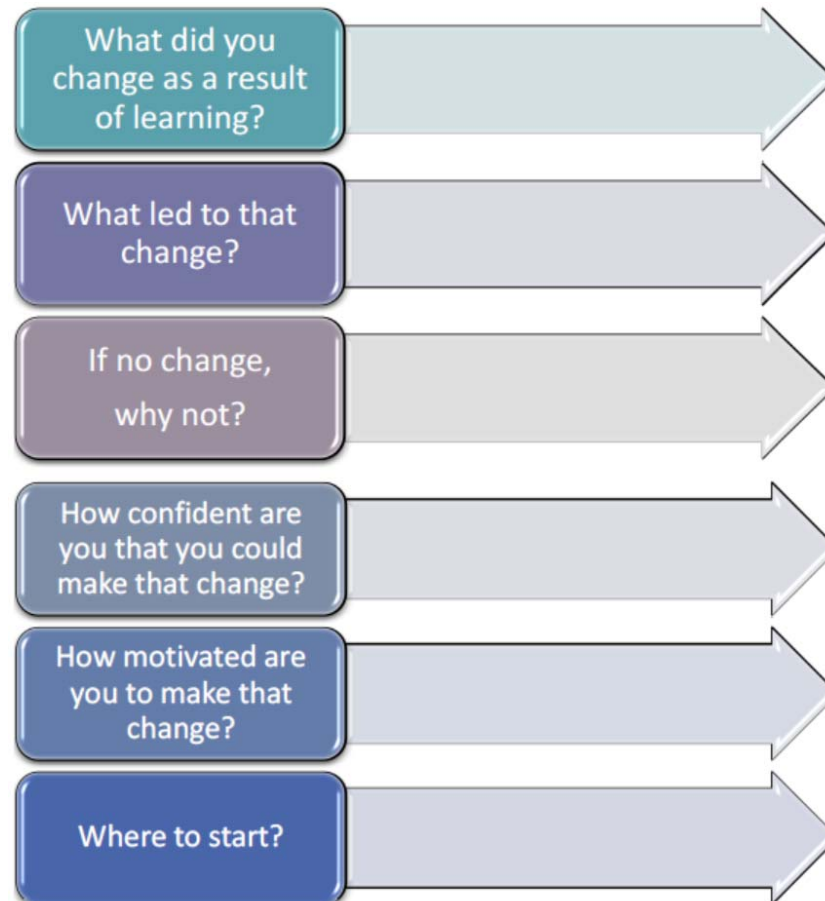


Personal Application

4. Think about the **most valuable** CE activity you attended last year.....
5. Why was it so valuable?
 - ✓ Convenience / ease of access
 - ✓ Acquired or updated important knowledge or skills
 - ✓ Able to apply at work
 - ✓ Format was how you like to learn and/or learn best



Does Learning Lead to Change?



“My Learning List”

- What did you change as a result of learning?
- What led to that change?
- If no change, why not?



One step further...

- How confident are you that you can make that change?
- How motivated are you to make that change?
- **Where to start?**



Pharmacists want to learn, but ...



“...you go, you sit, you listen,...you forget” *

* Pharmacist's quote from article by Austin et al; AJPE 2005; 69 (1) Article 4



The Purpose of CE

“The purpose of continuing education for pharmacists and for other health professionals is the **improvement of patient care** and health maintenance, and the **enrichment of health careers**. Therefore, the focus should be on the patient as a problem of treatment and as an exercise in learning. The basic criterion for the evaluation of the relevance and effectiveness of continuing education for health professionals is the improvement of patient care.”

Knox A B, Continuing Education of Pharmacists, JAPhA 1975 Aug;15(8) 442-7, 457



Why is a New Approach Needed?

CPD Value Statement:

"Pharmacists who adopt a CPD approach accept the responsibility to **fully engage** in and document their learning through reflecting on their practice, assessing and identifying professional learning needs and opportunities, developing and implementing a personal learning plan, and evaluating their learning outcomes with the goal of **enhancing the knowledge, skills, attitudes and values** required for their pharmacy practice."

Source: CPD 5-State Pilot, USA

See also: Dopp AL, Moulton JR, Rouse MJ, Trewet CB. A Five-State Continuing Professional Development Pilot Program for Practicing Pharmacists. Am J Pharm Educ. 2010;74(2):Article 28.



