Implementation of Continuing Professional Development (CPD) by a Board of Pharmacy

CoraLynn Trewet
Susan Vos
Jennifer Moulton
Iowa Board of Pharmacy

A collaboration of the University of Iowa, The Collaborative Education Institute (CEI) and the Iowa BOP
Continuing Professional Development (CPD)

“Its what you learn after you know it all that counts.”
John Wooden
CPD in Iowa
Definition of Continuing Education
Iowa Board of Pharmacy

A structured educational activity that is applicable to the practice of pharmacy, that promotes problem solving and critical thinking, and that is designed or intended to support the continuing development of pharmacists to maintain and enhance their competence in the practice of pharmacy.
CPE Requirements
Iowa Board of Pharmacy

- All pharmacists must register with CPE Monitor
- 30 hrs (0.3 CEU) CPE required per license period (q2y)
  - Drug therapy = 15 hours
  - Pharmacy Law = 2 hours
  - Patient Safety = 2 hours
- 13 hrs can be non-ACPE but must be accredited by another provider if relates to your practice. Record like CPD
Continuing Professional Development (CPD) Definition

Iowa Board of Pharmacy 657—2.17(272C)

Self-directed, ongoing, systematic, and outcomes-focused approach to learning and professional development including active participation in learning activities that assist a pharmacist in developing and maintaining continuing competence in the practice of pharmacy, enhancing the pharmacist’s professional practice, and supporting achievement of the pharmacist’s career goals.
CPD Pre-Requirements
Iowa Board of Pharmacy

- Declare
  - on or with previous license renewal
  - or no later than January 1st the year of renewal
  - Intent must be in writing to BOP
    - Email, fax or hard copy
- Complete CPD training
  - Include participation in CPD portfolio
CPD Pre-Requirements
Iowa Board of Pharmacy

○ MUST:
  ○ Content of portfolio directly relates to the pharmacist’s professional practice and career goals

○ MAY:
  ○ Combine traditional CPE with continuing professional development
  ○ Include traditional CPE in portfolio
CPD Portfolio Requirements

_Iowa Board of Pharmacy_

- MUST INCLUDE:
  - One-time training activity
  - 30 documented learning outcomes in the form of learning statements
    - 15 drug therapy
    - 2 patient safety
    - 2 pharmacy law

- MAY INCLUDE:
  - ACPE-accredited activities
    - Learning statement
    - CPE monitor evidence
Iowa Board of Pharmacy Learning Statement

- One learning statement completed with each activity
- Documentation of activity
- Documentation of learning
- Documentation of outcomes
Iowa Board of Pharmacy Learning Statement

Title/Description of activity: ________________________________

Date of activity completion: ____________________________ Time engaged in learning: ____________________________

☐ Drug Therapy ☐ Pharmacy Law ☐ Patient Safety ☐ Other Pharmacy Practice

ACPE UAN (if accredited): ________________________________

SMART Learning Objective(s): *(Specific, Measurable, Achievable, Relevant, Timed)*

☐ Met
☐ Partially Met
☐ Unmet

If your learning needs were not met, what more do you want/need to learn?
<table>
<thead>
<tr>
<th>As a result of this activity how would you describe your learning?</th>
<th>As a result of this learning what will be the benefit to your practice?</th>
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<tbody>
<tr>
<td>1. Negligible</td>
<td>1. Negligible</td>
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<tr>
<td>3. Moderate</td>
<td>3. Moderate</td>
</tr>
<tr>
<td>5. Substantial</td>
<td>5. Substantial</td>
</tr>
</tbody>
</table>

What do you plan on doing in your practice as a result of this learning?

