

MASSACHUSETTS SOCIETY OF HEALTH-CARE PHARMACEUTISTS

MSHP Annual Meeting 2016

Continuous Professional Development (CPD): More than Continuing Education (CE)

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Objectives

- Define the key elements of Continuous Professional Development
- Identify the key differences between Continuous Professional Development and continuing education
- Describe how to create a Continuous Professional Development plan

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ASHP CPD Policy

0916
CONTINUING PROFESSIONAL DEVELOPMENT
Source: Council on Education and Workforce Development
To endorse and promote the concept of continuing professional development (CPD), which involves personal self-appraisal, educational plan development, plan implementation, documentation, and evaluation; further,

- To continue the development of a variety of mechanisms and tools that pharmacists can use to assess their CPD needs; further,
- To encourage individual pharmacists to embrace CPD as a means of maintaining their own professional competence; further,
- To encourage pharmacy managers to promote CPD as the model for ensuring the competence of their staff; further,

ASHP POLICY POSITIONS 1982-2014

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Continuing Education

- *“Next to integrity, competence is the first and most fundamental moral responsibility of all health professions Each of our professions must insist that competence will be reinforced through the years of practice. After the degree is conferred, continuing education is society’s only real guarantee of the optimal quality of health care.”*
 - Edmund D. Pellegrino MD
 - 1989 ASHP Statement on Continuing Education

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History of Mandatory CE for RPhs

- State board of Pharmacy requirements to provide a measure of assurance that pharmacists are maintaining and updating their professional knowledge
- 1940s First Discussed
- 1965 First State (FL) introduced mandatory CE
- 1974 NABP adopted mandatory CE for re-licensure
- 1975 Introduce standards for continuing pharmaceutical education (CPE)

The Council on Credentialing in Pharmacy Resource Document:
Continuing Professional Development in Pharmacy

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Continuing Education


- Traditional methods of CE might not adequately meet the lifelong learning and professional development needs of healthcare professionals
 - Does not provide satisfactory degree of assurance that pharmacists are maintain a level of adequate competence

The Council on Credentialing in Pharmacy Resource Document:
Continuing Professional Development in Pharmacy

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Competence vs Life Long Learning

- Competence
 - ▣ *The ability to perform one's duties accurately, make correct judgments, and interact appropriately with patients and with colleagues.*
 - ▣ *Professional competence is characterized by good problem-solving and decision-making abilities, a strong knowledge base, and the ability to apply knowledge and experience to diverse patient-care situations.*


 The Council on Credentialing in Pharmacy. White Paper: Credentialing in Pharmacy. Am J Health-Syst Pharm 58(1):69-76, 2001.


Competence vs Life Long Learning

- Life Long Learning
 - ▣ *All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective*


 The Council on Credentialing in Pharmacy Resource Document: Continuing Professional Development in Pharmacy


What is Continuous Professional Development

- Defined by ACPE as
 - ▣ Self-directed, ongoing, systematic and outcomes focused approached to life-long learning that is applied in practice
- 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


 Accreditation Council for Pharmacy Education Guidance on CPD for the Profession of Pharmacy


What is Continuous Professional Development

- Framework or approach for lifelong learning
- Potential model for pharmacists
 - ▣ Cyclical in nature where each stage of the process recorded in a personal learning portfolio
- Not a replacement for continuing education (CE)
 - ▣ Quality-assured CE is an essential component of CPD
- Case studies of successful implementation in US and other countries
 - ▣ North Carolina, United Kingdom, New Zealand, Australia, Canada


 The Council on Credentialing in Pharmacy Resource Document: Continuing Professional Development in Pharmacy


Advantages of CPD

- Ability to choose learning relevant to one's practice
- Based on individual needs
- Focused on measuring outcomes, rather than credit hours
- Driven by internal motivation rather than solely external


 The Council on Credentialing in Pharmacy Resource Document: Continuing Professional Development in Pharmacy

Need for CPD

- The need for *continuing professional development* can be summarized as follows:
 - ▣ To ensure that pharmacists **maintain** (at an appropriate level) their knowledge, skills and competence to practice throughout their careers in their own specific (or current) area of practice;
 - ▣ To **improve** the pharmacist's personal performance (i.e., develop knowledge and skills);
 - ▣ To **enhance** the pharmacist's career progression.


