

**A Commitment to
Continuous Professional Development**

An Introduction to Continuous Professional
Development for New Mexico Pharmacists


Objectives

- Describe the NM CPD model
- Explain the four components of the CPD program
- Describe the purpose of the Competency Profile Summary
- List two benefits & two limitations to the CPD program
- Use the self assessment to develop a learning plan
- Construct SMART objectives as part of a learning plan
- Differentiate between accredited & non-accredited learning activities
- Complete a New Mexico Pharmacist Learning Record
- Complete a New Mexico Pharmacist CPD Log

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History

- First pharmacy 1221 – Florence, Italy
- First professional association:
 - 1617- Society of Apothecaries in Great Britain
- US Pharmacopeia established in 1820
- Philadelphia College of Pharmacy 1821
- American Pharmacists Association: 1852
- State regulation for protection of public health
 - 1900 New York
- NABP established 1904



Society of Apothecaries
affiliation pill tile 1686

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Continuing Pharmacy Education


1965	1972	1974	1975	2003-2005	2006	2009
State-mandated CE in Florida	NABP CE for re-licensure	ACPE to accredit CE	NM mandatory CE	Policies calling for CPD from professional groups	State-based CPD pilots	ACPE new CE standards

“For the present and until additional methods of assuring continuing competence of pharmacists are developed, reliance should be placed on continuing education.”
JAPhA. 1975 Aug; 15(8) 432-7

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Definition of Continuing Pharmacy Education

Continuing education for the profession of pharmacy is 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 pharmacy education (CPE) should promote problem-solving and critical thinking and be applicable to the practice of pharmacy. ACPE, 2007



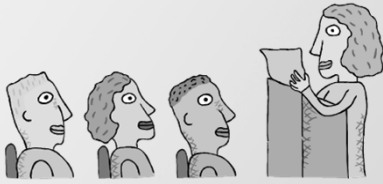
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Traditional CE Model

<u>Pros</u>	<u>Cons</u>
- Structured	- Collection of mandatory hours
- Easy to measure	- Limited learning value
- Defined endpoint	- Relevance to daily practice
- Driven by experts	- Difficult to address individual learning needs
- Convenient	- Learning outcomes poorly defined and assessed
- Lecture is comfortable mode	- Questionable effectiveness
- Widely available	
- Current model	

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Traditional CE



"...you go, you sit, you listen,...you forget"

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

Exercise #1 Memorable CE Activity

Go to Exercise #1 in the workbook .
Answer the questions.

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Cone of Learning

After 2 weeks we tend to remember		Nature of Involvement
90% of what we say and do	Doing the Real Thing	Active
	Simulating the Real Experience	
	Doing a Dramatic Presentation	
70% of what we say	Giving a Talk	
Participating in a Discussion		
50% of what we hear and see	Seeing It Done on Location	
Watching a Demonstration		
Looking at an Exhibit		
Watching a Demonstration		
Watching a Movie		
30% of what we see	Looking at Pictures	
20% of what we hear	Hearing Words	
10% of what we read	Reading	

Source: Cone of Learning adapted from (Dale, 1969)

Handout

Conclusions from the Literature

- CE can be effective in both learning & practice change, but ...
- Successful learning (& practice change) if the activity is:
 - an area of interest or preference to learner
 - related to daily practice
 - selected in response to an identified need
 - interactive, reinforce or hands-on
 - uses more than one intervention
 - continuation of learning
 - self-directed (content and context)
 - focus on specific outcomes/objectives
 - include a "Commitment to Change"

} C
P
D

Definition: Continuous Professional Development

Self-directed, ongoing, systematic and outcomes-focused approach to learning & professional development

Adapted from CPD Pilot Project May 2006

The lifelong process of active participation in learning activities that assists in developing and maintaining continuing competence, enhancing professional practice and supporting achievement of career goals.

ACPE Accreditation Standards for Continuing Pharmacy Education
Adopted June 2007

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Traditional CE vs. CPD

Continuing Education	Continuous Professional Development
Serves to update & reinforce knowledge	Deals with personal communication, managerial & teambuilding skills in addition to professional content
Frequently based on collecting a number of credits	May be based on acquiring credits or on processes of self-accreditation & reflection (personal learning)
Considered a subset of CPD	Systems for monitoring CPD require flexibility so professionals can participate in a variety of CPD activities.