Conclusions from the Literature

CE can be effective in both **learning** and **practice change**, but:

More successful (learning, practice change) if:

- Area of interest or preference
- Related to daily practice
- Programs selected in response to identified need
- Interactive, hands-on
- Use more than one intervention; continuing not opportunistic
- Use reflection
- Self-directed (content and context)
- Focus on specific outcomes/objectives
- Commitment to change

C

P

D



Can we do better ...?

The Concepts and Components of CPD

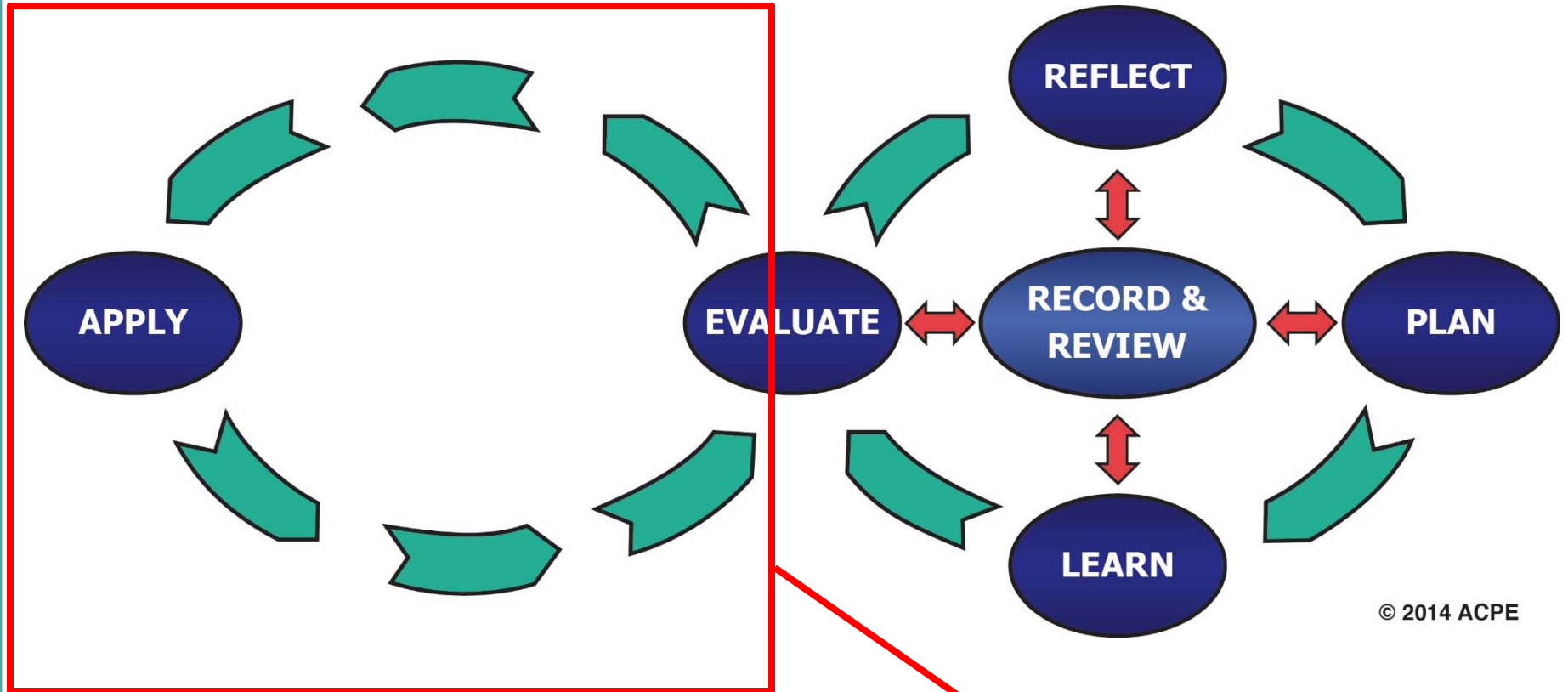


Defining Some Terms

- **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 education promotes problem-solving and critical thinking and is applicable to the practice of pharmacy. (ACPE)
- **Continuing Professional Development:** A self-directed, ongoing, systematic and outcomes-focused approach to lifelong learning that is **applied into practice**. It involves the process of active participation in formal and informal learning activities that assist in developing and maintaining competence, **enhancing professional practice**, and supporting achievement of career goals. The CPD approach is cyclical in nature where each stage of the process can be recorded in a personal learning portfolio. (ACPE)



A Continuing Professional Development Cycle



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**Key difference from
traditional CE**



A Continuing Professional Development Cycle

The Elements of CPD

I consider my current and future practice, and self-assess my professional development needs and goals.

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.



