



Continuing Professional Development (CPD)

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District 3 Meeting

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Savannah, GA

Learning Objectives

- Explain the concepts and components of CPD
- Summarize strategies for effective lifelong learning
- Explain the limitations of a mandatory CE model
- Describe obstacles and challenges to self-directed learning



Why are we
having this
discussion?

The *Continuum* of Education for Professionals

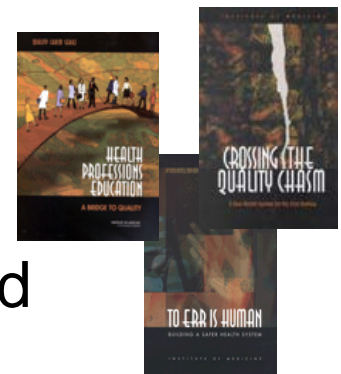
What competencies are required for pharmacy practice?



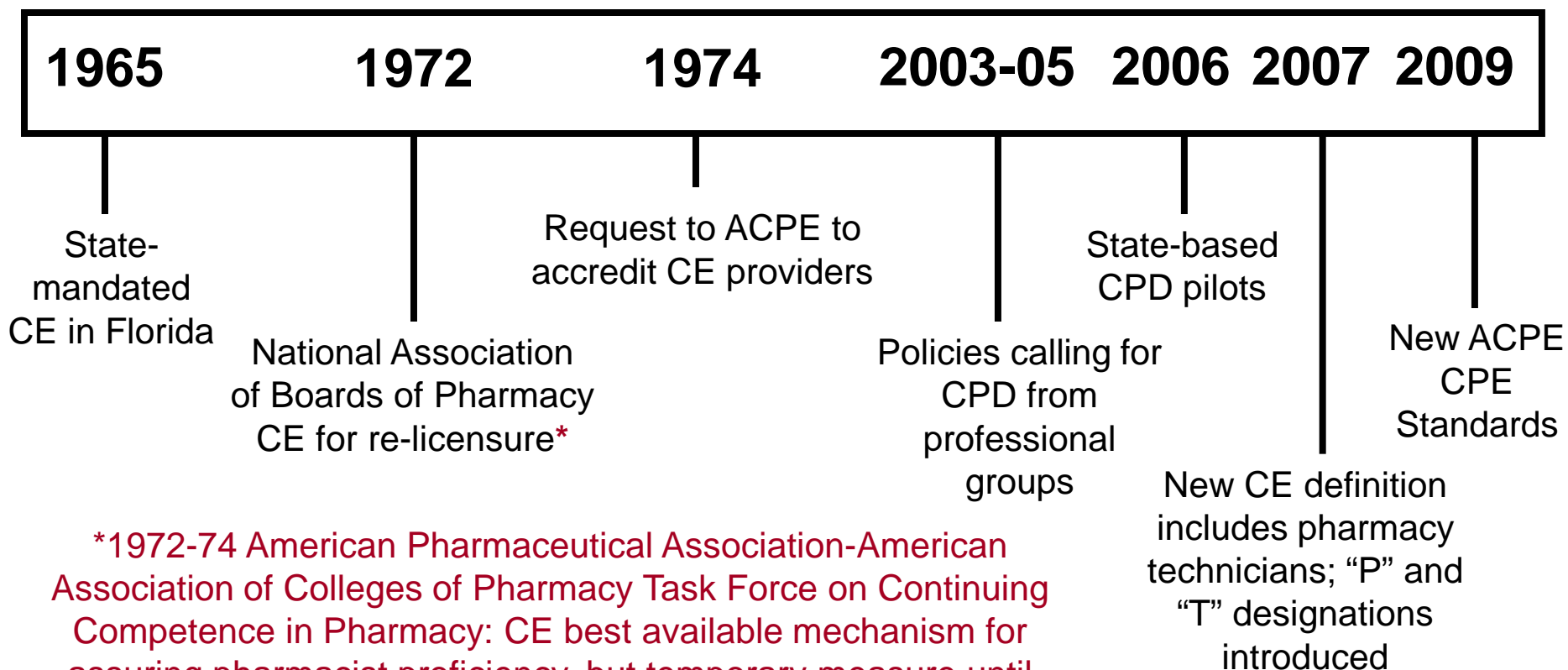
7
Years

40
Years

Institute of Medicine: HCPs not adequately prepared or supported in practice



History of CE and CPD in the United States



*1972-74 American Pharmaceutical Association-American Association of Colleges of Pharmacy Task Force on Continuing Competence in Pharmacy: CE best available mechanism for assuring pharmacist proficiency, but temporary measure until effective system developed to assess competence.



