Creating SMART Objectives in a Pharmacist's Portfolio

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CPD

Learning Objectives

- **Describe** the concept of a pharmacist's learning portfolio and discuss the format
- **Design** a tailored education plan for competency development

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.

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
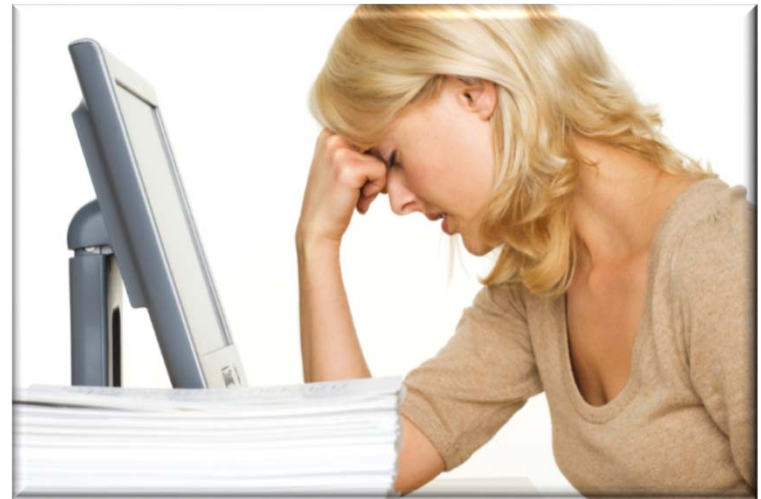
Developing SMART Objectives

- **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

Examples of learning objectives

- **Vague**: I want to learn more about statin drugs

- **SMART**: By the end of December of this year, I will be able to explain the therapeutic differences between the three major statin drugs taken by my patients

Examples of learning objectives

By the **end of December of this year**, I will be able to **explain** the **therapeutic differences** between the **three major statin drugs** taken by **my patients**

S M A R T

Examples of learning objectives

By the **end of December of this year**, I will be able to **explain** the **therapeutic differences** between the **three major statin drugs** taken by **my patients**
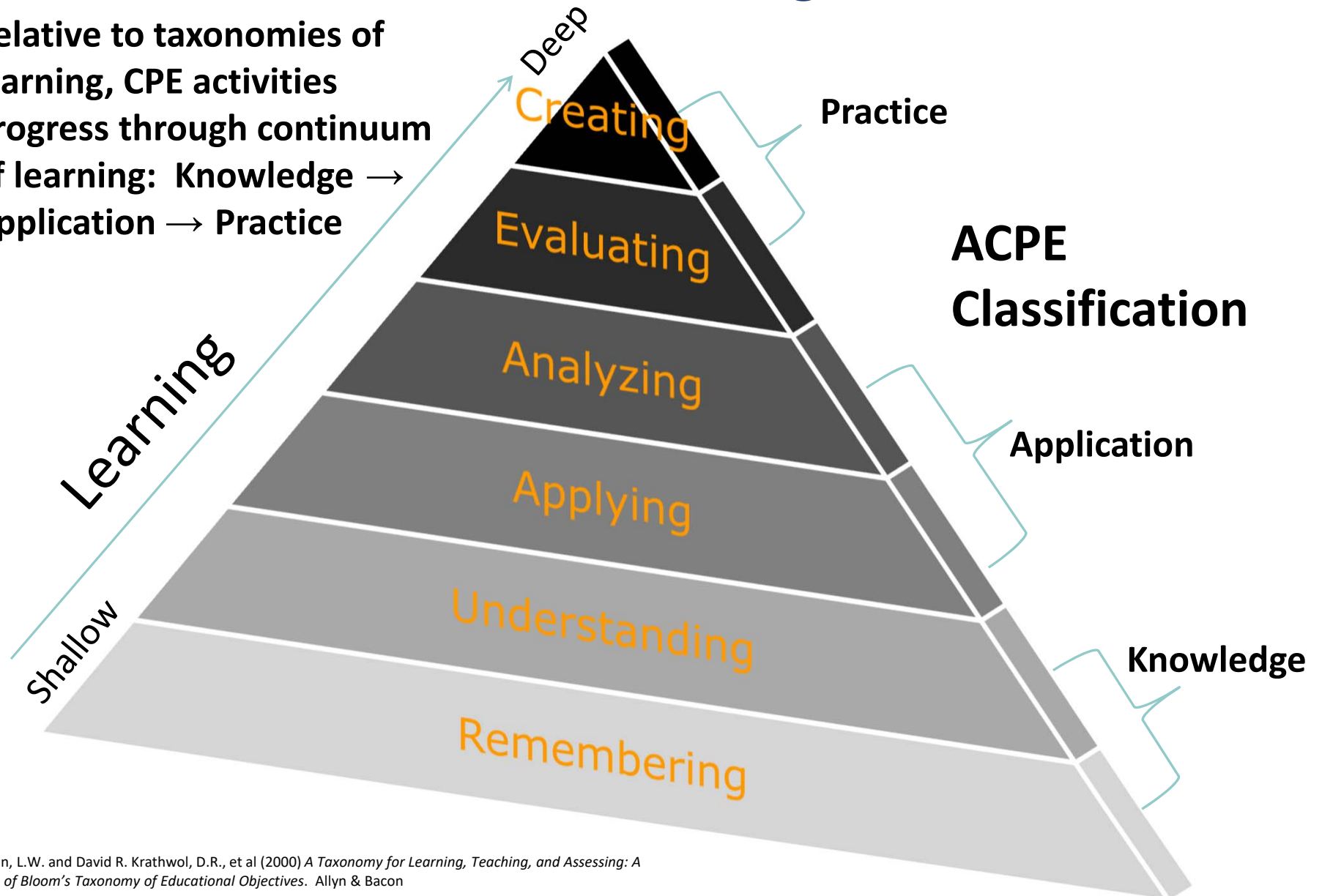
**S
M
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Examples of learning objectives