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Institute Of Medicine Report 2009:
*Redesigning Continuing Education in the Health Professions**

- The CE "system" as it is structured today, is so deeply flawed that it cannot properly support the development of health performance improvement.
- CE has become structured around health professional participation instead of performance improvement.
- This has left health professionals unprepared to perform at the highest levels consistently, putting into question whether the public is receiving care of the highest quality and safety.

IOM endorsed a new comprehensive view of professional development: CPD is a promising approach to improve the quality of learning.

Calls for Change

- JCPP (2003) – Joint Commission of Pharmacy Practitioners
- NABP (2003) – National Association of Boards of Pharmacy
- AACP (2003) – American Association of Colleges of Pharmacy
- ACPE (2003, 2006, 2009) – Accreditation Council for Pharmacy Education
- CCP (2004) – Council on Credentialing in Pharmacy
- ASHP (2004, 2009) – American Society of Health System Pharmacists
- APhA (2005) – American Pharmacists Association

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Healthcare CPD Models

Dieticians Nursing Medicine

- US Pharmacy
 - 5 state pilot project
 - Developing model of CPD in North Carolina
- Pharmacy in other countries
 - Great Britain
 - Canada: Ontario and Alberta
 - New Zealand
 - Australia
- World Health Organization



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New Mexico Pharmacist CPD Program

- The NM Board of Pharmacy has authorized a pilot program in CPD to investigate feasibility in New Mexico

Rationale: Provide a system that promotes the ongoing improvement of knowledge, skills, attitudes & judgment of NM pharmacists while meeting professional standards, addressing public safety, promoting self-regulation and complying with state regulations.

Goals

- Encourage self-regulation in competency for practice setting
- Provide opportunities for pharmacist self-assessment
- Accept diversity in learning styles, activities and goals
- Assist pharmacists in developing learning plans
- Meet individual practice needs for education

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NM CPD Requirements

- ⌘ There is **NO** change in the **number** of required hours.
 - General: 15 hours per year
 - Certification: 1 hour per year per certification
 - Pharmacist Clinician: 10 hours per year
- ⌘ There **IS** change in **types** of learning activities accepted.
 - ACPE accredited CE OR non-ACPE accredited hours (ACCME)
 - Live OR Self-study
 - Formal (structured) OR Informal (personal program)
 - Specific (spontaneous & unplanned) OR General (planned)
- ⌘ Learning record required for **EACH** activity.
- ⌘ No change in the **LAW** requirement.

