

Pillars and Foundations of Educational Quality

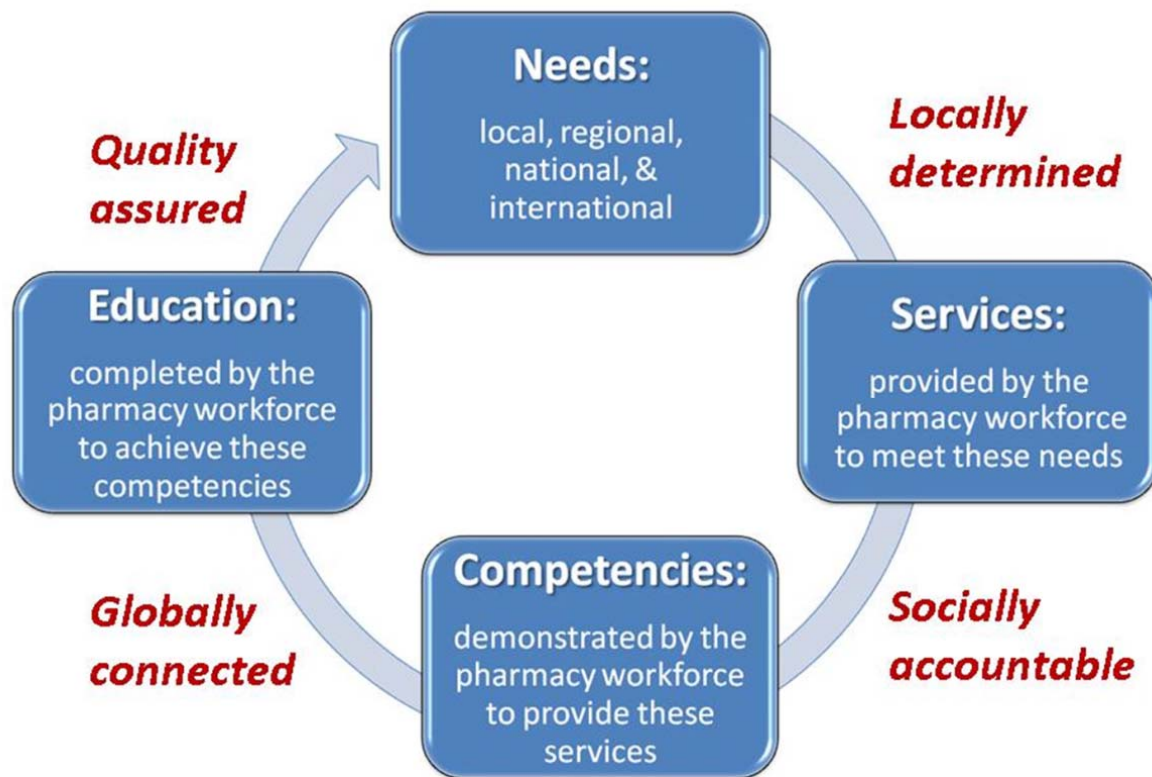
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Learning Objectives

- **List and describe** the five pillars and three foundations of educational quality
- **Explain** how quality of education leads to quality of services
- **Apply** the pillars and foundations to:
 - Evaluate a valuable learning activity
 - Identify opportunities for quality improvement of the activity