Two Firsts for District 3

- Florida
 - First state to require CE for re-licensure (1965)
- North Carolina
 - First state to accept CPD for re-licensure (2010)



What's Changed in 35 Years?

- Complexity of care provision
 - patient demographics, patterns of disease/morbidity, health care system, range and sophistication of pharmaco-therapeutic agents, new technologies, payment systems, managed care, new prescribers
- Expanded scope of practice for pharmacists and pharmacy technicians; pharmaceutical care/MTM; new career opportunities
- All PharmD, advanced training and credentials, certification and specialization
- Regulatory environment, especially regulation of pharmacy technicians
- Business models; chains; IT and clinical support systems
- Patient access to information
- Team-based care, CDTM

Acknowledgments: Lowell Anderson, Pete Vlasses, Ed Webb



If it's not broken, why fix it?

“The current system of continuing education for health professionals is not working. Continuing education for the professional health workforce needs to be reconsidered if the workforce is to provide high quality health care. A more comprehensive system of CE is needed, and CPD provides a promising approach to improve the quality of learning.”

<http://iom.edu/Reports/2009/Redesigning-Continuing-Education-in-the-Health-Professions/Report-Brief-Redesigning-Continuing-Education-in-the-Health-Professions.aspx?page=3>



IOM Report 2009: Redesigning Continuing Education in the Health Professions

- Absence of comprehensive and well-integrated system of CE is an important contributing factor to knowledge and performance deficiencies
- There are major flaws in the way CE is conducted, financed, regulated, and evaluated
- The science underpinning CE for health professionals is fragmented and underdeveloped
- CE efforts should bring health professionals from various disciplines together in carefully tailored learning environments
- A new comprehensive vision of professional development is needed; CPD provides a promising approach to improve the quality of learning