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Learning Model: Perception

Looking at things as they are-
with no change, raw detail

**Concrete
Experience
Feeling**

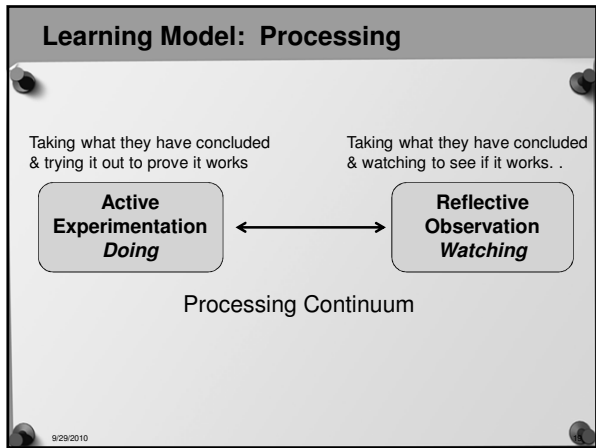
Perception Continuum

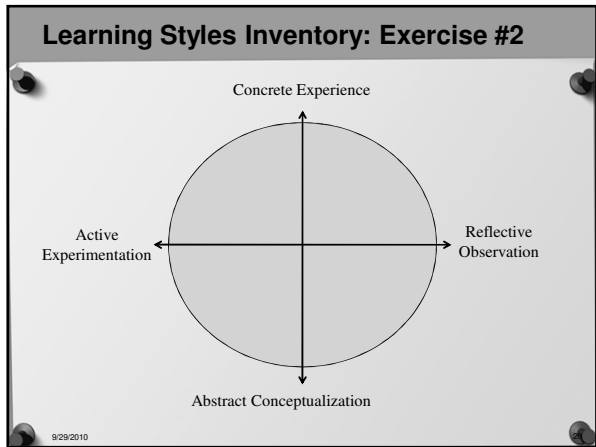


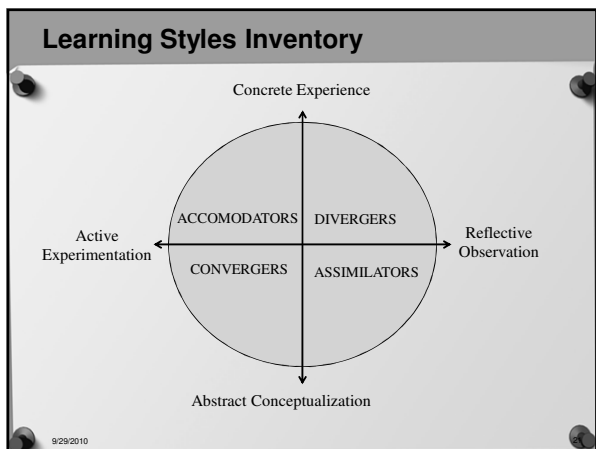
Looking at things as concepts
& ideas, after processing the
raw detail turns into an internal
model.

**Abstract
Conceptualism
Thinking**

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Preferred Instructional Methods

Accommodators: Just-in-time curriculum •Time/resource efficient learning •Practical problem solving •Mentoring •Learning for the purpose of solving problems	Divergers: •Reflection •Non-timed group work •Mentoring •Creative, unstructured activities •Learning for the sake of learning, not simply for the purpose of application
Convergers: •Purpose-driven group work •Competitions •Role-playing •In-practice activities •Mentoring •Learning for the purpose of practical application	Assimilators: •Expert-driven lectures •Homework •Individual activities •Web-based, non-interactive •Mentoring •Learning for the sake of learning that also has practical application

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NM CPD PROGRAM

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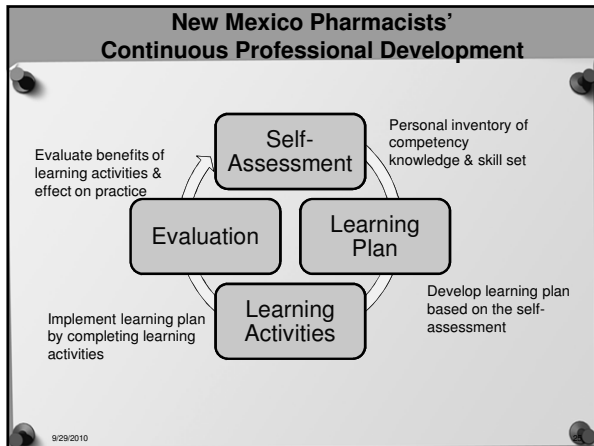
Competence Equation

Knowledge + Skills + Attitudes + Judgment = Competence

background knowledge to provide professional services in a particular practice setting	psychomotor and problem-solving skills to provide professional services relevant to the practice	attitudes and values aligned with those of the practice and related to job responsibilities, relationship with patients and other healthcare providers, and responsibility to the profession	knowledge and experience gained through practice and application of clinical judgment
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Maintaining competence ... is a fundamental ethical requirement for all health professionals.
International Pharmaceutical Federation

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Benefits & Limitations of CPD

Continuous Professional Development	
Benefits	Limitations
<ul style="list-style-type: none"> ○ Public Safety ○ Professional integrity ○ Personal growth ○ Advancement ○ Includes CE ○ Specialization ○ Career changes 	<ul style="list-style-type: none"> ○ Threatening ○ Cost ○ Requires resources ○ Time consuming ○ Multiple licenses ○ Knowing how to start

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Self-Assessment

<p>PURPOSE</p> <ul style="list-style-type: none"> • Identify unique & current learning needs • Provide a means of self-directed independent study • Identify strengths & weaknesses 	<p>METHODS</p> <ul style="list-style-type: none"> • Complete competency self-assessment • Identify area of learning <ul style="list-style-type: none"> –Significant event monitoring –Patient feedback/complaint –Mistakes /med errors –Peer review –Morbidity & mortality pattern –Reflection on improvement
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Competency Profile Summary

- Foundational Knowledge & Skills
- Pharmacy Practice
- Pharmaceutical Care
- Communication Skills
- Safety
- Supervisory Skills & Management
- Professionalism