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Bloom's Taxonomy (2000)

Relative to taxonomies of learning, CPE activities progress through continuum of learning: Knowledge → Application → Practice

Deep

Creating

Practice

Evaluating

ACPE Classification

Analyzing

Learning

Applying

Application

Understanding

Shallow

Knowledge

Remembering

Anderson, L.W. and David R. Krathwol, D.R., et al (2000) *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* Allyn & Bacon

CE Activity Objectives

Creating
Ability to form new product/plan

Creating: Assemble, construct, create, design, develop, formulate, plan, propose

Evaluating
Ability to judge value of material

Evaluating: Appraise, argue, assess, defend, evaluate, judge, select, support, value

Analyzing
Break down into component parts

Analyzing: Calculate, compare, contrast, differentiate, discriminate, distinguish, examine, experiment, test

Applying
Use of learned information in a new way

Applying: Choose, demonstrate, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write

Understanding
Ability to explain ideas/concepts

Understanding: Classify, describe, explain, identify, locate, outline, recognize, report, select

Remembering
Recall of previously learned material

**Remembering**: Define, list, name, order, recall, repeat, reproduce, state

Anderson, L.W. and David R. Krathwol, D.R., et al (2000) *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* Allyn & Bacon
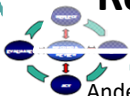
Action Words

**(older version of Bloom's)**

| Competency	Action Words
Knowledge	Identify, describe, list, recall, state, articulate
Comprehension	Compare, estimate, explain, interpret, define
Application	Apply, plan, choose, demonstrate, develop, prioritize
Analysis	Compare, distinguish, analyze, recognize
Synthesis	Create, formulate, make up, propose a plan, construct
Evaluation	Evaluate, choose, decide, judge, assess