Needs-Based Education Model



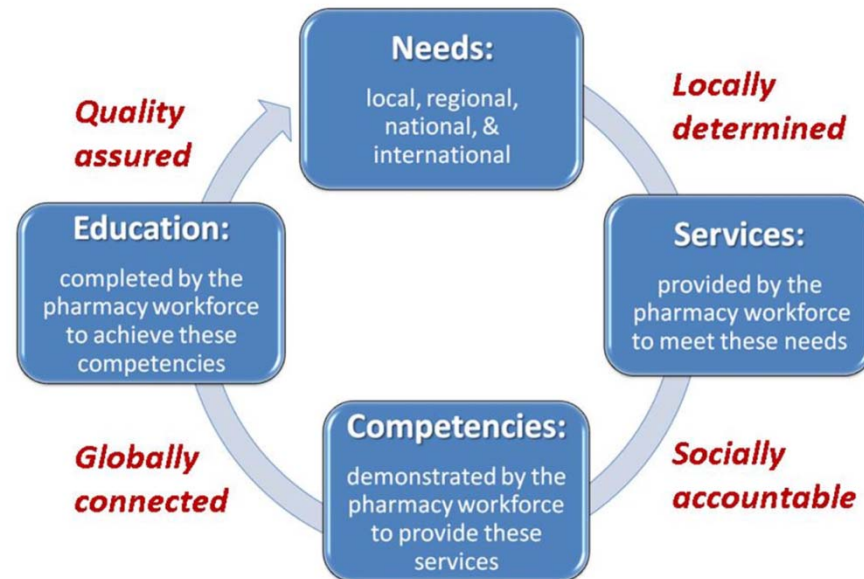
Source: FIP Education Development Team



Needs-Based Education: The Starting Point for My Learning

What are my patients' needs?

What educational activities must I select so that I can achieve the needed competencies?