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Area Topics

C Pharmaceutical Care

<input type="checkbox"/> C1	Application of Pharmaceutical Care	<input type="checkbox"/> C5	Develop Patient Specific Goals	<input type="checkbox"/> C9	Monitoring
<input type="checkbox"/> C2	Patient Relationships	<input type="checkbox"/> C6	Determination of Alternatives	<input type="checkbox"/> C10	Follow-up
<input type="checkbox"/> C3	Information Collection	<input type="checkbox"/> C7	Recommendations	<input type="checkbox"/> C11	Documentation
<input type="checkbox"/> C4	Identification of Drug Related Problems	<input type="checkbox"/> C8	Implementation		

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Competency Elements

C-2

COMPETENCY AREA: PHARMACEUTICAL CARE

Competency:
C-2 Patient Relationship

Date:

I am able to:

- C-2-1 Develop a professional relationship with the patient, the patient's caregiver and/or the patient's agent:
- Establish and maintain a rapport by using effective dialogue
 - Demonstrate a caring, empathetic, non-judgmental and professional attitude
 - Establish a covenantal relationship by establishing responsibilities of all parties with respect to the patient's health-related needs
 - Establish a relationship that conforms to the legislation and the Code of Ethics of the profession
- C-2-2 Demonstrate an understanding of the legal and ethical implications of formalized transfer of decision making powers:
- Personal directives
 - Guardianship
 - Trusteeship
 - Enduring power of attorney
- C-2-3 Demonstrate an understanding of the legal and ethical implications of the patient's ability to provide informed consent for treatment.

Not Applicable to current practice	SELF-ASSESSMENT			Completed competency not met
	Not Met	Met	Not Met	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Self-Assessment Methods

- Complete the Competency Profile – or a part of it – to determine learning needs.
 - Develop a learning plan from those needs
- OR
- Review your professional plans
 - Review your professional practice – current or future
 - Identify areas where you want to learn more
 - Include areas of certification or specialization
 - Develop a self-identified learning plan

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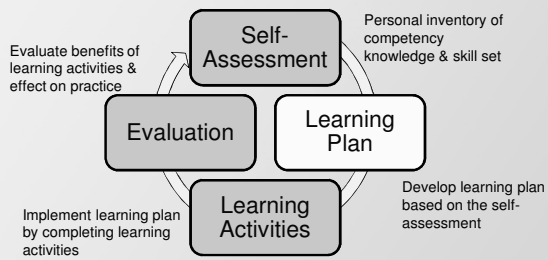
Exercise #3 Self Assessment

Exercise 3 is on page 5 of the workbook.
This exercise is intended to guide through identifying a learning need. If you have identified other needs, list them on the worksheet..

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Learning Plan

Creating a learning plan allows you to focus on those activities that are relevant to your practice or professional development.

The learning plan should answer

1. What is the learning objective?
2. How will the objective be met?
3. When will the learning be complete?

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SMART Learning Objectives

S pecific	The objective is concrete and uses action verbs. An <u>observable action, behavior or achievement is described.</u>
M easurable	The objective has a quantity, quality or cost or something that can be measured.
A ttainable	The objective is feasible & has a scope of boundary. Resources are available. Effort is reasonable.
R elevant	The objective is important to you & your practice. Something that you can change or affect.
T ime-based	The objective has a reasonable target date to be completed.

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SMART Objectives??

Objective: Learn more about statins.

Better:

Review the clinical guidelines on the safe use of statins and prepare a staff in-service on risk prevention and statin contraindications use by September 15, 2010.

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SMART Objectives??

Objective: Help patients with high blood pressure.

Better: By October 1, develop a one-page handout listing target blood pressures for specific patient groups including patients with diabetes, renal disease and non-diabetic renal disease according to the current guidelines

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Learning Plan Exercise #4

Exercise #4 is on page 6 in the workbook.

Skip the top part of the learning plan for now.