Consider a "100-Day" Plan
(Dec 1 to March 1)
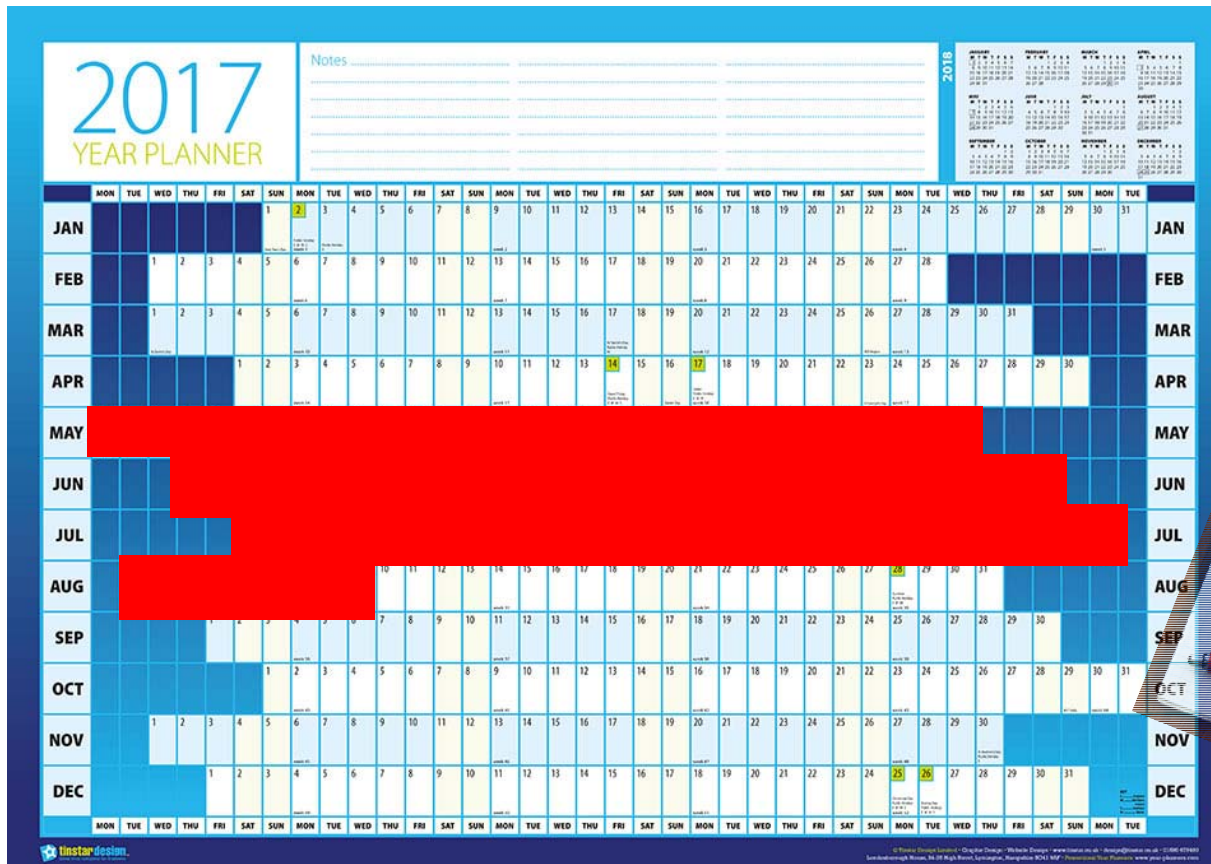
Consider the Final Outcome (Service/Application) but Focus on Your Learning/Education
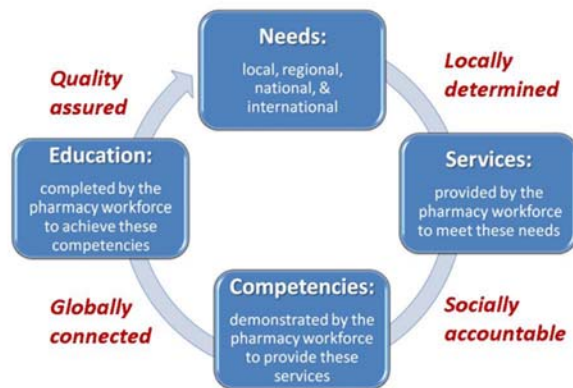
- What is the need?
- What is the service?
- What competency do I need to develop?
- **What/how must I learn in order to develop that competency?**
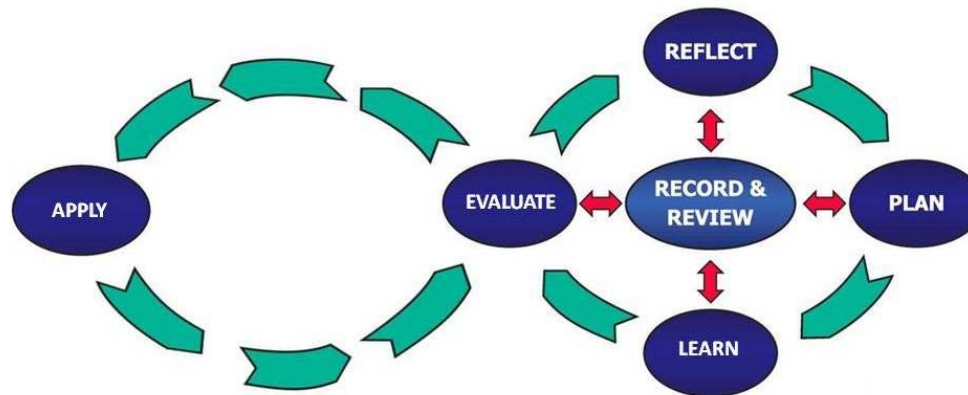
SMART:
Planning Your Learning