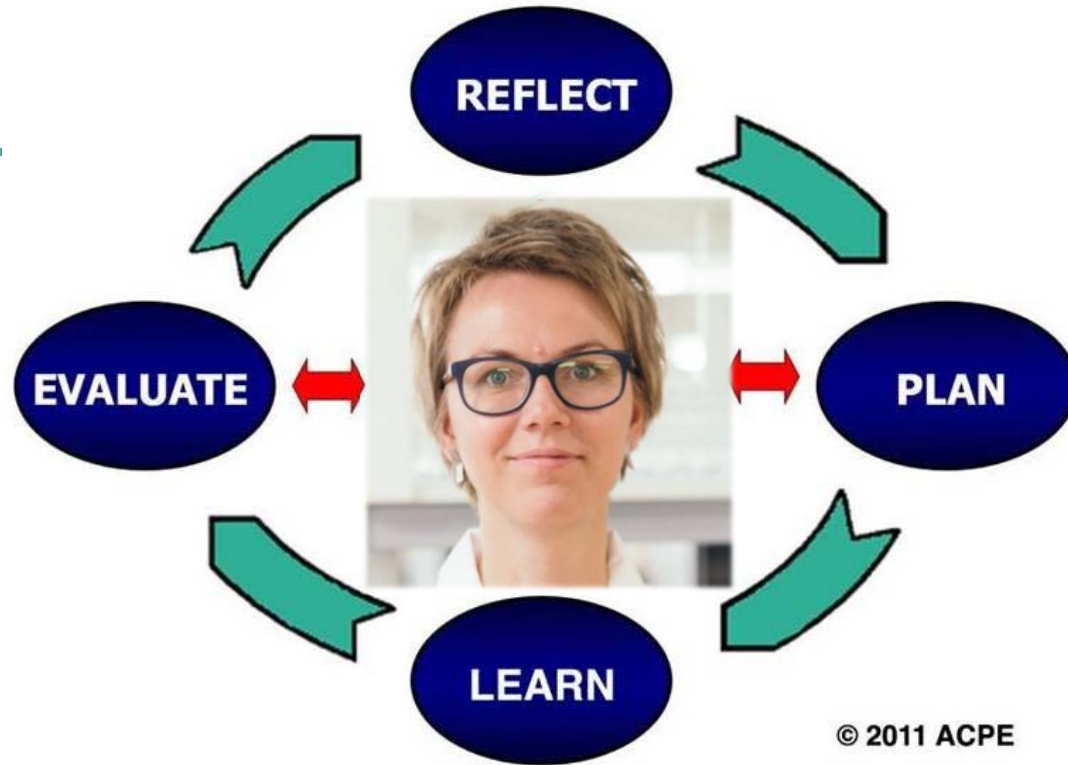
I develop a “Personal Learning Plan” to achieve intended outcomes, based on what and how I want or need to learn.

I implement my learning plan utilizing an appropriate range of learning activities and methods.

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



Continuing Professional Development



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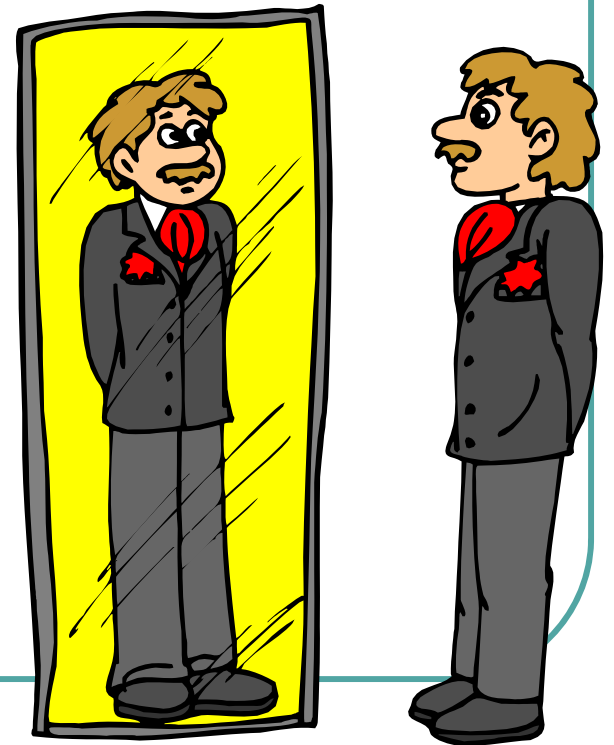
...a self-directed, ongoing, systematic and outcomes-focused approach to learning and professional development