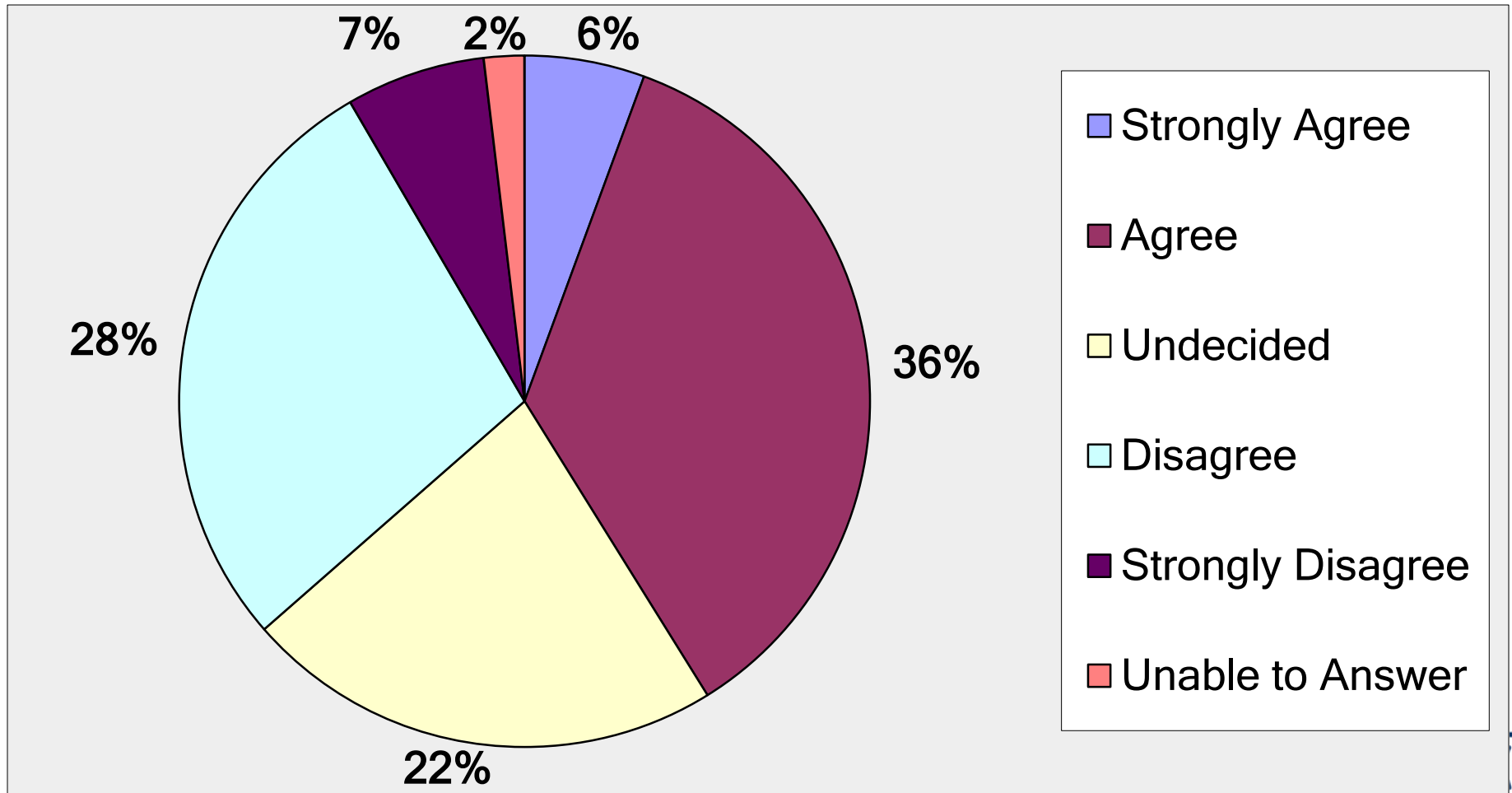


2011/2 Survey of Members and Staff of State Boards of Pharmacy by ACPE

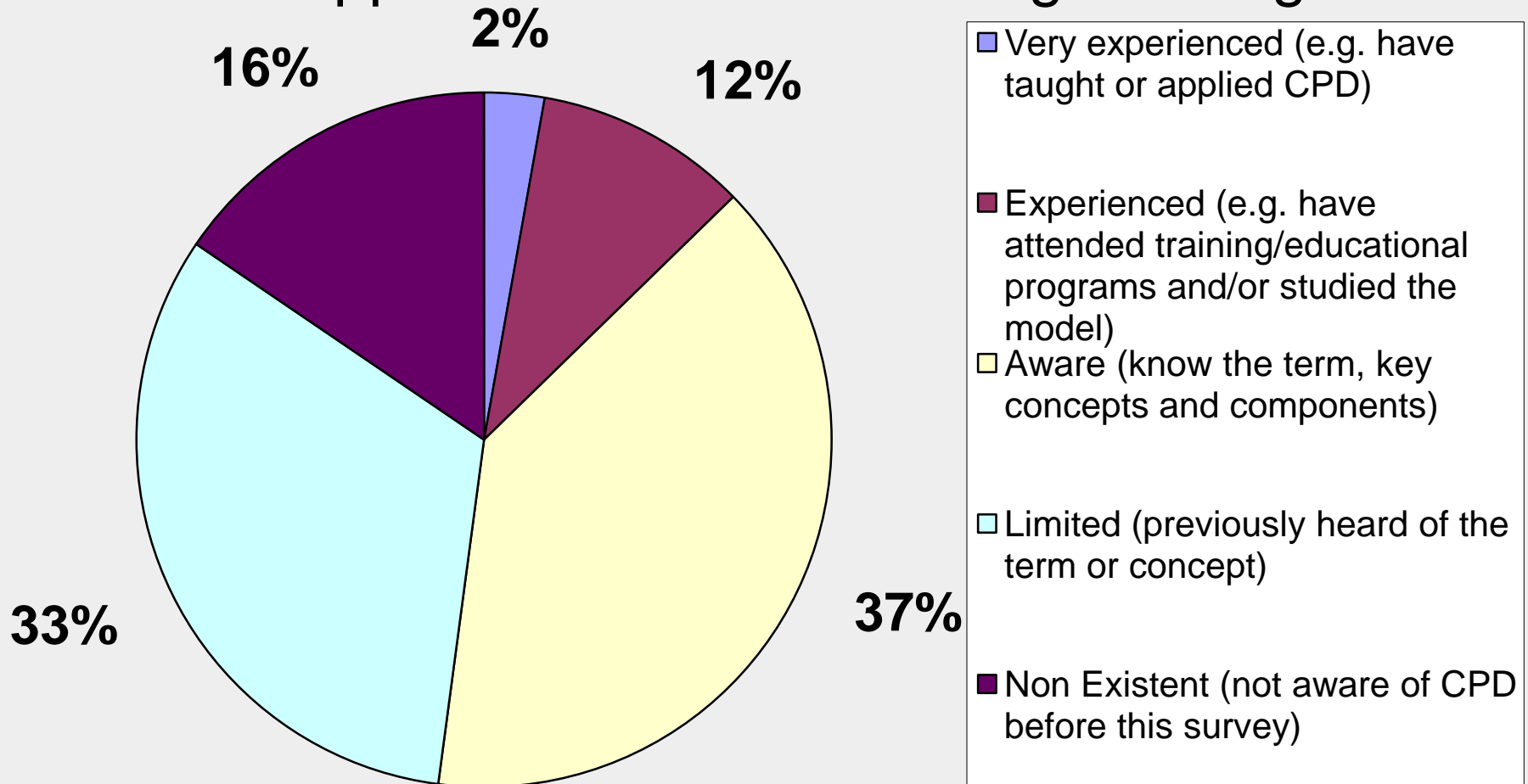
- Administered August 2011 to March 2012
- Gather input to help inform future ACPE initiatives and direction for models that support lifelong learning of pharmacists and pharmacy technicians
- Responses from individuals from 32/53 states and territories (60%)