Select <u>one</u> of the 20 Competency Areas in which you identified 1, 2 or 3 in the previous exercise.

COMPETENCY:	
Describe how you would like to develop yourself and what you would like to learn or change in this area (KNOWLEDGE, SKILLS, ATTITUDE, VALUES):	
Develop the SMART objectives to achieve competency development	
• **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	

Planning Your Learning:
Activities and Resources

| List the <u>learning activities or methods</u> that you will engage in to meet your objective	
List some <u>resources</u> (e.g. materials, other people) that you might use to help you achieve your objective	

Examples of learning objectives

SMARTER: By the end of December of this year, I will be able to explain the therapeutic differences between the three major statin drugs taken by my patients **to ensure that all my patients receive the statin that is most appropriate for them, and the target cholesterol level is achieved with minimal or no adverse effects**

CPD: Bridging the Classroom and the Workplace
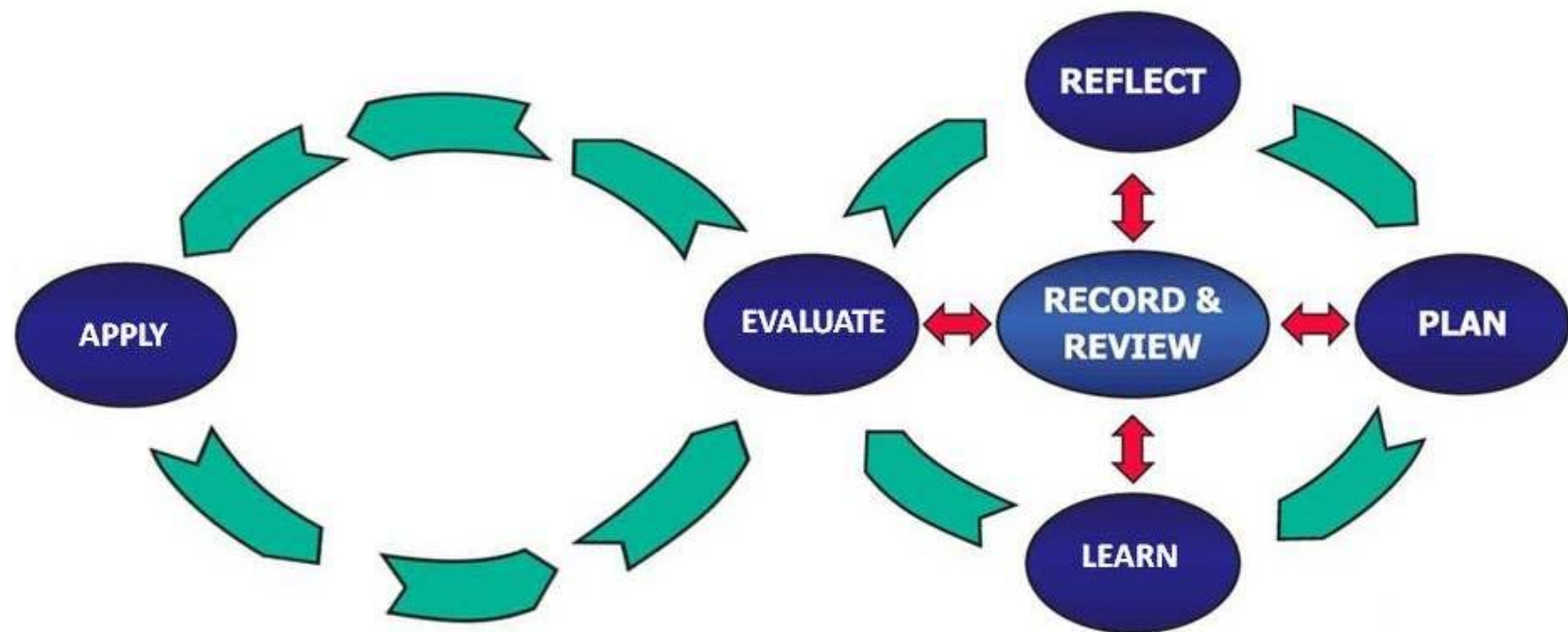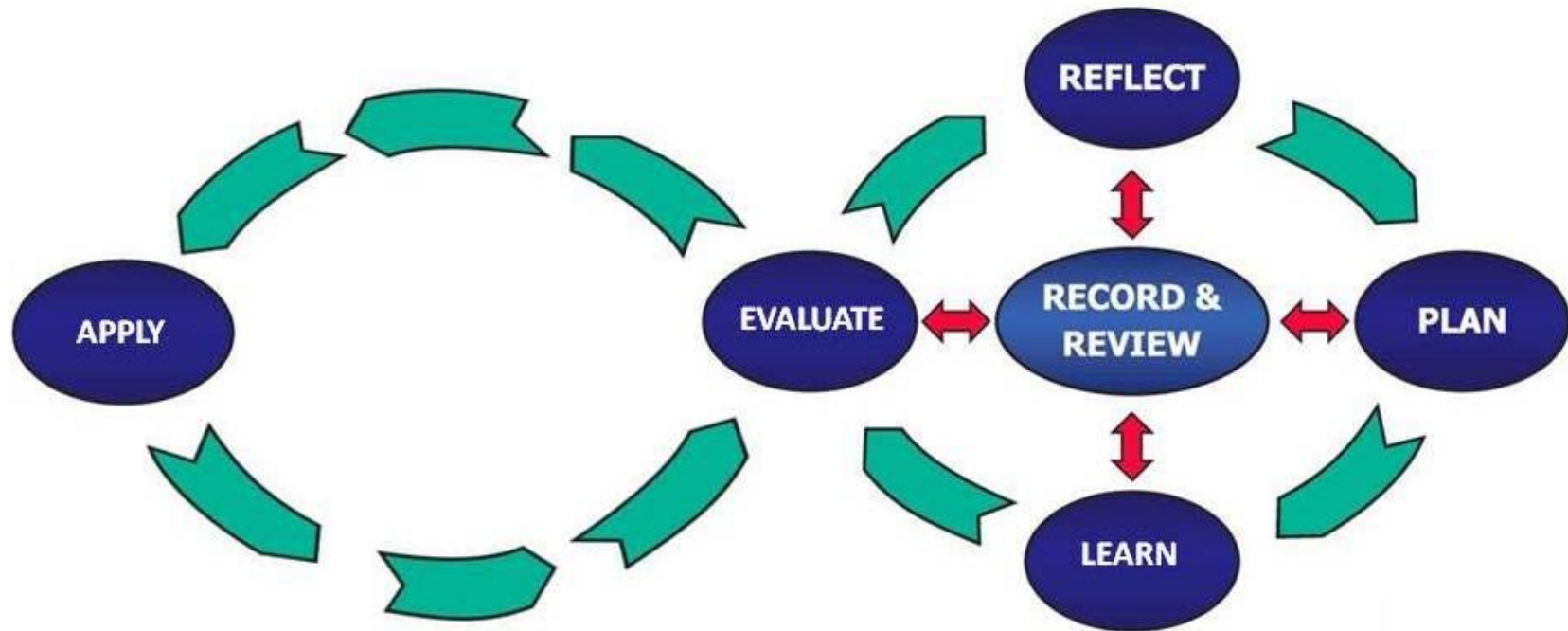

S-M-A-R-T-E-R   S-M-A-R-T

Developing SMARTER Objectives

- Specific
- Measurable
- Achievable
- Relevant
- Timed
- Engaged
  Actively pursue and progress all aspects of your learning
- Results-Oriented
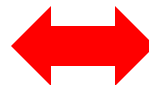 Start with the patient in mind (application in practice)