CPD aims to shift from a teacher/provider-driven model to a learner-driven model



REFLECT

- Reflect on
 - Yourself as a person
 - Yourself as a professional
 - Your professional practice
 - Your work environment (systems, etc.)
 - Your knowledge, skills, attitudes, values
 - Your learning preferences
- Identify learning needs and opportunities
 - Must address several competency areas
- Frame learning objectives
 - Broad / high-level



REFLECT

Three important questions:

- What? Describe your situation
- So what? Think about what it means to you and others
- What next? Think about what you want to do about it



REFLECT



The purpose is primarily to **identify learning needs and opportunities**, not to assess level of competence *per se*



PLAN

- Develop an action plan to accomplish your learning needs identified during the REFLECT stage
- Develop individual learning objectives
- Identify and set priorities
- Address all competency areas (practice, organisation and management, personal, professional)
- Develop a timeline with your action plan; be realistic



PLAN

- Short-term: one year plan
- Long-term: three to five year plan
- Identify activities to help you meet your learning objectives (structured/unstructured)
- Take into account your “learning style” and preferences
- Identify resources needed to accomplish your learning objectives
- Review at least annually



PLAN

- What resources are available to accomplish learning objectives ?
- What activities are available to accomplish learning objectives ?



Developing **SMART** Objectives

- **Specific**
Be precise about desired achievement
- **Measurable**
Quantify objectives
- **Achievable**
Ensure realistic expectations
- **Relevant**
Align with practice and/or organizational goals
- **Timed**
State when objective will be achieved



LEARN

- Implementation of personal learning plan
- Activities chosen should be **outcomes-driven** to meet stated learning objectives
- Use a variety of learning methodologies and activities
 - ✓ Formal/structured/accredited activities
 - ✓ Informal/unstructured activities
 - ✓ Work-based learning



EVALUATE

- Reflection on your learning; **outcomes** and **impact** *versus* “satisfaction” with educational programs
- Review your personal learning plan at least annually
 - Evaluate progress toward achieving your objectives
 - Evaluate the educational activities to ensure adequate content and learning
 - Ensure you are following action plan and timeline
 - Consider changes that have occurred professionally that may require adjustments in your objectives and plan



EVALUATE

Leads to reflection, completing the *continuum*

- New plans are designed based on updated learning and development needs and goals
- Competency evaluation?