 The Council on Credentialing in Pharmacy Resource Document: Continuing Professional Development in Pharmacy

CPD Responsibility

- The practitioner is responsible for his/her own development
- Organization Support
 - ▣ Partnership
 - ▣ Standardize format
 - ▣ Resources

The Council on Credentialing in Pharmacy Resource Document:
Continuing Professional Development in Pharmacy

Organization Benefits of CPD

- Preceptor Development
- Correlate with Career Ladder/advancement
- Advanced Clinical Training
- Tie into departmental goals
- Employee Engagement
- Leadership Development

CPD cycle

© ACPE 2014

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for the Profession of Pharmacy

Reflect

- "Self-Appraisal" or "Assessment"
- Reflect on personal and professional life
- Self-assess
 - ▣ Current knowledge, skills and competence
 - ▣ learning needs and goals
- Areas requiring professional development should be identified
- Pinpoint what specific knowledge or skills are needed
- Peer assessment
- Documentation in personal portfolio begins at this stage

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Plan

- Formulate Personal Development Plan (PDP) to accomplish identified learning needs
- Define learning objectives, learning activities, required resources and measures of success
- Learning needs prioritized based on importance and urgency
- Short and long term goals
- Document PDP in personal portfolio

Accreditation Council for Pharmacy Education Guidance on CPD
for the Profession of Pharmacy

S.M.A.R.T. Goals

- S** □ Specific
 - ▣ State Exactly What you want to achieve.
 - ▣ Can you break down larger task into smaller items
- M** □ Measurable
 - ▣ Establish concrete criteria to help you measure if reaching goal
- A** □ Attainable/Achievable
 - ▣ Realistic goals that challenge you
- R** □ Relevant
 - ▣ Consistent with other goals
 - ▣ Fits with immediate or long range plans
- T** □ Time Bound
 - ▣ How much time to complete
 - ▣ Target date

Meyer, Paul. *Attitude is Everything*

S.M.A.R.T. Goals

- Ask Six W Questions
 - ▣ Who: Who is involved?
 - ▣ What: What do I want to accomplish?
 - ▣ Where: Identify a location.
 - ▣ When: Establish a time frame.
 - ▣ Which: Identify requirements and constraints
 - ▣ Why: Specific reasons, purpose or benefits of accomplishing the goal.

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S.M.A.R.T Goals

- Tips for writing SMART objectives:
 - ▣ State to yourself.....when I complete this learning activity, I want to be able to.....
 - Vague: Know more about monitoring anticoagulation therapy
 - SMART: Describe lab tests used to effectively monitor patients on warfarin, heparin and low-molecular weight heparin by May 2016

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S.M.A.R.T Goals

- Use action words in your objectives
 - ▣ Knowledge: identify, describe, list, state
 - ▣ Comprehension: compare, explain, interpret, define
 - ▣ Application: apply, demonstrate, develop, plan
 - ▣ Analysis: compare, analyze, recognize
 - ▣ Synthesis: create, formulate, construct
 - ▣ Evaluation: evaluate, choose, assess, decide

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Learn

- Learn
 - ▣ Put personal development plan into action to meet identified learning objectives
 - Utilizing appropriate range of learning activities and methods
 - ▣ Activities
 - Formal/structured/accredited activities
 - Informal/unstructured activities
 - Work-based learning

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Learning Activity Examples

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Apply

- Apply
 - ▣ Learned knowledge, skills, attitudes and values are applied into practice
 - Professional Growth
 - Practice changes
 - Patient Care

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Evaluate

- Assess how successful the personal development plan has been in meeting stated learning needs
 - Outcomes and Impact
- If learning needs not met – identify further development needs
- Analyze activities that resulted in practice changes or beneficial patient outcomes

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Evaluate

- Cyclical process - Personal evaluation leads to Reflection
- New plans designed on updated learning and development needs and goals

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Record – Personal Portfolio

- Comprehensive record
- Covers all Stages
- Electronic or Paper based
- Readily accessible
- Simple to use
- Standardize format

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WHY CPD?

- 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.