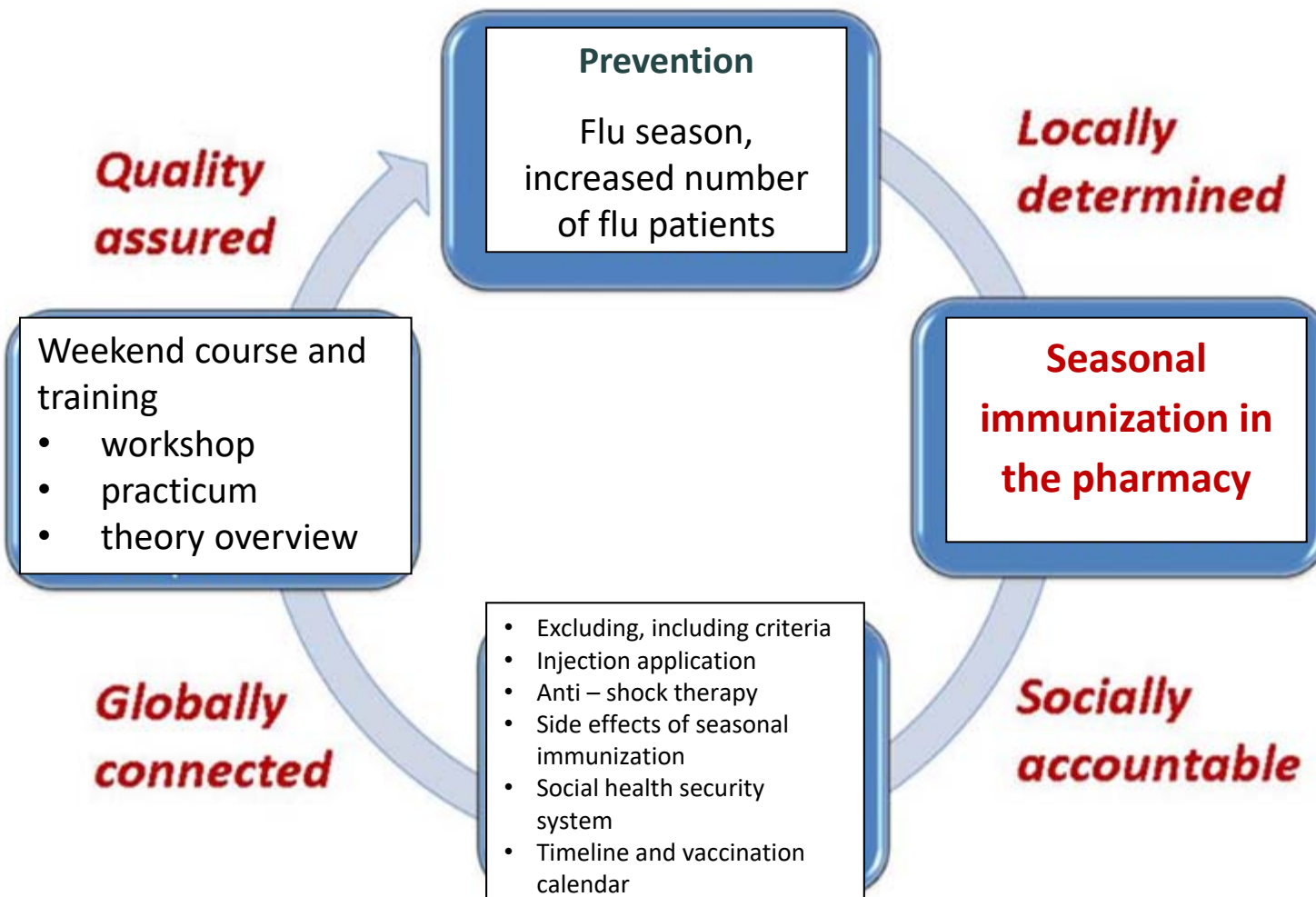


What services do I need to provide in my pharmacy to meet my patients' needs?

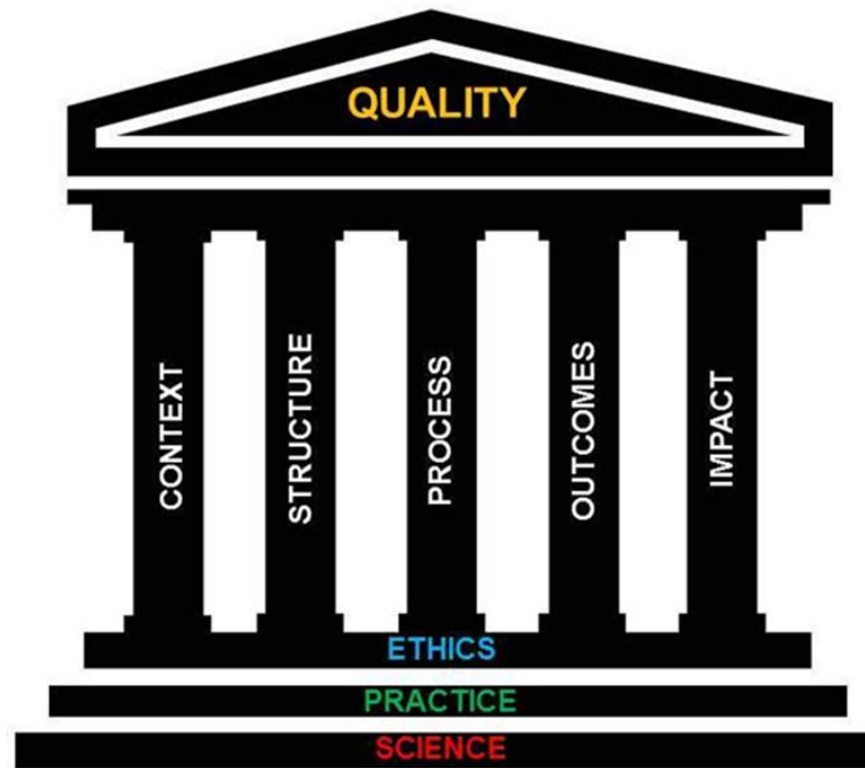
What *knowledge, skills, attitudes* and *values* do I need to have/develop/enhance in order to deliver these services?



One example



Pillars and Foundations of Educational Quality



1. International Pharmaceutical Federation. *Quality Assurance of Pharmacy Education: the FIP Global Framework*. 2nd Ed. 2014.
2. Meštrović A, Rouse MJ. Ensuring quality of pharmacists' continuing education - pillars of quality based on science, practice and ethics; *American Journal of Pharmaceutical Education*. 2015;79(3): article 45.





Context (for provider and learner)

- ✓ Education should be an important part of the mission of the provider of the education
- ✓ The mission, goals, and activities must be related to the vision and educational needs (“practice gaps”) of the profession of pharmacy to better serve society and to fit to the national needs
- ✓ Reflection provides the context for the learner



Structure

Teaching and learning methods need to account for and cater to **diverse learners**:

- ✓ different learning styles and preferences
- ✓ generational issues
- ✓ different practice backgrounds
- ✓ different educational qualifications
- ✓ different levels of work experience



Structure



- ✓ **Learning objectives** must be appropriate to the competencies and scope of practice of the learners
- ✓ Educational activities must address **all competency areas** (knowledge, skills, attitudes, values)
- ✓ All content must be **evidence-based** and **source-referenced**
- ✓ **Additional materials and resources** should be provided to the learner (or cited) to enhance understanding and application of the educational material in practice