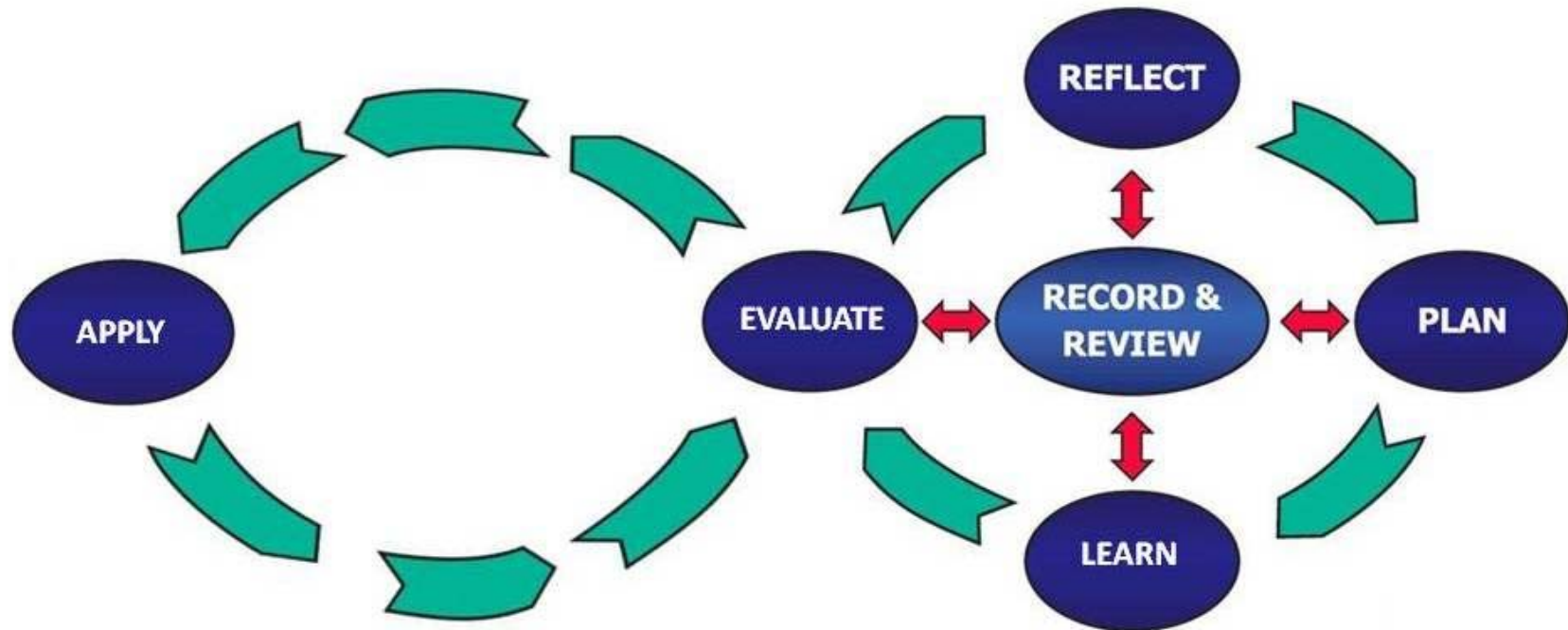
APPLY



- Learning must be **relevant** to practice
- Competencies gained must be **applied in and reinforced** through practice
- Learning must have **impact**:
 - Changes in practice and performance, e.g., new or enhanced services, organizational development
 - Changes in motivation and self-image of the pharmacist
 - Improved patient and population care



APPLY

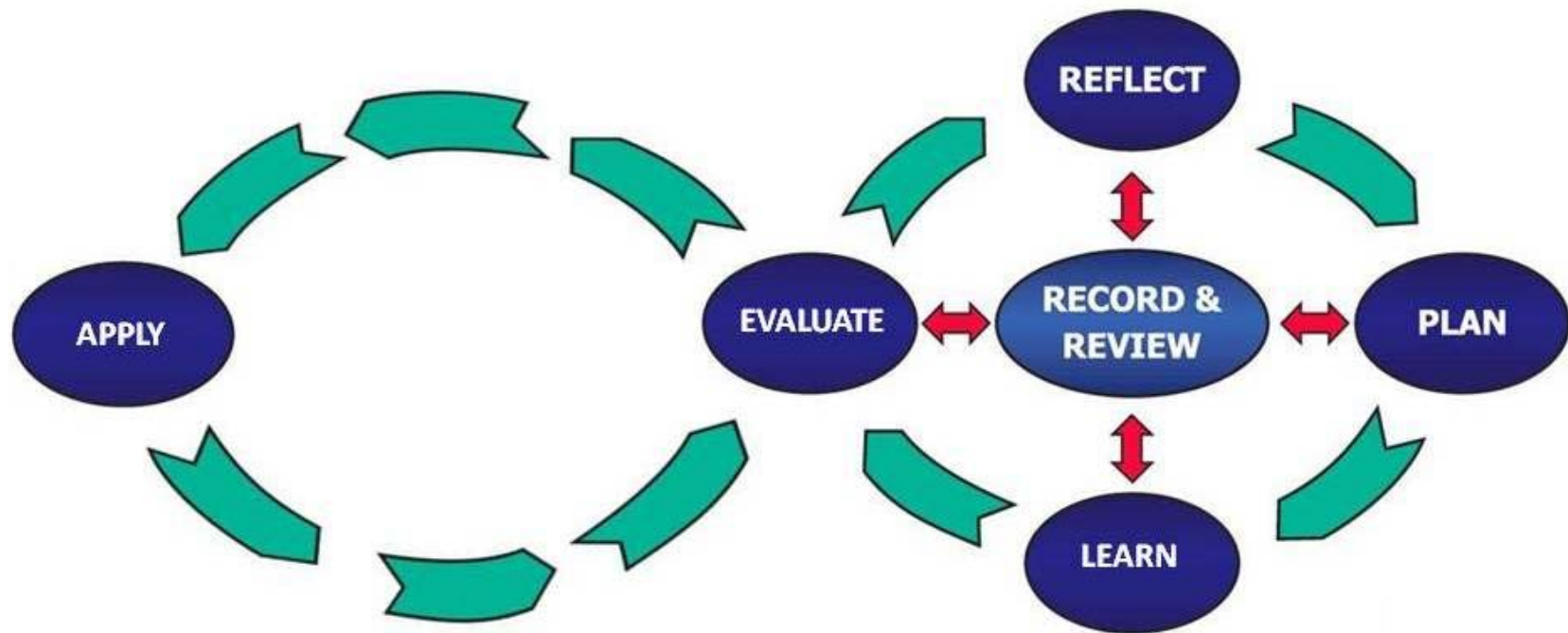


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S-M-A-R-T

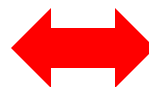


CPD: Bridging the Classroom and the Workplace



MUST BE ALIGNED

**Patient and Organizational
Outcomes**



**Learner's Educational
Outcomes**



If it's not documented.....