On a scale of 1-5, rate your level of commitment to implementing what you learned. (1 is minimal, 5 is max)
Development of a Learning Statement to Document Pharmacist CPD

Part 1
Objective

- To develop a learning statement to document pharmacist learning in a continuing professional development (CPD) portfolio used for maintenance of licensure.
Methods

- The Delphi method was utilized to develop and design the pharmacist learning statement.
- Select pharmacists from a variety of practice settings interesting in advancing CPD were sent a series of questions regarding CPD portfolio contents to determine similar viewpoints.
- Two series of questions were utilized to build consensus toward a final learning statement document.
- Following the first round of open ended questions, a second round of questions ranking the answers by agree, disagree, undecided, unclear.
- Final consensus determined if greater than 75% selected agree and less than 10% selected disagree.
- A third round (to help with disagreement) was not needed.
Delphi method

Round 1
Panel Evaluations
N=16

Definition of terms, interaction structure, evaluation scales, etc.

Monitoring and feedback

Round 2
Panel Evaluations
N = 13

Report generated

- Experts answer questions for 2 or more rounds
- All participants are anonymous
- At any moment participants can revise their earlier statements
- This method shows how a group will eventually think as a whole
Second round questions with consensus (n=13)
1. How can we assure that a learning plan is personal (or specific) to the pharmacist’s learning needs?

- Must be self directed (92%)

- Utilize the CPD cycle to identify specific learning needs, which could be added to throughout the licensure period (85%)
- Develop a learning plan that includes learning needs and how they will carry it out (85%)
- Personal evaluation of learning needs makes the plan specific/personal (85%)

- Develop a database that tracks learning activities with the first page being an initial portfolio/interests/needs (77%)
- The learning plan should connect to the pharmacist’s current and desired practice (77%)
- Must go through a training process at the start to teach pharmacists how to assess their needs and develop a plan to meet those needs (77%)
2. How can we assess whether or not the CPD cycle is utilized for each learning activity?

- Describe activity (title/explanation; date; time; place; who was involved) (92%)
- Complete a CPD cycle worksheet for each activity (92%)
- Document learning (list 2 objectives RPh wants to fulfill) (85%)
- Document reflection (why activity chosen, areas where the pharmacist wants to learn in the upcoming cycle and the reasons why) (77%)
- Develop CPD outline prior to each renewal period and use that as a guide for the CPD cycle (77%)
- Random review of submitted documentation (77%)
3. What does a CPD portfolio need to include to be accepted by the Board of Pharmacy for relicensure?

- Require CPD pharmacists to go through a program on CPD process (85%)
- ACPE activity numbers if took ACPE accredited course. (Other health professions activity numbers if took other accredited course) (85%)
- A brief description of outcome (was the question answered, did they learn something that was applicable to their practice or add to their current knowledge) (85%)

- A personal learning plan (77%)
- A planned list of SMART learning objective and worksheets, including those that weren’t initially identified but that arose through the time period (77%)
4. Following a learning activity, what information should be collected for it to “count”?

- Proof of attending a program (85%)
- Pharmacists’ description of the knowledge or skills they have learned because of the activity they engaged in (85%)
- What they learned and what they plan to implement in daily practice (85%)
- Details of the activity (title/topic, place, day/time) (85%)
- Reflection on what the pharmacists learned from the experience (85%)

- What the pharmacist learned and what that person wants to learn next (77%)
- Documentation for the CPD cycle process (77%)
5. How can we measure learning outcomes or impact?

- Ask “how did what you learned impact your practice and how you will use what you learned.” (92%)
- This is “PERSONAL” development, so I would ask for a personal evaluation by the candidate as to whether he or she feels they have improved, and just what they learned, that will make them a better pharmacists (77%)
- Survey how the CPD system has affected continuing education for the pharmacist (77%)
Iowa Board of Pharmacy Learning Statement

Title/ Description of activity: ____________________________
Date of activity completion: ____________________________ Time engaged in learning: _______________
- Drug Therapy
- Pharmacy Law
- Patient Safety
- Other Pharmacy Practice
ACPE UAN (if accredited): ____________________________

SMART Learning Objective(s): (Specific, Measurable, Achievable, Relevant, Timed)

[ ] Met
[ ] Partially Met
[ ] Unmet

If your learning needs were not met, what more do you want/need to learn?