Process - Content

- ✓ Educational activities must use **active learning** strategies and exercises (**be interactive**), and **promote problem solving and critical thinking**
- ✓ Reinforce **application of learning in practice** (provide case studies, etc.)
- ✓ Content must be **unbiased, balanced and objective**, especially **free from commercial bias/interest** and promotional activity
- ✓ Learners should actively participate in the **identification of learning needs**



Process - Presenters



- ✓ Selection of CE/CPD provider (presenters) with appropriate qualifications, experience, and teaching ability
- ✓ Different competencies require different teaching/learning methods and assessment methods
- ✓ Presenters should be free of conflict-of-interest. Full disclosure of any relevant connection, affiliation, or interest must be made by presenters



Process - Evaluation

- ✓ Applicability of the CE/CPD activity to meet learners' educational needs
- ✓ Achievement of each stated objective
- ✓ Quality of presenters and learning environment
- ✓ Usefulness of educational material
- ✓ Effectiveness of teaching and learning methods, including active learning
- ✓ Appropriateness of learning assessment activities
- ✓ Perceptions of bias or commercialism

Data from such assessments/evaluation must be used for quality improvement of the educational enterprise and activities



Outcomes

- ✓ Educational activities must have SMART learning objectives
- ✓ Outcomes – specific, measurable, and relevant
- ✓ Need to ensure practitioners are “fit for purpose”
- ✓ Learning outcomes need to be assessed



Levels of Outcomes-Based CME Evaluation

Level	Outcome
One	Participation
Two	Satisfaction
Three	Learning
Four	Performance
Five	Patient health
Six	Population health

IMPACT



❖ Alliance for CME. Evaluating Educational Outcomes: An Electronic Workbook for Continuing Medical Education Providers. Online [for purchase]: <http://www.acme-assn.org/workbook>, March 31, 2002.



Impact

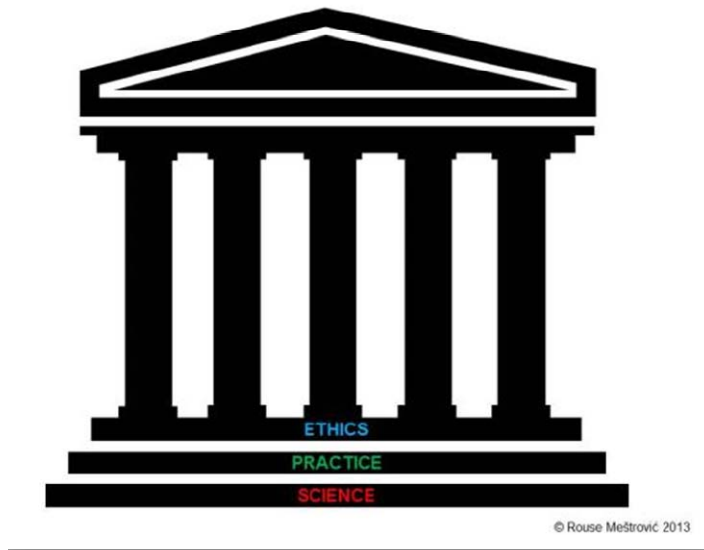
- ✓ Impact of educational activities should be assessed wherever and whenever possible (practice/behavior changes, new services introduced, impact on patients/populations, impact on organization)

Commitment to Change : attitude, motivation and self image of pharmacist

- ✓ Advancement of practice in the community and nation
- ✓ Leadership and advocacy in the development of the profession and agents of change
- ✓ Innovations and changes that address or solve local and national healthcare needs and priorities



Competency-Based Education Model



Educational activities
must address
all competency areas
(knowledge, skills,
attitudes, values)

Science – base for knowledge
Practice – base for experience
Ethics – base for attitudes and values

} **competency**



Foundation 1: Science

- ✓ Appropriate qualifications of the presenter
- ✓ Science foundation of the material
- ✓ Evidence-based and source-referenced content and delivery (teaching)
- ✓ Materials and resources provided to enhance understanding and application of the educational material in practice



