

# Continuing Professional Development: Making a Plan & Applying it to Your Own Professional Practice

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## Financial Disclosures

- The presenters of this presentation have had no financial relationships in the past 24 months with any commercial sponsor with a vested interest in this presentation.



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## Learning Objectives

- Pharmacist:
  - Explain what a CPD Plan is and how it can help any pharmacy professional obtain new skills, attitudes, values, and knowledge.
  - Identify how a CPD Plan can be applied to individual pharmacy professionals in any pharmacy practice setting.
  - Apply the principals of CPD to develop an example CPD plan.
- Technician:
  - Explain the concept of a CPD program.
  - Identify how a CPD Plan can be applied to pharmacy technician.
  - Apply the principals of CPD to develop an example CPD plan.



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### What Is A CPD Plan?

“CPD (Continuing Professional Development) is systematic, ongoing, self-directed learning. It is an approach or process which should be a normal part of how you plan and manage your whole working life.”



Rouse M.J. Am J Health-Syst Pharm. 2004



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### What Is A CPD Plan?

- Continuing Professional Development Plan:
  - Structured
  - Ongoing
  - Self-directed
  - Outcomes focused
  - Learning & personal improvement derived

Rouse M.J. Am J Health-Syst Pharm. 2004



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### Where Did CPD Come From?

- The Chartered Institute of Personnel and Development (CIPD) October 1997.
- The concept of CPD was defined by the International Pharmaceutical Federation (FIP) in 2002.
- 5 steps of an CPD Cycle - initiated in 2002
- An updated definition was adapted in 2003 to include continuing education aspect of CPD.

Rouse M.J. Am J Health-Syst Pharm. 2004



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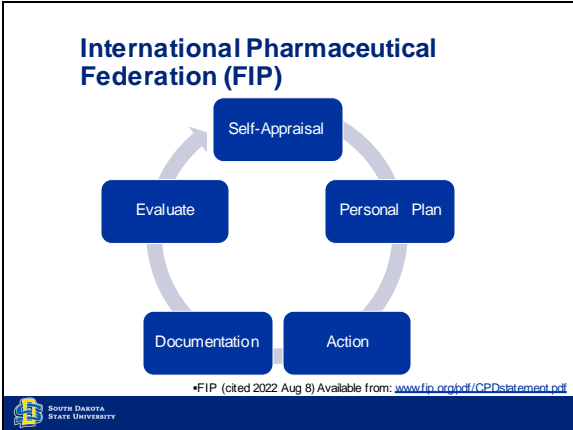
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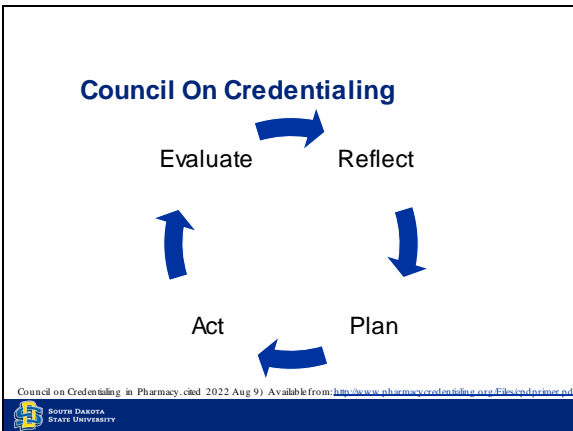
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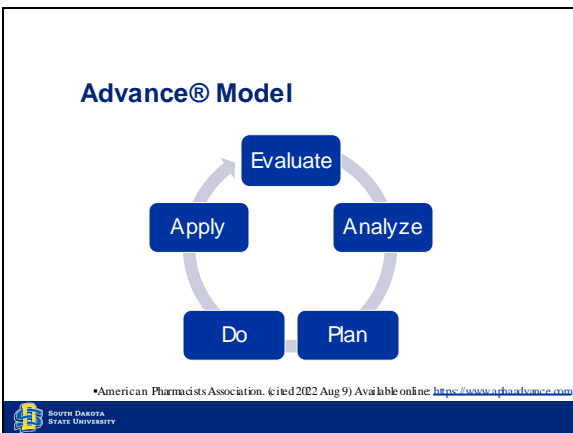
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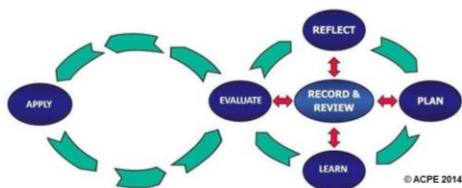
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## American Council for Pharmacy Education