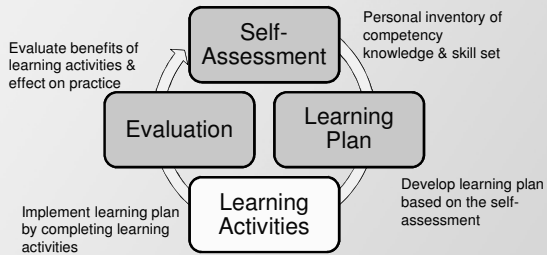
Write one learning objective using the SMART method

- Specific
- Measurable
- Attainable
- Relevant
- Time-based

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ACPE Accredited Learning Activities

Traditional continuing education programs

Program Type	Example Activities
Accredited self-study modules	Print, video, computer based, Internet, PDA
Accredited group programs	Workshops, conferences, Webinars

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Non-Accredited Learning Activity

Activity Type	Explanation/Examples
Organized group programs developed by a variety of providers	<ul style="list-style-type: none"> ◊ Non-accredited programs from pharmacy organizations ◊ Presentations or programs by other healthcare professional groups or organizations
Structured self-study programs	<ul style="list-style-type: none"> ◊ Online courses offered by Medscape but not accredited by ACPE ◊ Self-study programs accredited by another accreditation body (AMA, ANCC)
Structured self-assessment programs designed to assess competence in an area and upgrade areas for improvement identified by the program	<ul style="list-style-type: none"> ◊ NMCPD self assessment program ◊ Structured programs that provide tools such as checklists, rating scales, questionnaire, case studies and content to help you meet identified learning needs

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Planned Learning Activities

- General: Specific & Planned
 - Part of your learning plan
 - Intended to meet a specific objective
 - Not spontaneous
 - Accredited & non-accredited

- Examples:
 - Complete CDC 'Adult Immunization 2010' self-study
 - Attend NMPHA winter meeting for tobacco cessation update
 - Review & implement pediatric asthma guidelines
 - Complete Medication Safety Self Assessment (ISMP)

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Unplanned Learning Activities

- Specific: Spontaneous & unplanned
 - Not part of learning plan
 - Occur spontaneously
 - Formal or informal
 - Accredited or non-accredited
- Examples:
 - Patient specific issue requiring research
 - Encounter an unplanned CE self-study that fits a need
 - Asked to speak to elementary school about poisons
 - Serve on Board committee on pharmacist clinician qualifications
 - Take course in stress management

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Unplanned Non-Accredited Activities

- Planned literature review for information on a topic
- Reading to solve a patient or practice related problem
- Prepare a presentation
- Write an article
- Preceptor a pharmacy student
- Discussion with colleague or experts
- Volunteer on a professional committee
- Review clinical practice guidelines
- Teach
- Professional community service
- Staff in-service
- Patient education
- Point-of-Care learning
- Patient specific issue
- Observe experts

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Case Study: Call Back Service

Learning Activity	Accredited?	Estimated Time
ACPE accredited program on professional service initiatives	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1.5 hrs
Internet search for more information	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	2.0 hrs
Reads articles from Internet	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	1.5 hrs
Develops guidelines for call-back system	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	2.0 hrs
Clarifies details with colleague	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	0.5 hrs
Delivers in-service to staff pharmacists	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	1.0 hrs

Accredited time: 1.5 hrs
 Non-accredited time: 7.0 hrs

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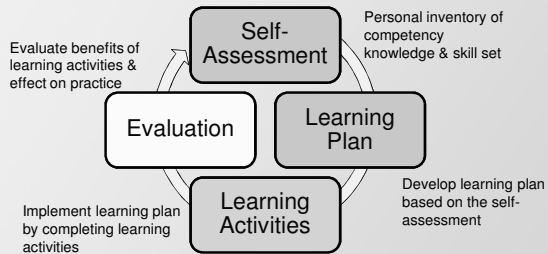
Planned Learning Activities Exercise #5

Return to your learning plan.
For your learning objective –
List some resources or activities to meet that goal
Accredited or non-accredited
Live or self-study
Formal or informal
Set a target date of completion for each activity.

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Evaluation

Evaluation defined as

1. The act of determining the value or worth
2. To examine or judge carefully; appraise

- What did you learn? Did you meet the objective?
- Was the learning effective for you?
- Do you need to learn more about the topic?
- What challenges did you encounter?

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Reflection

Similar to evaluation

- If & how well were the learning objectives met?
 - (completely, partially or not at all)
 - What could have been done to improve the learning ?
- Was your learning plan adequate?
 - Appropriate, effective, efficient?
 - Match your learning style?
- What were the learning outcomes?
 - Did your practice or behavior change as a result of the learning?
 - Were (will) patient outcomes impacted?
- What would you do differently in the future?