As a result of this activity how would you describe your learning?

1. Negligible
2. Minor
3. Moderate
4. Major
5. Substantial

As a result of this learning what will be the benefit to your practice?

1. Negligible
2. Minor
3. Moderate
4. Major
5. Substantial

What do you plan on doing in your practice as a result of this learning?

On a scale of 1-5, rate your level of commitment to implementing what you learned. (1 is minimal, 5 is max)

1  2  3  4  5
Implications

- The results of this study were used to develop a learning statement as a mechanism to document CPD.
- The completion of 30 statements will serve as the documentation of learning in the pharmacist CPD portfolio submitted for maintenance of license.
Use of a learning statement to document Continuing Professional Development (CPD) for a traditional CPE activity

Part 2
Objective

Assess the use of a learning statement as a method of documenting continuing professional development (CPD) for a traditional continuing pharmacy education (CPE) activity.
Methods

- Pharmacists were asked to complete a CPD learning statement during a traditional 1 hour CPE activity.
- Pharmacists were not given specific instructions on completing the form.
- Following the activity, the learning statement for each pharmacist was assessed for each of the following components; learning objective defined, learning objective met, degree of learning, benefit to practice, practice changing plans, and commitment to implementing practice change.
- 30 pharmacists completed the form.
Results
Title / Description of activity: Less than 2: What should you do?
Date of activity completion: 02/09/13 Time engaged in learning: 1 hr
X Drug Therapy □ Pharmacy Law □ Patient Safety □ Other Pharmacy Practice
ACPE UAN (if accredited): 107-000-13-020-L01P

SMART Learning Objective[s]: (Specific, Measurable, Achievable, Relevant, Timed)
By the end of this session, I want to know 2-3 medications I should absolutely not use in children <2.

If your learning needs were not met, what more do you want/need to learn?

As a result of this activity how would you describe your learning?
1. Negligible
2. Minor
3. Moderate
4. Major
5. Substantial

As a result of this learning what will be the benefit to your practice?
1. Negligible
2. Minor
3. Moderate
4. Major
5. Substantial

What do you plan on doing in your practice as a result of this learning?
Within the next month, I would like to make changes to pediatric product availability of OTC medications for children.

On a scale of 1-5, rate your level of commitment to implementing what you learned. (1 is minimal, 5 is max)

1  2  3  4  5
Number of SMART learning objectives listed:

0 listed = 3
1 listed = 19
2 listed = 7
3 listed = 1

90% listed ≥ 1 objective

Were learning objectives met?

N/A = 3
Partial = 3
Met = 24
Unmet = 0

80% met objective

Description of learning?

N/A = 2
Negligible = 1
Minor = 0
Moderate = 16
Major = 9
Substantial = 2

37% major or substantial learning
53% moderate learning
Benefit to practice:

- N/A=2
- Negligible=3
- Minor=3
- Moderate=10
- Major=10
- Substantial=2

Plan for implementation:

- No plans listed=6
- 1 plan listed=23
- 2 plans listed=1

Commitment for implementation:

- N/A=5
- 5=14
- 4=11

- 40% major or substantial benefit
- 80% listed plan
- High level (83% 4 or 5) commitment
Implications

- Pharmacists during a traditional CPE activity were able to
  - Document learning objectives
  - Quickly summarize the impact of their learning
  - Quickly summarize potential benefit to their practice and future plans
- Minimal guidance given to participants
- The results collected from this study will be used to further assess the CPD process for maintenance of licensure
Future implications

- First set of CPD relicensure from June 2013
- More expected for 2014
- More training needed
- Need for marketing
Thank you!

- Support of individual partners
- Extra kudos to the Iowa Board of Pharmacy
- Thank you District 5—you were a significant catalyst behind this initiative!