The current mandatory, hours-based CE system effectively meets the lifelong learning needs of pharmacists?



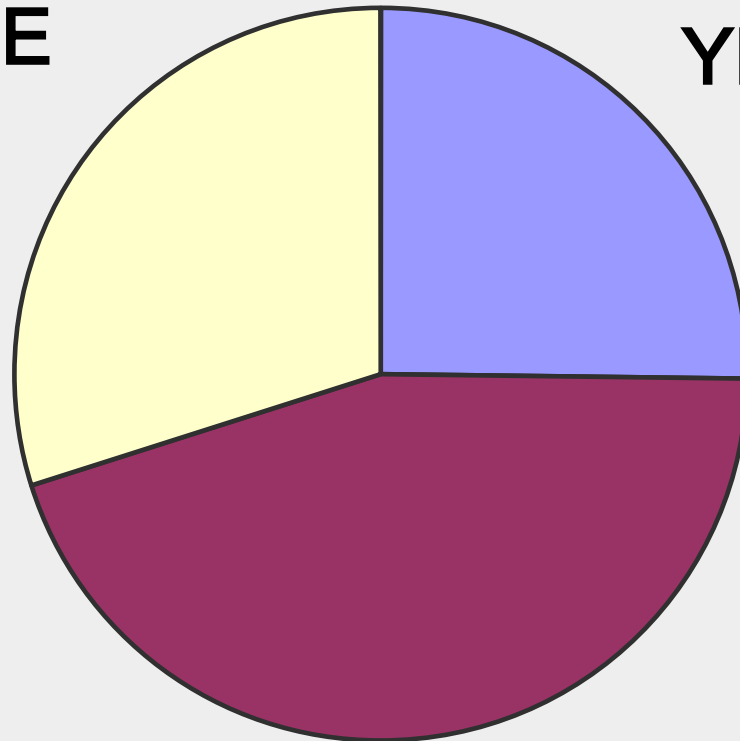
Select the statement below that the best describes your level of knowledge about the CPD approach/model for lifelong learning.



Has the CPD approach/model for lifelong learning been discussed by your Board?