.....then it didn't happen.



RECORD & REVIEW (Portfolio)

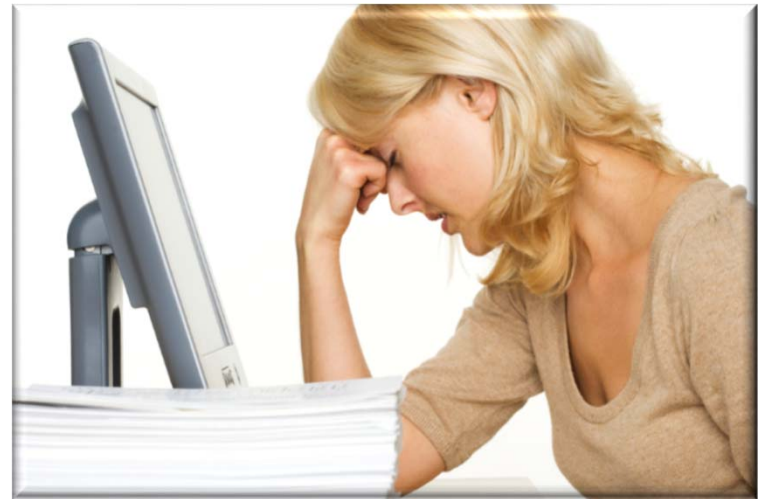
- Documentation is integral to each component of the learning cycle
- Dynamic, comprehensive tool to record and retrieve information, reflection, action plans, etc.
- Facilitates achievement of learning objectives and personal learning plan
- Needs to be readily accessible, simple to use
- Ideally standardized format (electronic/paper)



RECORD & REVIEW (Portfolio)

Use of a CPD Portfolio
must not become:



- “busy work”
- a burden
- a barrier to learning



Compare Traditional CE with CE + CPD



Traditional CE versus CE + CPD

	 CE	CE+CPD 
Needs	Pre-determined	Self-Identified
Motivation	External	Internal
Relevance	May be absent	High
Measure	Process (hours)	Outcomes (learning/impact)
Outcomes	May be absent	Evident in Process (competence, practice, etc.)
Duration	Isolated event	Ongoing, cyclical
Directed By	Others	Self
Process	Passive	Active/Proactive



Adapted from: Terri Schindel, University of Alberta, Alberta, Canada

Traditional CE Approaches

Advantages

- Structured
- Defined endpoint; easy to measure; sense of completion
- Driven by experts
- Convenient
- Teaching methodology is consistent with the way most pharmacists learned in pharmacy school
- Predominant learning style

Disadvantages

- May become an accumulation of “units”
 - quantity *versus* quality
 - process/inputs *versus* needs/outcomes
- No strong link to practice
- Difficult to customize to individual needs
- Outcomes of learning may be poorly defined and assessed
- Can lead to passive, disengaged learners



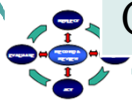
Conclusions from the Literature

- CE can be effective in both **learning** and **practice change**, but ...
- More successful (learning, practice change) if:
 - Area of interest or preference
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 - Programs selected in response to identified need
 - Interactive, hands-on
 - Use more than one intervention; continuing not opportunistic
 - Use reflection
 - Self-directed (content and context)
 - Focus on specific outcomes/objectives
 - Commitment to change

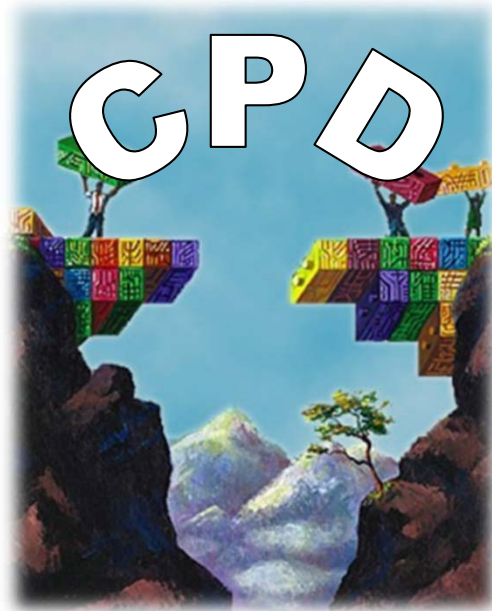


Traditional CE versus CE + CPD

	CE	CE+CPD
Area of interest or preference	★★	★★★★
Related to daily practice	★	★★★★
Programs selected in response to identified need	★	★★★★
Interactive, hands-on	★★	★★
Use more than one intervention; continuing not opportunistic	★	★★★★
Use reflection		★★★★
Self-directed (content and context)	★	★★★★
Focus on specific outcomes/objectives	★★	★★★★
Commitment to change	★	★★★★