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### Reflect

- What do I need to know?
- What do I need to find what I need to know?
- Identifying learning needs and opportunities
- Framing those learning needs or objectives into: Broad vs. High Level learning needs or objectives
- Reflect how those needs can be applied to your specific: Practice, Place of Practice, Learning Preference, Personal Preference, Knowledge and Skills, Yourself as a Person

ACPE-CPD For CE




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### Plan

- Develop a plan based on the objectives and learning needs determined above.
- Develop a time-frame.
- BE REALISTIC with your time frame.
- Put together a list a short term vs. long term plans.
- Evaluate yearly to assure that you're on track.
- Take your learning style into account (not everyone learns the same way and at the same pace)
- Develop SMART Objectives

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### SMART Objectives (Part of Plan)

- Specific
- Measurable
- Achievable
- Relevant
- Timed

University of California HOW TO SMART GOALS




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### Specific OBJECTIVE (PLAN)

- WHO?
- WHAT?
- Objectives Are PRECISE.
- Objectives Are CLEAR & AVOID JARGON
- Verbs Document ACTION

Minnesota Department of Health SMART Goals




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### Measurable Objective (PLAN)

A standard unit that can be used as a "Point Of Measurement" that can be monitored.

- Target: Where are you going?
- Data: Can you prove that your point of measurement met your ending target with reputable data?

Minnesota Department of Health SMART Goals




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### Achievable Objective (PLAN)

- How will this objective be accomplished?
- Does the current time frame help or hinder meeting this objective?
- Are there limitations to achieving this objective?
- Are all the resources available to achieve this objective?

Minnesota Department of Health SMART Goals




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### Relevant Objective (plan)

- Will the objectives written contribute to achieving goal?
- Is it meaningful or worthwhile measuring this objective to reach our goal?

Minnesota Department of Health SMART Goals




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### Time-Bound objective (plan)

- Set REALISTIC TIME FRAMES to meet objectives
- Given enough time to demonstrate success of meeting objective that contributes to overall goal.
- Don't encourage procrastination by giving too much time.

Minnesota Department of Health SMART Goals




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### Learn (Act)

- Choosing activities driven to meet learning objectives.
- Formal Accredited Activities
- Structured Activities
- Informal Activities
- Non-Structured Activities
- Work-based Learning Activities
- The implementation part of your personal learning plan.

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### Evaluate

- Are you meeting your timeline?
- Meeting your personal learning goal?
- Are the activities you've participated in efficient enough to meet your personal learning goals?
- Evaluating makes sure your meeting your goals or need to implement changes into your plan.
- A reflection period that determines if any changes or new direction needs to take place before further pursuing goals that are built on top of ricking foundation.

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### Record (Review)

- DOCUMENTATION!
- DOCUMENTATION!
- DOCUMENTATION!
- Standardize Format
- Easy To Use
- Easily Accessible
- Facilitate Achievement of Learning Objectives and Personal Goals

ACPE-CPD For CE




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**Types of CPD Plans**

- Structured CPD Plan
- Reflective CPD Plan
- Self-Directed CPD Plan

CPD Explained UK



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**Structured CPD Plan**

- Seminars
- Conferences
- Training Courses
- CPD Certified Learning Activities
- Interactive Learning Activities
- Participation Based Learning Activities