UNSURE
30%

YES 25%



NO 45%

CPD in PharmD Program Accreditation Standards

- Professional Competencies and Outcome Expectations (Std 12): Include the development of the skills necessary to become self-directed lifelong learners (students assuming a greater responsibility for their own learning outcomes)
- Evaluation of Student Learning (Std 15): Demonstrate and document in student portfolios that graduates have attained the desired competencies.
- Faculty and Staff Continuing Professional Development and Performance Review (Std 26): The school must have an effective continuing professional development program for faculty and staff consistent with their responsibilities; use of portfolios encouraged.



CPD in CPE Provider Standards

Compared with previous standards,
Standards 2009 place greater emphasis
on:

- Learning outcomes vs. learning process
- Application of learning
- Skills development



Defining Some Terms

- **Continuing Education:** a structured educational activity designed or intended to **support the continuing development** of pharmacists and/or pharmacy technicians to maintain and enhance their competence. Continuing education promotes problem-solving and critical thinking and is applicable to the practice of pharmacy. (ACPE)
- **Continuing Professional Development:** the lifelong process of active participation in learning activities that assists individuals in developing and maintaining continuing competence, enhancing their professional practice, and supporting achievement of their career goals. (ACPE)



From the State-Based CPD Pilots:

Continuing Professional Development: a self-directed, ongoing, systematic and outcomes-focused **approach** to learning and professional development.

CPD Value Statement:

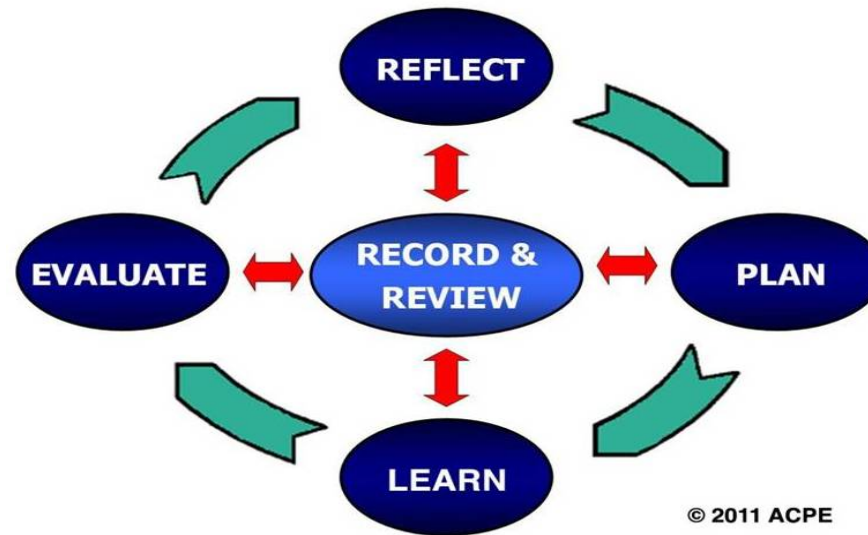
“Pharmacists who adopt a CPD approach accept the responsibility to **fully engage** in and document their learning through reflecting on their practice, assessing and identifying professional learning needs and opportunities, developing and implementing a personal learning plan, and evaluating their learning outcomes with the goal of **enhancing the knowledge, skills, attitudes and values** required for their pharmacy practice.”



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.

Some Key Messages

- CPD must be seen more as an approach than a process
- Learners must be fully engaged in their learning to maximize the outcomes
- Self-directed learning is a competency, requiring *knowledge, skills, attitudes and values*

Pharmacists and pharmacy technicians want to learn, but ...



“...you go, you sit, you listen,...you forget”*

** Pharmacist's quote from article by Austin et al; AJPE 2005; 69 (1) Article 4*



Conclusions from the Literature

- CE can be effective in both **learning** and **practice change**, but ...
- More successful (learning, practice change) if:
 - Area of interest or preference
 - Related to daily practice
 - Programs selected in response to identified need
 - Interactive, hands-on
 - Use more than one intervention; continuing not opportunistic
 - Use reflection
 - Self-directed (content and context)
 - Focus on specific outcomes/objectives
 - Commitment to change