CPD: Bridging the Classroom and the Workplace

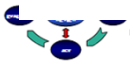
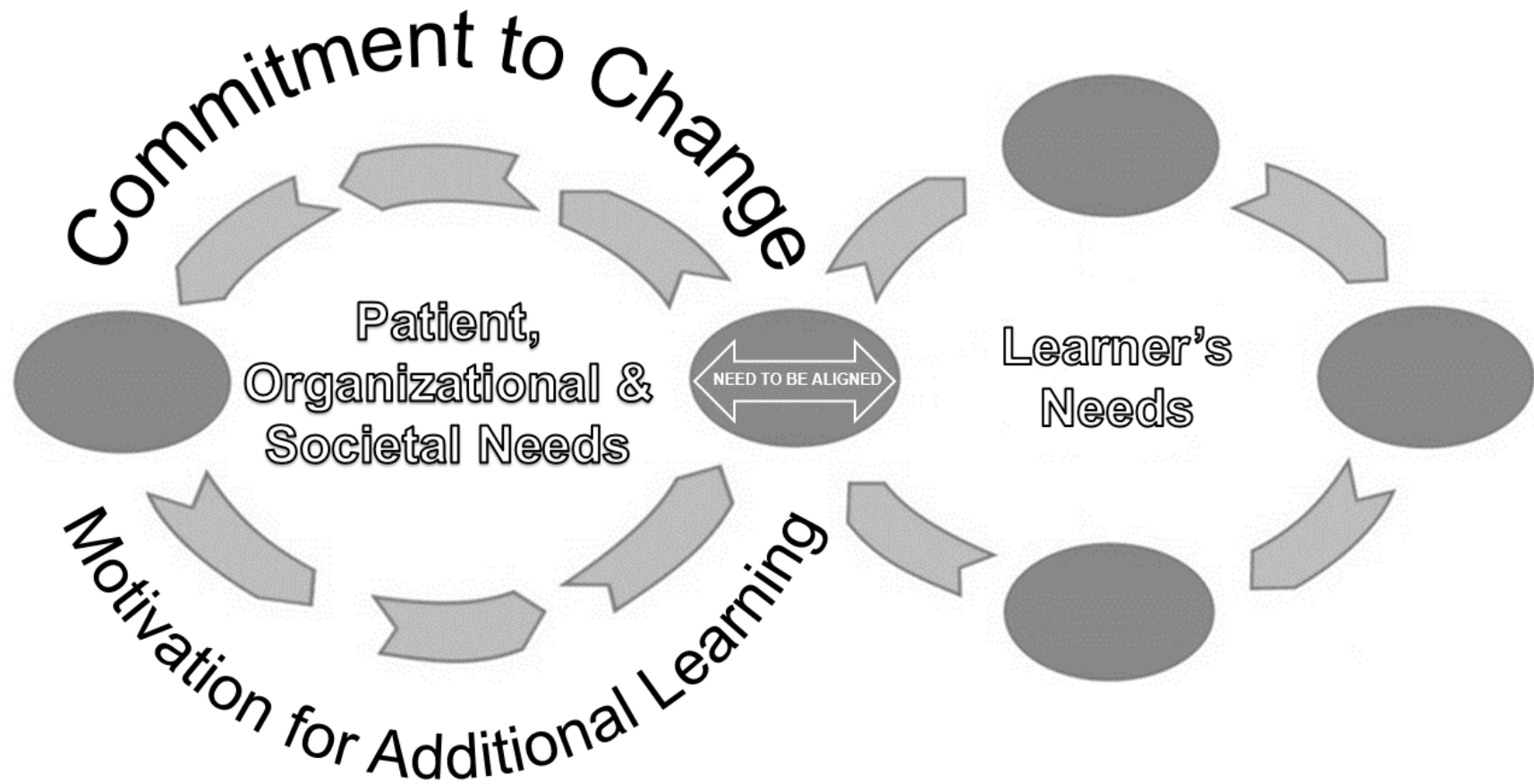


