

#FSHP2018



Keep Your Mind Young: Commit to Self-Directed Lifelong Learning

Kathleen Jodoin, PharmD, BCPS
 Andrea Murzello, PharmD
 Kimberly Stultz, PharmD

Break Through

Branch Out

Speakers



Kathleen Jodoin,
 PharmD, BCPS
 Assistant Dean of
 Experiential Education,
 Larkin University
 College of Pharmacy



Andrea Murzello, PharmD
 Director of Advance
 Pharmacy Practice
 Experiences, Larkin
 University College of
 Pharmacy



Kimberly Stultz, PharmD
 Director of Experiential
 Education, LECOM
 School of Pharmacy,
 Bradenton Campus

Break Through

#FSHP2018

Branch Out

Objectives

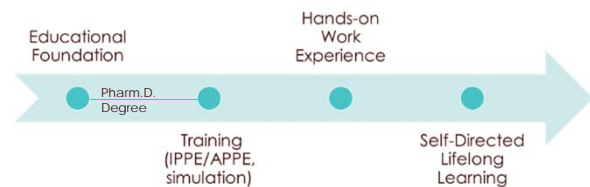
- Discuss the differences between Continuing Education (CE) and Continuous Professional Development (CPD)
- Identify the elements of CPD and how to integrate them into self-directed lifelong learning (SDLLL)
- Outline available tools and resources for advancing CPD

Break Through

#FSHP2018

Branch Out

The Continuum of Education



Break Through

#FSHP2018

Branch Out

CPD is an
 Approach
 to Lifelong
 Learning

A self-directed, ongoing, systematic and outcomes-focused approach to lifelong learning that is applied to practice (ACPE definition)

Break Through

#FSHP2018

Branch Out

The CPD Cycle

- Consists of "reflection," "planning," "learning," and "evaluating" a learning plan
- Utilizes active participation in formal and informal learning activities



Break Through

#FSHP2018

Branch Out

| CE | CPD |
|---|--|
| <ul style="list-style-type: none"> • Focused learning on a specific topic • Effective in improving aspects of professional competency • Not always successful in affecting practice behavior or improving patient outcomes • Component of CPD | <ul style="list-style-type: none"> • Includes everything that practitioners learn that enables them to be more effective practitioners • Encourages autonomy, mastery, and purpose |

Examples of CPD Activities

- Continuing Education
- Professional Courses/Study
- Scholarship
- Teaching/Mentoring
- Activities at Work
- Service

Break Through

#FSHP2018

Branch Out



Break Through

#FSHP2018

Branch Out

Potential System Benefits

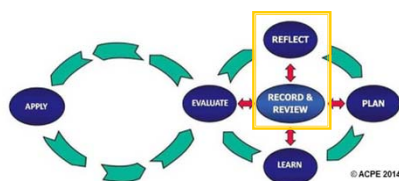
- Meeting accreditation requirements
- Alignment of employee and organizational goals
- Greater output of pharmacy services
- Improved teamwork inside and outside department
- Enhanced recognition of department
- Recruitment, engagement, and retention

Break Through

#FSHP2018

Branch Out

CPD Cycle



Copyright © 2005 - 2014 Accreditation Council for Pharmacy Education. Used with permission.

Break Through

#FSHP2018

Branch Out

REFLECT

We don't learn by doing, we learn by reflecting on what we've done.

-Unknown

Break Through

#FSHP2018

Branch Out

Reflect

- Reflect on current and future practice
- Identify what specific knowledge or skills are needed
- Peer assessment can offer valuable insights

Break Through

#FSHP2018

Branch Out

Sample Reflections

APPE Student

- Reflect on your last rotation

Preceptor

- Preceptor evaluations
- Common issues encountered with student learning/teaching

Pharmacist

- Services to improve or initiate
- Annual evaluation/other feedback
- Methods that help you learn best

Break Through

#FSHP2018

Branch Out

Active Learning

- Based on your role, complete the REFLECT portion of the worksheet

Break Through

#FSHP2018

Branch Out

PLAN

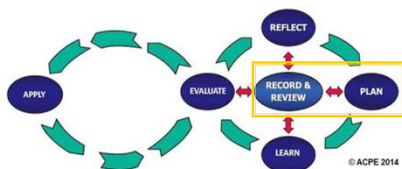
If Plan A fails, remember there are 25 more letters.
- Claire Cook

Break Through

#FSHP2018

Branch Out

CPD Cycle



Copyright © 2005 - 2014 Accreditation Council for Pharmacy Education. Used with permission.

Break Through

#FSHP2018

Branch Out

PLAN

- Create an action plan to accomplish learning needs
 - Identified during reflection
- Develop SMARTER objectives
- Determine priorities

Break Through

#FSHP2018

Branch Out

PLAN

- Set a realistic timeline
 - Short-term = within 12 months
 - Long-term = 3 to 5 years
- Identify activities and resources necessary
- Review regularly (at least once a year)

Break Through

#FSHP2018

Branch Out

SMART Objectives



Reproduced with permission http://www.cognology.com.au/learning_center/howtowritesmartobj/

Break Through

#FSHP2018

Branch Out

Examples

- Vague
 - I want to learn more about hypertension drugs.
- SMART
 - By the end of September, I will be able to explain the therapeutic differences between the three major beta blockers taken by my patients.