Foundation 2: Practice

- ✓ Involvement of teacher practitioners
- ✓ Reinforce application of learning in practice (case studies, workshops, projects)
- ✓ Interactive educational activities - using active learning strategies and exercises, and promote “real life” problem solving and critical thinking
- ✓ Appropriate for current and future practice



Foundation 3: Ethics

- ✓ Include in the content the principles of **professional ethics and autonomy** that must guide pharmacists in decisions about patient care and the responsible use of medicines
- ✓ **Oath of a Pharmacist** – to remember and maintain dedication to humanity and ethical values



50 Questions to Assess Quality of CE/CPD Activities

- ✓ Questions that can be used by educational providers and learners to assess the quality of an educational activity
- ✓ Questions relate to each of the 5 pillars and 3 foundations of quality



1	SCIENCE	The lecturers and trainers are adequately educated, qualified, unbiased, and recognized as the experts in the scientific community.	YES - NO
2	SCIENCE	The content and teaching methods are current, evidence-based and source-referenced.	YES - NO
3	SCIENCE	The content is recognized as relevant in the academic community and sourced from scientific databases.	YES - NO
4	PRACTICE	The education address an educational need and/or a knowledge or practice gap.	YES - NO
5	PRACTICE	Presenters are experienced in the topic area of the lecture or workshop.	YES - NO
6	PRACTICE	The educational activity provides practical examples and the opportunity to participate and exchange experiences.	YES - NO
	PRACTICE	New challenges and tasks in pharmacy practice are well addressed and updated with current information and guidelines.	YES - NO
8	PRACTICE	The educational activity is useful and applicable to learners' daily work and practice.	YES - NO
9	ETHICS	The participants are provided the opportunity to not only receive new knowledge and skills, but also to re-examine their motives, values and attitudes.	YES - NO
10	ETHICS	Open-ended ethical issues are well addressed in the educational content.	YES - NO
11	ETHICS	Education provides answers to ethical dilemmas, allowing participants to develop decision-making skills in the process of pharmaceutical care.	YES - NO
12	ETHICS	Behavior-shaping processes in education increase motivation and professionalism in the pharmacy profession.	YES - NO
13	ETHICS	Education is building the self-image of pharmacists and fosters pharmacists' commitment to change.	YES - NO
14	ETHICS	Education is enhancing professional autonomy and personal development based on ethical aspects of the pharmacy profession.	YES - NO
15	ETHICS	Principles of professional ethics and autonomy are guiding pharmacists in the responsible use of medicines.	YES - NO
16	ETHICS	Pharmacists are reminded of an Oath of a Pharmacist and/or Code of Ethics for the pharmacy profession.	YES - NO