“The new vision for continuing education will be based on an approach called continuing professional development (CPD), in which learning takes place over a lifetime and **stretches beyond the classroom to the point of care.**”

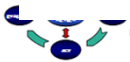
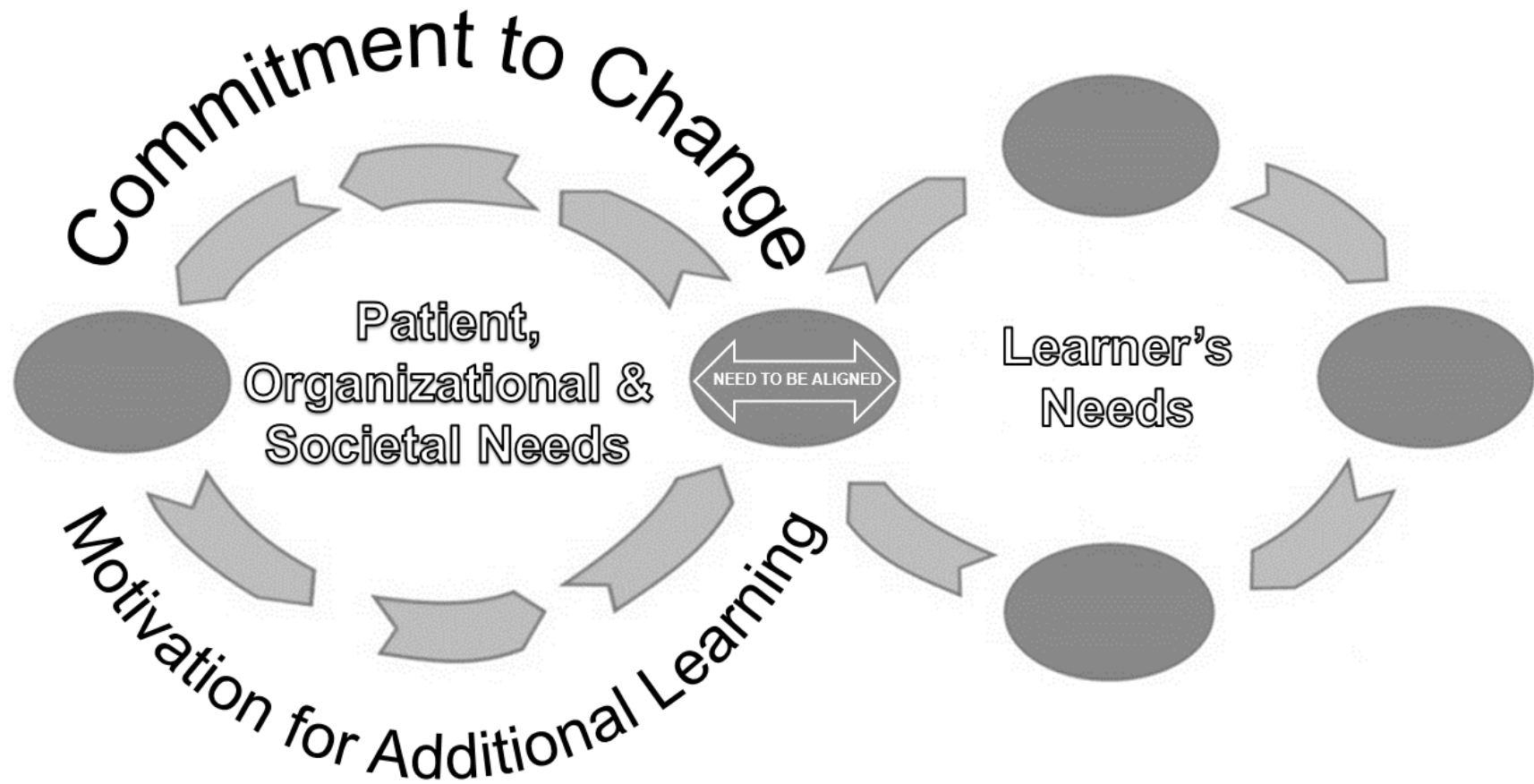
Institute of Medicine , December 2009



CPD: The Way to Learn & the Reason to Learn



Learn Today Apply Tomorrow



Conclusions



- ✓ CPD must be seen more as an **approach** than a **process**
- ✓ Learners must be **fully engaged** in their learning to maximize the outcomes
- ✓ Self-directed learning is a **competency**, requiring *knowledge, skills, attitudes and values*
- ✓ Learning must result in **changes**



Questions?



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