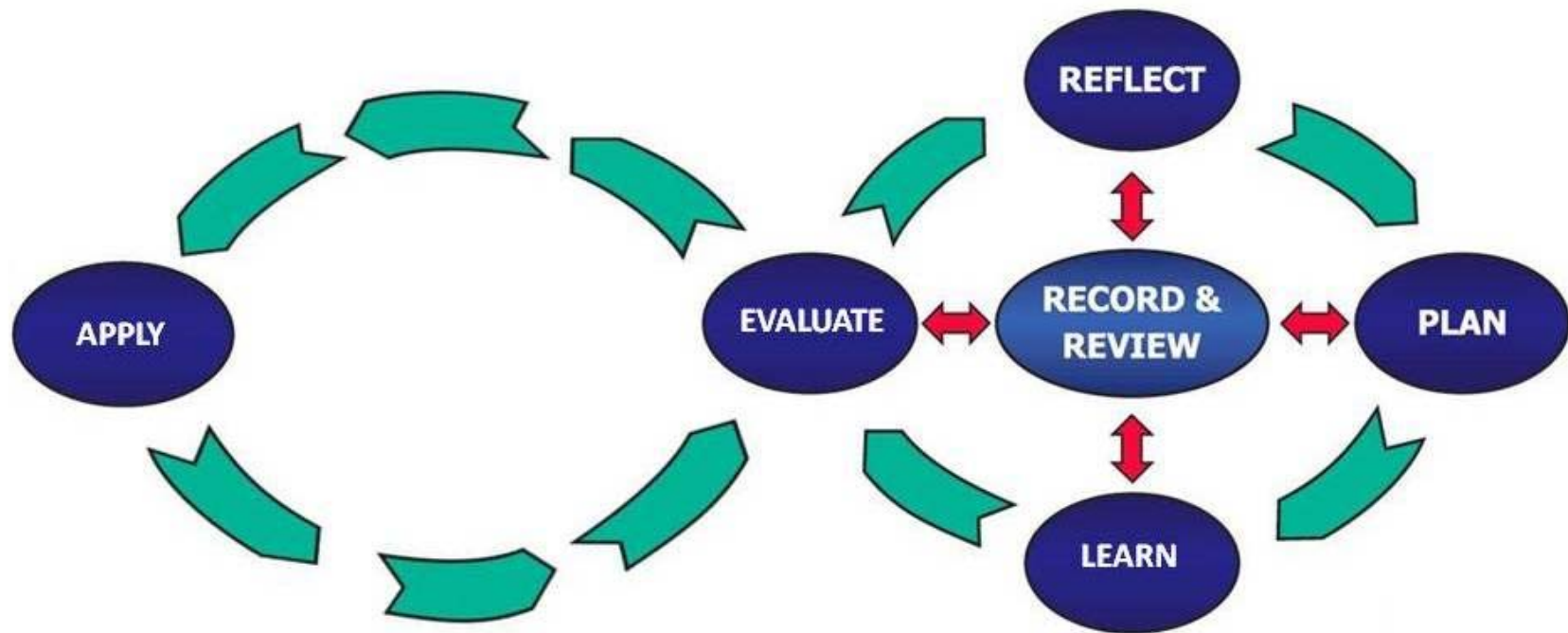# CPD: Bridging the Classroom and the Workplace

MUST BE ALIGNED

Patient and Organizational Outcomes ⟷ **Learner's Educational Outcomes**
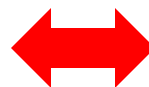
CPD: Bridging the Classroom and the Workplace

MUST BE ALIGNED

Patient and Organizational Outcomes ⟷ **Learner's Educational Outcomes**

Tracking Your Learning

Learning Objective #1	What did you want to learn? (Insert your SMART objective)

Learning Activities & Resources *What did you use to achieve your objective?*

Evaluation of Learning
Describe your learning experience. Consider the following:

- What did you learn?

- Were your learning needs met?
  - o Fully
  - o Partially
  - o Not at all

- If your learning objective was not fully met, what challenges or obstacles did you encounter? What v
  you do differently in the future?

- Were any new learning needs identified as a result of this learning experience?

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

- ☐ I plan to change my practice based on this learning? *(Set specific goals)*

- ☐ I plan to pursue additional learning or information. *(If so, what, when and how?)*

- ☐ The findings reaffirm my knowledge and skills and no change is needed to my practice or learning at this time.

Questions?