C

P

D



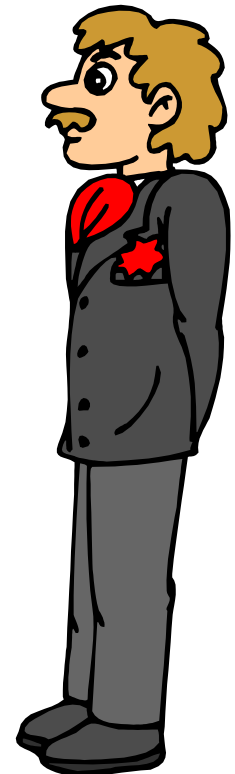
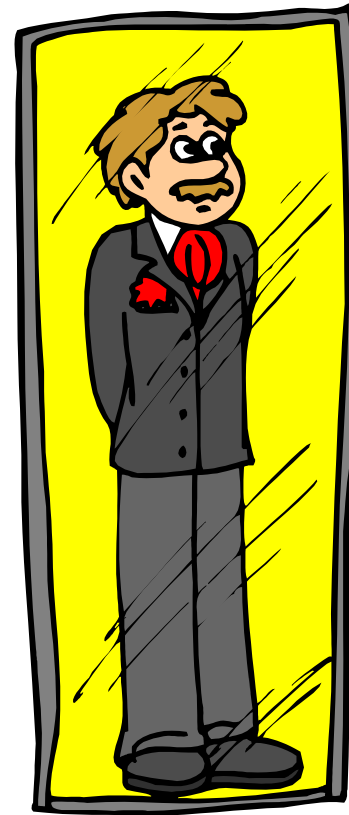
The Concepts and Components of CPD



REFLECT



- Reflect on
 - Yourself as a person
 - Yourself as a professional
 - Your professional practice
 - Your knowledge and skills
 - Your learning preferences
- Identify learning needs and opportunities
 - Must address several competency areas
- Frame learning objectives
 - Broad / high-level



Reflection: the Starting Point for Self-Directed Learning



Psychoanalytic approaches to learning stress making the

UNCONSCIOUS



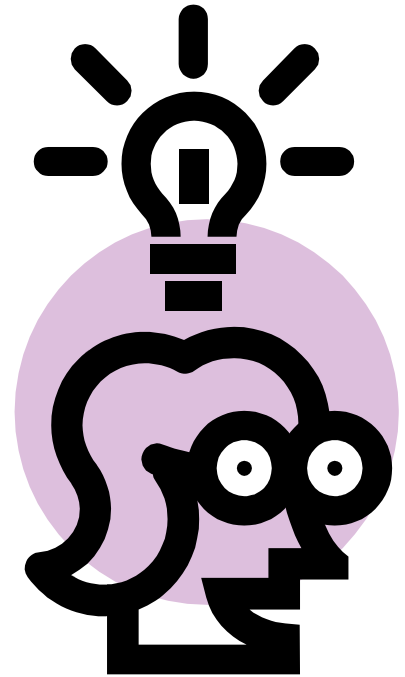
CONSCIOUS

REFLECT



IMPORTANT!

- It's “*self-assessment*” ...
not “*self-assassination*”
- The purpose is primarily to identify learning needs and opportunities, not to assess level of competence



PLAN



- Develop an action plan to accomplish your learning needs identified during the REFLECT stage
- Develop individual learning objectives
- Identify and set priorities
- Address *all* competency areas
- Develop a timeline with your action plan; be realistic

PLAN



- Long-term: three to five year plan
- Short-term: one year plan
- Identify activities to help you meet your learning objectives (structured/unstructured)
- Take into account your “learning style”
- Identify resources needed to accomplish your learning objectives
- Review at least annually

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



LEARN



- Implementation of personal learning plan
- Activities chosen should be **outcomes-driven** to meet stated learning objectives
- Use a variety of learning methodologies and activities
 - ✓ Formal/structured/accredited activities
 - ✓ Informal/unstructured activities
 - ✓ Work-based learning

EVALUATE



- Reflection on your learning; **outcomes** and **impact** *versus* “satisfaction” with educational programs
- Review your personal learning plan at least annually
 - Evaluate progress toward achieving your objectives
 - Evaluate the educational activities to ensure adequate content and learning
 - Ensure you are following action plan and timeline
 - Consider changes that have occurred professionally that may require adjustments in your objectives and plan

EVALUATE



- Leads to reflection, completing the *continuum*
 - New plans are designed based on updated learning and development needs and goals

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

EDUCATION ACTION 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.