Break Through

#FSHP2018

Branch Out

SMARTER Objectives

- Include WHY...
 - By the end of September, I will be able to explain the therapeutic differences between three major beta blockers taken by my patients **to ensure that all my patients receive the beta blocker that is most appropriate for them and the target blood pressure is achieved with minimal or no adverse effects.**

Break Through

#FSHP2018

Branch Out

Write a SMARTER Objective

- Select a need identified from your reflection
- Write a SMARTER learning objective
- List resources/activities you will need to achieve outcome

Break Through

#FSHP2018

Branch Out

Active Learning

- Share your SMARTER objective with the table
- Discuss whether adjustments are necessary
 - How can it be made more "SMART"?

Break Through

#FSHP2018

Branch Out

LEARN

*You will never know all there is to know.
You will learn until your final days.*

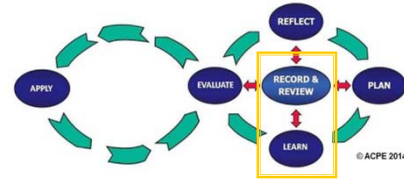
- Mitch Albom

Break Through

#FSHP2018

Branch Out

CPD Cycle



Copyright © 2005 - 2014 Accreditation Council for Pharmacy Education. Used with permission.

Break Through

#FSHP2018

Branch Out

LEARN

- Planned
 - Proactive approach
 - Chosen activities that are outcome-driven
 - Formal/accredited activities
- Examples
- Be creative and flexible!

Break Through

#FSHP2018

Branch Out

LEARN

- Unplanned
 - Reactive approach
 - Work-based learning
 - Informal and unstructured
- Examples: *Think of a time when you needed to investigate and provide a response during your work day.*

Break Through

#FSHP2018

Branch Out

Active Learning

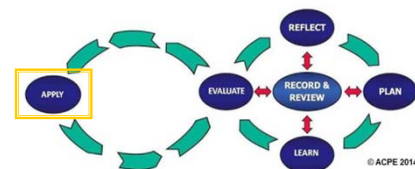
- How well will the resources/activities accomplish your goal?
- What are the challenges and barriers?
- What other resources/activities are available?

Break Through

#FSHP2018

Branch Out

CPD Cycle



Copyright © 2005 - 2014 Accreditation Council for Pharmacy Education. Used with permission.

Break Through

#FSHP2018

Branch Out

APPLY

*To learn and not to do is really not to learn.
To know and not to do is really not to know.*
- Stephen R. Covey

Break Through

#FSHP2018

Branch Out

APPLY

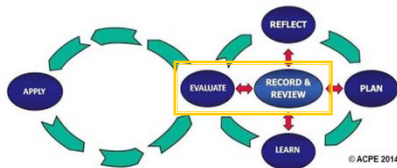
- Link what was learned into practice
 - Knowledge
 - Skills
 - Attitudes
 - Values
- What was the outcome of your activity? Did it affect practice?

Break Through

#FSHP2018

Branch Out

CPD Cycle



Copyright © 2005 - 2014 Accreditation Council for Pharmacy Education. Used with permission.

© ACPE 2014

Break Through

#FSHP2018

Branch Out

EVALUATE

The most serious mistakes are not being made as a result of wrong answers. The truly dangerous thing is asking the wrong question.

-Peter Drucker

Break Through

#FSHP2018

Branch Out

EVALUATE

- Assess:
 - How successful the personal development plan has been in meeting stated learning needs
 - Consider outcomes and impact
- Identify any further learning development needs

Break Through

#FSHP2018

Branch Out

EVALUATE

- Personal evaluation leads to reflection continuing the ongoing cyclical process of CPD
- Consider your current outcomes
- Evaluate what you want/need to do next

Break Through

#FSHP2018

Branch Out

EVALUATE

- Questions to ask yourself:
 - What is the impact versus my satisfaction?
 - Are my learning activities in alignment with my goal?
 - Am I on track for my timeline?
 - What adjustments need to be made, if any?
 - Has my new role changed my ultimate goal?



#FSHP2018



EVALUATE

- Evaluate continuously and annually
- Evaluation can be completed by:
 - Yourself
 - Peers
 - Supervisor



#FSHP2018



Active Learning

- Based on your role, complete the EVALUATE/APPLY portion of the worksheet
- At your table, share with another person serving in the same/similar role



#FSHP2018



CPD Cycle Documentation

- Each stage of the CPD cycle can be documented in a personal portfolio
- This can help:
 - Support reflection and evaluation
 - Provide evidence
- Can act as a tool for review and self-evaluation



#FSHP2018



The screenshot shows the ACPE website with a navigation bar including 'About', 'Programs', 'Calendar', 'Communications', and 'CONTACT'. The main content area is titled 'CPD Resources' and lists several links: 'Guidance on Continuing Professional Development (CPD) for the Profession of Pharmacy', 'Guidance on Continuing Professional Development (CPD) for Professional Degree Programs', 'Components of the CPD cycle', and 'Council on Credentialing in Pharmacy (CCP)'. A URL is provided at the bottom: www.acpe-accredit.org/continuing-professional-development/.



#FSHP2018



Tools and Resources

- Guidance on CPD for the Profession of Pharmacy
- CPD Scholarship
- CPD News and Resources
- CPD Portfolio
 - Sample worksheet to get you started



#FSHP2018





CPD is a continuous learning process.
Involve your peers on your journey!

Break Through

#FSHP2018

Branch Out

References

- *CPD in Pharmacy Education: Engagement in Self-Directed Lifelong Learning*. Baumgartner, Travlos; ACPE July 15, 2017
- *Act/Record/Evaluate Your CPD*. CoraLynn Trewet, MS, PharmD, BCPS; ACPE 2009
- *Continuing Professional Development in Pharmacy*. Rouse; M Am Pharm Assoc. 2004; 44:517-520

Break Through

#FSHP2018

Branch Out

Questions?



Break Through

#FSHP2018

Branch Out