CPD Explained UK



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### Reflective CPD Plan

- Passive Learning
- Zero Participant Based Interaction
- Relevant News Articles
- Pod-Casts
- Case Studies
- Industry Based Updates
- Informal Meetings
- Case Studies

CPD Explained UK



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### Self-Directed CPD Plan

- Relevant Publications That Are Peer Reviewed
- Books or Journals Written By Leading Experts
- Pharmacy Industry Specific News Feeds
- Pharmacy Industry Research or Publications
- Can be either print or online materials

CPD Explained UK



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### Practice CPD: Using the ACPE Model



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### Creating Your Own CPD Portfolio

- Your personal plan
- Easily maintained and accessible
- Dynamic – evolves as needed
- Broad based – complete
- Standardized approach
- Format – whatever works best for you – paper to electronic
  - My CPD® - by ACPE
  - CPE Monitor Plus® - by NABP
  - ADVANCE® - by APhA




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### Reflect

- What learning needs do you have?  
Where to start to identify those?
  - Annual performance review
  - Career change
  - A situation that occurred at work
  - Ask a peer or supervisor for feedback
  - Preceptor – feedback from students, common issues you have experience related to teaching in the experiential setting
  - Goal in this phase is to identify 2 or 3 potential learning needs you have, a broad goal




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### Reflect Activity

- Take a moment to reflect on your practice and what learning needs and goals you might have.




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### Plan

- Develop a plan to accomplish the goal/learning need identified
  - Define individual (SMART) learning objectives
  - What are your priorities?
  - Timeline
    - Short term - this year
    - Long term – is this a 3 year plan, shorter? longer?
  - Resources/Activities to accomplish the learning objectives
  - Review on a regular basis– at least once a year




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### Plan Activity

- Write one SMART objective, determine the timeline and the activities and resources you might need




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### Learn

- Activity: What activities would you choose?
- Structured learning
  - ACPE Approved CE: - knowledge-based, application-based, practice-based (certificates)
  - Interprofessional CE
  - Readings– Journals, guidelines
  - Certificate programs, courses
  - Peer discussions
  - Conference, workshop
  - Post-grad education




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### Learn

- Scholarly activities– research, publications, presentations, expert reviewer
- Workplace activities– in-service, projects
- Unplanned learning
  - During the regular duties of your job you were required to research a question or involved in an event
- Track your progress
  - Activity, date of activity, time spent, learning objective it applied to, outcome, reflect, next steps




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### Learn Activity

- Discuss what activities you would do for your SMART objective.




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### Evaluate

- Focus on what you learned
- Don't focus on your satisfaction of the activities you completed
- Was your learning objective met? partially met? Not met?
- Did you identify any additional learning you might want or need?
- Does this change your practice or another aspect of your pharmacy work? (APPLY)




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- What to evaluate
  - Each learning objective
  - Overall learning plan
  - Impact of the learning



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### Pharmacist Assessment question #1

- Which stage of the CPD Cycle involves formulating a personal development plan to accomplish identified learning needs?
- A. REFLECT
- B. PLAN
- C. LEARN & APPLY
- D. EVALUATE




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### Pharmacist assessment question #2

- What types of "Scholarly Activities" can be applied to a CPD plan in a pharmacy practice setting?
- A. Serving as a content reviewer for scholarly works
- B. Writing a grant proposal
- C. Conducting research in one's own professional field
- D. All the above




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**Pharmacist assessment question #3**

- The first step in beginning a personal CPD based on the ACPE model is to:
- A. Reflect
- B. Plan
- C. Act
- D. Evaluate



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**Technician assessment question #1**

- Can a CPD Program be utilized by Pharmacy Technicians?
- TRUE/FALSE



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**Technician assessment question #2**

- What types of practice could a pharmacy technician apply a CPD Program to assist with their lifelong learning goals and ambitions?
- A. Academic Environments
- B. Regulatory Environments
- C. Practice Environments
- D. All of the Above



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