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Documentation

New Mexico Pharmacist Learning Record				
Name:		License #:		
CE Year:		Date(s):		
LEARNING GOAL OR TITLE				
LEARNING ACTIVITY Check all that apply.	<input type="checkbox"/> live program (workshop, course, conference)	hr	<input type="checkbox"/> reading (articles, texts, Manuals, Internet)	hr
	<input type="checkbox"/> self-study program (print, video/audio, Internet)	hr	<input type="checkbox"/> discussion with peers/experts	hr
	<input type="checkbox"/> literature search (Medline, PubMed, Internet)	hr	<input type="checkbox"/> self-assessment program	hr
	<input type="checkbox"/> teaching students/interns,	hr	<input type="checkbox"/> preceptorship or mentorship with an expert	hr
	<input type="checkbox"/> other (specify in Description)	hr	<input type="checkbox"/> Accredited program No. (if applicable)	hr
Total hours claimed:		hr		
DESCRIPTION of Learning Activity				

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Evaluation

EVALUATION / REFLECTION: Provide a brief summary of your learning experience by answering the three questions below. This section required for ALL learning activities.

WHAT did you want to learn? Did you learn it?

SO WHAT? What impact will this learning have on your practice?

NOW WHAT? What changes did you make? What else do you need to learn?

- I expect to modify or change my practice as a result of this activity.
- I need more information to change my practice.

OUTCOME

- I have confirmed that no change in my practice is needed at this time.
- This activity will have little/no impact on my practice because: _____

Check ONE impact you expect your learning to have on your practice.

Post this Learning Record to your CPD Log

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CPD Learning Log

**New Mexico Pharmacist
CONTINUING PROFESSIONAL DEVELOPMENT LOG**

NAME:		LICENSE #	YEAR:	
Comp # (OPTIONAL)	Dates	Program Title & Provider (ACCREDITED) OR Learning Objective (NON-ACCREDITED)	(Hours)	
			Accredited*	Non-Accredited

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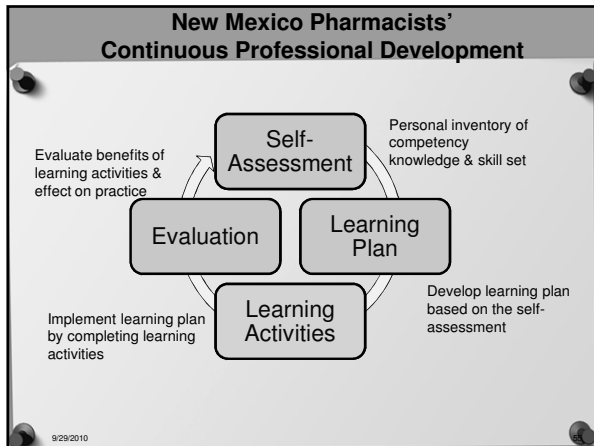
CPD SUMMARY

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CPD Summary

- Learning diversity
 - backgrounds – practice settings -- professional experience
 - learning styles & issues
 - learning needs & objectives
- Paradigm shift
 - collecting hours spent in chair
 - outcomes relevant to practice, performance & patient
- Learner control
 - determine need
 - measure outcomes
 - self-directed
 - active learning

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- ### Pilot CPD Program
- 2 year time frame
 - 100 diverse pharmacists
 - rural & urban - Community, hospital, clinician et al
 - male & female - new practitioner & not so new
 - Electronic portfolio of learning activities
 - E*Value at College of Pharmacy (no fee)
 - All records in one place
 - Confidential
 - Peer review (anonymous)
 - Learning plans & records will be double-blind reviewed by peer
 - Option to self-select an unblinded reviewer
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- ### Getting started
- Start now- regardless of renewal cycle
 - Record completed CE on the log sheet and begin CPD program
 - Can begin immediately to select more meaningful learning activities with exemption from most renewal requirements
 - Post learning about monthly through entire cycle.
 - E*Value system will send reminder email each month
 - Procrastination will auto-revert to current "standard" CE requirements
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The CPD Process

- Complete the orientation program
- Send an email requesting access to the electronic program
- Complete the Self-Assessment form
- Complete the Learning plan
- Complete a Learning Record as you complete each learning experience
- Enter the Learning Record on the CPD Log
- Review feedback
- Activity is required at least every quarter to remain in the program.

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If you wish to participate in the NM CPD Program, or have questions-contact:

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Joe anderson janderson@salud.unm.Edu

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