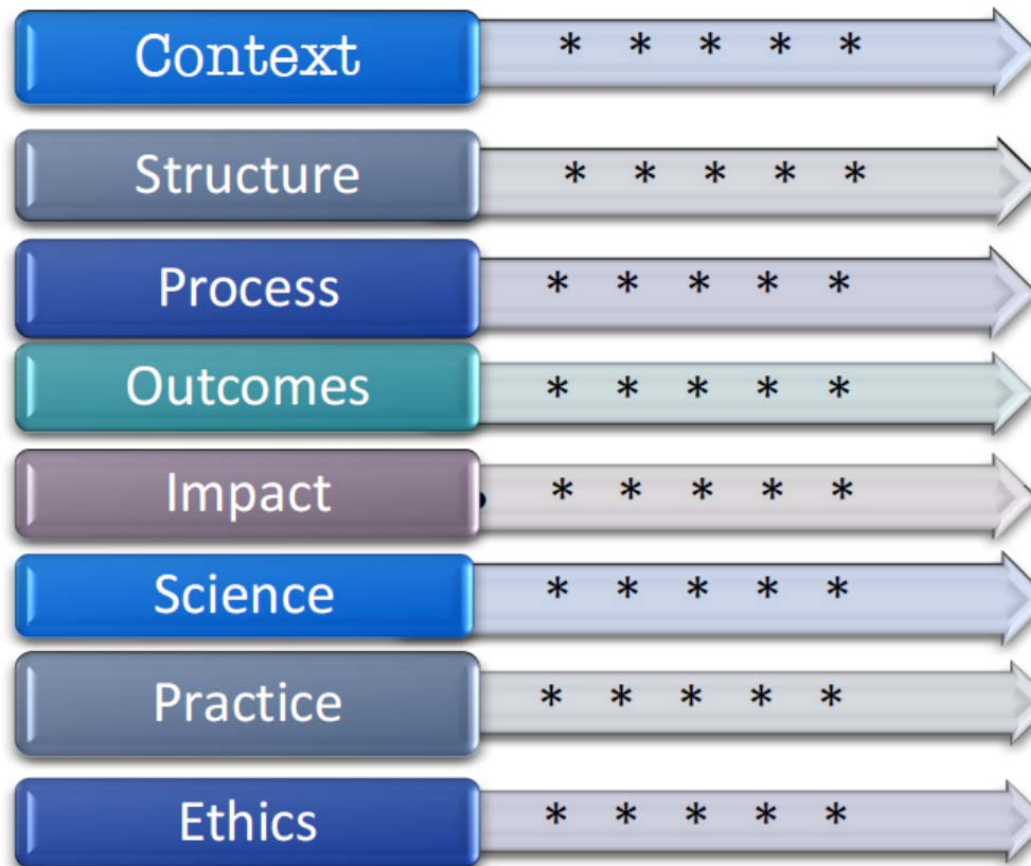
17	CONTEXT	Education is based on the evidence of real educational needs, such as from competency evaluation or other “gap” analysis.	YES - NO
18	CONTEXT	The real changes in science and practice are considered in the education program.	YES - NO
19	CONTEXT	The content is well aligned with official (legal) scope of practice.	YES - NO
20	CONTEXT	There are opportunities for projects and activities suitable for competency development.	YES - NO
21	CONTEXT	Education provides national and international perspectives on the selected topics.	YES - NO
22	STRUCTURE	Pharmacists are recognized as partners in the patient treatment.	YES - NO
23	STRUCTURE	There are no conflicts of interest or conflicts of interest are appropriately managed.	YES - NO
24	STRUCTURE	Learning objectives are appropriate to the competencies and scope of practice of the learners.	YES - NO
25	STRUCTURE	Educational content and teaching style addresses generational issues.	YES - NO
26	STRUCTURE	Teaching and learning methodologies account for and cater to diverse learners, including different learning styles and preferences.	YES - NO
27	STRUCTURE	Teaching and learning methodologies account for different practice backgrounds.	YES - NO
28	STRUCTURE	Teaching and learning methodologies account for educational qualifications.	YES - NO
29	STRUCTURE	Teaching and learning methodologies account for different levels of work experience.	YES - NO
30	STRUCTURE	Materials and resources are provided to the learners (or cited) to enhance understanding and application of the educational material in practice.	YES - NO
31	STRUCTURE	Educational activities address all competency areas (knowledge, skills, attitudes, values).	YES - NO
32	PROCESS	The educational activity ensures interactive involvement of the learners.	YES - NO
33	PROCESS	Content is balanced, objective and unbiased, especially free from commercial interest and promotional activity.	YES - NO
34	PROCESS	The educational activity uses active learning strategies and exercises and promotes problem solving and critical thinking.	YES - NO
35	PROCESS	Learners actively participate in the identification of learning needs.	YES - NO



41	OUTCOMES	Outcomes are specific and measurable.	YES - NO
42	OUTCOMES	Learning outcomes are assessed.	YES - NO
43	OUTCOMES	CE credits are awarded on demonstration of learning, not just on participation.	YES - NO
44	OUTCOMES	Learners are developing new skills and accepting new knowledge to improve patient and population health.	YES - NO
45	IMPACT	Impact of educational activities is assessed.	YES - NO
46	IMPACT	Learning leads to practice and behavior changes, which have an impact on patients, populations and the learner's organization.	YES - NO
47	IMPACT	Impact is visible through increased motivation that leads to a greater sense of responsibility and commitment to change.	YES - NO
48	IMPACT	New projects, services or activities are visible in pharmacy practice and competency development as a result of the education.	YES - NO
49	IMPACT	Impact is achieved in leadership and advocacy in the development of the profession and agents of change.	YES - NO
50	IMPACT	Innovations and changes that address or solve national and/or international healthcare needs and priorities are encouraged.	YES - NO



Evaluate the Quality of Your Chosen Educational Activity



Questions?