Broad Goal	What do you want to learn?		What resource will you use? (See learning activity worksheet for examples)	When do you plan to start this Learning Activity?	When do you plan to finish?	Learning Activity Worksheet Completed? Yes/No
	SMART* Learning Objective	Learning Activities (variable #)				
			<input type="checkbox"/> Home study program <input type="checkbox"/> Discussion(s) with colleague(s) <input type="checkbox"/> Live workshop, course, or conference <input type="checkbox"/> Reading articles, <input type="checkbox"/> Internet search, <input type="checkbox"/> Literature search, <input type="checkbox"/> Other			
			<input type="checkbox"/> Home study program <input type="checkbox"/> Discussion(s) with colleague(s) <input type="checkbox"/> Live workshop, course, or conference <input type="checkbox"/> Reading articles, <input type="checkbox"/> Internet search, <input type="checkbox"/> Literature search, <input type="checkbox"/> Other			
			<input type="checkbox"/> Home study program <input type="checkbox"/> Discussion(s) with colleague(s) <input type="checkbox"/> Live workshop, course, or conference <input type="checkbox"/> Reading articles, <input type="checkbox"/> Internet search, <input type="checkbox"/> Literature search, <input type="checkbox"/> Other			

*Specific - Does the action point tell you precisely what you are going to do differently as a result of the activity? **Measurable** - Can you measure the change in practice? **Achievable** - Is the action point challenging, and yet not totally unachievable? **Relevant** - Does the action point relate to the specific job you are currently undertaking (or perhaps to a future identified role)? **Timed** - When will you have it done by, and when will you reflect upon it?

FOR OFFICE USE ONLY: If asked to submit to the Board following an audit. Date Received, __/__/____ Date of Follow up, __/__/____

North Carolina Board of Pharmacy Portfolio. Used with Permission.



Making the Right Connections



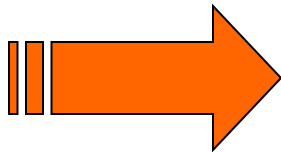
What's the Connection?



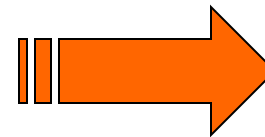
CE



Licensure Renewal



Learning



Practice



What's the Connection?