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Continuing professional development (CPD) goals

- Self-directed
- Ongoing
- Systematic
- Outcomes-focused

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What are your development goals


- Consider goals
- Provide focus
- Set direction
- SUCCESS

A dream becomes a goal when action is taken toward achieving it...



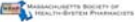
First steps:

- Find some personal time and “dig deep” for personal reflection on:
 - How you perceive yourself as a person
 - How you perceive yourself as a professional
 - The current and future status of your professional practice/or environment
 - Your own knowledge and skills
- Identify your learning preferences
- Identify learning needs and opportunities based on your own situation, personal needs and desires, opportunities and goals
- Consider a variety of competency areas, not only knowledge
 - Leadership, communication, teamwork, healthcare issues



Example of Good CPD

CORE AREAS OF DEVELOPMENT <small>(examples for consideration below)</small>	SMART LEARNING GOAL <small>Customize your personal goal for each core area</small>	RESOURCES & PLANNED ACTIVITIES/PROGRESS	DATES
Competency goals that pertain to my current or anticipated job duties. Examples: • ACIS Code Training • Antimicrobial Stewardship Certificate Program • Board Certification • Patient Education Track • Bank Training	Antimicrobial Stewardship Certificate Program	Complete MAD-ID certificate program <ul style="list-style-type: none"> • Attend MAD-ID annual meeting May 26-31 in Orlando, FL • Complete MAD-ID practicum at facility Yancovicon protocol MUE data collection phase • Complete CE program “An Interprofessional Approach to Antimicrobial Stewardship: Implementing Team-based Strategies that Impact Patient Outcomes.” In CE completed on 12/28/15 • Attend Antimicrobial Stewardship Symposium at CCH 3/5/16 • Read M.25 study guide April 16/15 	Start Date: 2/1/14 Actual Finish: 12/31/14 Actual Finish:



Reflect

Name: _____ Date: _____

Use this to help identify learning needs at the start of a new cycle.

PRACTICE REVIEW

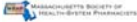
What other healthcare providers do you interact with regularly?

If not in direct patient care, who are your customers? Or whom do you interact with on a regular basis?

Describe the interaction(s):

Patient Population Demographics:

1. What is/are the average age(s) of the patients in your practice?
2. What common therapeutic issues, patient issues or disease states do you encounter?
3. If you are engaged in non-direct patient care activities, describe your work:



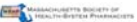
Plan

Name: _____ Date: _____

Required activity: Used to plan activities after identifying learning needs from practice review and professional year-end summary. Submit this in case of an audit where hours are not yet completed.


EDUCATION ACTION PLAN

Broad Goal	What do you want to learn?		What resource will you use? <small>(See learning activity worksheet for examples)</small>	When do you plan to start this Learning Activity?	When do you plan to finish?	Learning Activity Number/Consultant Name
	SMART Learning Objective	Learning Activities (variable #)				



Interactive Activity

- Copy of Reflect and Plan pages from the North Carolina CPD Learning Portfolio Example
- Take a look at the documents and think about
 - Initial reflection
 - Some professional goals you make have
- Talk about your initial observations with your those sitting around you



Share your goal?



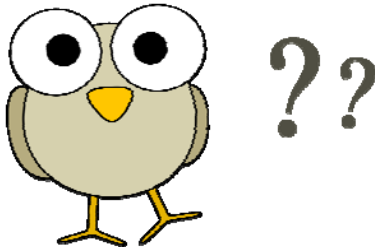
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Key Takeaways

- Key Takeaway #1
 - CPD is a self-directed, ongoing, systematic and outcomes focused approach to life-long learning that is applied in practice
- Key Takeaway #2
 - CPD is a cyclical process of reflecting, learning, planning, and evaluating
- Key Takeaway #3
 - Organizations can benefit from supporting and encouraging CPD, but practitioners must take control over his/her own development

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Questions/Discussion



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References

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5. Meyer, Paul. *Attitude is Everything: If You Want to Succeed Above and Beyond*. Meyer Resource Group. 2003.
6. North Carolina CPD Learning Portfolio <http://www.ncbop.org/CE/CPDLearningPortfolio.pdf> Accessed April 3, 2016.

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