Creating SMART Objectives in a Pharmacist’s Portfolio

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

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

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<table>
<thead>
<tr>
<th>Competency</th>
<th>Action Words</th>
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<tbody>
<tr>
<td>Knowledge</td>
<td>Identify, describe, list, recall, state, articulate</td>
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<tr>
<td>Comprehension</td>
<td>Compare, estimate, explain, interpret, define</td>
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<tr>
<td>Application</td>
<td>Apply, plan, choose, demonstrate, develop, prioritize</td>
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<tr>
<td>Analysis</td>
<td>Compare, distinguish, analyze, recognize</td>
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<tr>
<td>Synthesis</td>
<td>Create, formulate, make up, propose a plan, construct</td>
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<tr>
<td>Evaluation</td>
<td>Evaluate, choose, decide, judge, assess</td>
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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 **one** of the 20 Competency Areas in which you identified 1, 2 or 3 in the previous exercise.

<table>
<thead>
<tr>
<th>COMPETENCY</th>
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<tbody>
<tr>
<td>Describe how you would like to develop yourself and what you would like to learn or change in this area (KNOWLEDGE, SKILLS, ATTITUDE, VALUES):</td>
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</table>

<table>
<thead>
<tr>
<th>Develop the SMART objectives to achieve competency development</th>
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# Planning Your Learning: Activities and Resources

| List the learning activities or methods that you will engage in to meet your objective |  |
| List some resources (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

Patient and Organizational Outcomes

MUST BE ALIGNED

Learner’s Educational Outcomes
CPD: Bridging the Classroom and the Workplace

Patient and Organizational Outcomes  ➔  Learner’s Educational Outcomes

MUST BE ALIGNED
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?
  - Fully
  - Partially
  - Not at all

• If your learning objective was not fully met, what challenges or obstacles did you encounter? What changes would you make 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?