HOURS-BASED LEARNING

CE

Licensure Renewal



NEEDS-BASED LEARNING

Learning

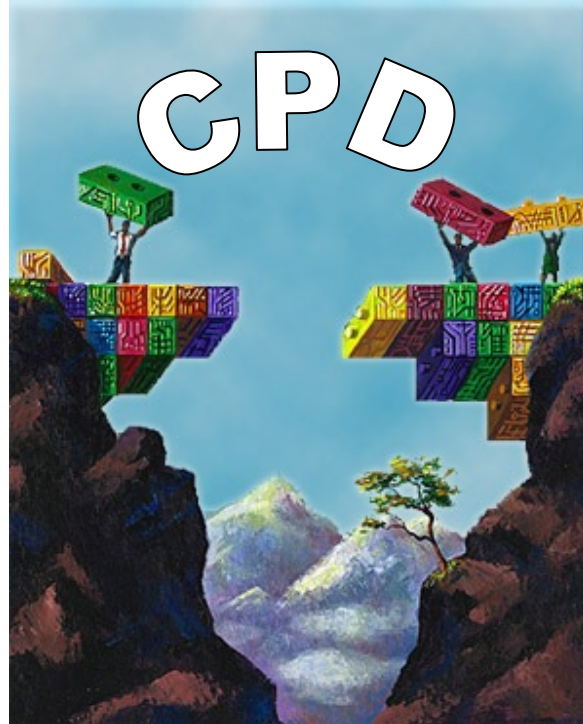
Practice



Traditional CE versus CE + CPD

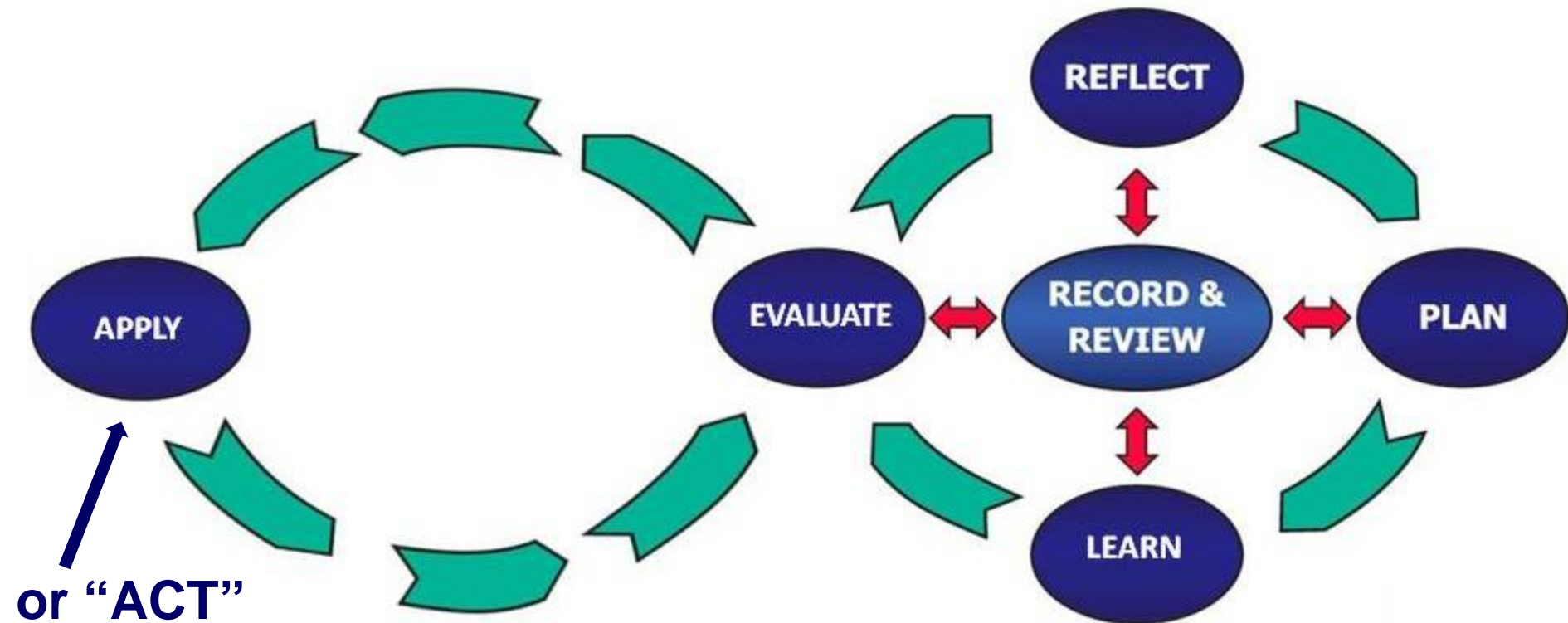
	CE	CE+CPD
Area of interest or preference	★★	★★★★
Related to daily practice	★	★★★★
Programs selected in response to identified need	★	★★★★
Interactive, hands-on	★★	★★
Use more than one intervention; continuing not opportunistic	★	★★★★
Use reflection		★★★★
Self-directed (content and context)	★	★★★★
Focus on specific outcomes/ objectives	★★	★★★★
Commitment to change	★	★★★★

CPD: Bridging the Classroom and the Workplace



“The new vision for continuing education will be based on an approach called continuing professional development (CPD), in which learning takes place over a lifetime and stretches beyond the classroom to the point of care.” *IOM December 2009*

CPD: Bridging the Classroom and the Workplace



The Challenges of Self-Directed Learning/CPD

- Self-directed learning is a skill
- “Overcoming” the predominant learning style/preference for pharmacists
- Resistance to change
- How best to support diverse learners (providers, professional associations, etc.)
- Evaluation and validation (expertise and resources for regulator)
- Initially more time, effort and self-motivation required by the learner (approach vs. process)
- Expense?
- Keeping it simple (KISS); avoid “busy work”



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***Thank you for your
attention!***

