Developing a Personal Lifelong Learning Plan

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Financial Disclosures

The presenter has no relevant financial relationships to disclose.
Pharmacist Learning Objectives:
At the completion of this program, participants will be able to:

1. Complete an inventory of skills and knowledge needed for the attendee's personal pharmacy practice
2. Compare the learner's current skills and knowledge to the desired level of knowledge and skill.
3. Develop a preliminary plan for narrowing the learner's identified knowledge gaps.
Technician Learning Objectives:
At the completion of this program, participants will be able to:

1. Complete an inventory of skills and knowledge needed for the attendee's personal pharmacy practice

2. Compare the learner's current skills and knowledge to the desired level of knowledge and skill.

3. Develop a preliminary plan for narrowing the learner's identified knowledge gaps.
Would you agree that pharmacy has changed since you started practicing?

- Collaborative Agreements
- Growth of specialty pharmacy
- Provider Status
- Certification for techs
- Tech-check-tech arrangements
- Biosimilars approved
- Affordable Care Act
Things on which we can all agree:

What we need to know and the skills we need to possess are ALWAYS changing and growing.

Lifelong learning is necessary to remain competent in our profession.

Failure to keep up results in the steamroller effect.
Current ACPE guidelines for pharmacy education require **Lifelong Learning**:

But, what does Lifelong Learning mean and how should we do it?
What does the term, **Lifelong Learning** mean to you?

- Obtaining Continuing Education hours for maintaining licensure?
- Reading journals?
- Professional organization membership?
- Attending conferences?
- Seeking or maintain board certification?
- Something else?
Let’s gather a little background information on the group here today.

Using the colored A-E cards, please respond to the following questions. There are no right or wrong answers.

You may hold up more than one card, if needed.
Is Continuing Pharmacy Education (CPE) the same thing as Lifelong Learning?

How many of you say YES? (green card)

How many say NO? (red card)
Why do you participate in Continuing Education activities like today’s conference?

A. To meet the CE requirements for licensure
B. To keep my skills current
C. To stay in touch with colleagues and friends
D. Because I have nothing better to do on a Friday afternoon
Which of these is most important to you in choosing your CPE activities?

A. **Affordability** – free or reasonable cost

B. **Topic** – addresses my identified needs

C. **Convenience** - 24/7 availability for home study or part of a conference I’m attending

D. **Format** – live vs. home study vs. webinar, etc.

E. **Something not listed here**
Here is what ACPE says about Continuing Education

Continuing Pharmacy Education (CPE) 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.

CPE should promote problem-solving and critical thinking and be applicable to the practice of pharmacy. CPE should be a part of a Continuing Professional Development (CPD) and Lifelong Learning strategy.
What does that mean?
Translation Please!!!

Continuing Pharmacy Education is only a PART of what pharmacists and technicians to do to maintain competency.

The real goal is Continuing Professional Development (CPD)
So then, what is Continuing Professional Development???

Continuing Professional Development (CPD) is:

- Self-directed
- Ongoing
- Systematic
- Outcomes-focused
- Applied to the individual’s practice needs
- Different for each professional
The CPD Cycle

Reflect

Record and Review

Learn

Plan

Apply and Evaluate

Adapted from ACPE guidelines 2015
Continuing Professional Development

Four Stages

- Reflect
- Plan
- Learn and Apply
- Evaluate
Step One – Reflection

- Identify knowledge and skills that are needed for competency in your career.
- Honest self-assessment about where you are in relationship to those goals
- Determining the gap between the two
Reflecting on knowledge gaps
Example of a self-appraisal grid from a young manager

<table>
<thead>
<tr>
<th>Topic Area</th>
<th>Need to know level (1-5)</th>
<th>Where I am now (1-5)</th>
<th>Knowledge gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diabetes</td>
<td>5</td>
<td>3</td>
<td>5 - 3 = 2</td>
</tr>
<tr>
<td>Hypertension</td>
<td>4</td>
<td>3</td>
<td>4 - 3 = 1</td>
</tr>
<tr>
<td>Pain management</td>
<td>4</td>
<td>2</td>
<td>4 - 2 = 2</td>
</tr>
<tr>
<td><strong>Conflict resolution</strong></td>
<td><strong>5</strong></td>
<td><strong>2</strong></td>
<td><strong>5 - 2 = 3</strong></td>
</tr>
<tr>
<td>Law and regulations</td>
<td>4</td>
<td>3</td>
<td>4 - 3 = 1</td>
</tr>
<tr>
<td>MTM processes</td>
<td>3</td>
<td>3</td>
<td>3 - 3 = 0</td>
</tr>
<tr>
<td>Pharmacogenomics</td>
<td>3</td>
<td>3</td>
<td>3 - 3 = 0</td>
</tr>
<tr>
<td>Literature Review skills</td>
<td>4</td>
<td>3</td>
<td>4 - 3 = 1</td>
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Reflecting on knowledge gaps
Example of a self-appraisal grid from pharmacist out of school for 12 years

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<td>0</td>
<td>3 – 0 = 3</td>
</tr>
<tr>
<td>Collaborative agreements</td>
<td>4</td>
<td>1</td>
<td>4 – 1 = 3</td>
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Activity Time

Take 5 minutes and begin filling in the self-assessment grid in your handout packet. Base this on either your current job or to one to which you might aspire in the future.

If you need assistance with the process, raise your hand and one of us will come to you.
The Take-Home Message on REFLECTION

- Learning Needs change over time
- This is not a one-and-done process
- Be brutally honest with yourself when doing self-assessment and determining a knowledge gap
- Remember, this reflection is personal, not for your boss, it’s for you.
Step Two – Planning

- Formulating a personal development action plan to narrow the knowledge gaps identified during the reflection phase.
- Prioritize your identified needs – which is most urgent or most important?
- Set some time goals (targets) for yourself
- Decide HOW you want to meet those goals
- Decide how you are going to measure your success
Example of a well-developed PLANNING element for a pharmacist focusing on MTM therapy

• By December of this year, I will be able to read a pharmacogenomics summary for a patient and use that information to evaluate the patient’s medication list and make appropriate recommendations

• To meet this goal by December 31, 2015, I will:
  • Complete at least 5 hours of CPE programming on pharmacogenomics and pharmacogenetics
  • Register for weekly updates on a pharmacogenomics-focused listserve to stay current with new studies and publications
  • Subscribe to at least one pharmacogenomics journal or web-based resource.
How do I find resources for developing my plan?

- ACPE website – Pharmacists’ Learning Assistance Network (PLAN) resource
  https://www.acpe-accredit.org/pharmacists/programs.asp

- The good old Google search
  https://www.google.com/?gws_rd=ssl#q=pharmacogenomics+CE

- Join an special interest group on your topic within a professional organization
  http://www.ashp.org/menu/PracticePolicy/ResourceCenters/Emerging-Sciences/Pharmacogenomics.aspx

- Become a preceptor for a college of pharmacy & access journals free of charge
Activity Time

Using the handout in your packet, take 5 minutes, pick one topic on your personal knowledge gap analysis, and begin to develop a plan for how you are going to narrow that gap.

Take another 1-2 minutes and share your plan with someone sitting near you.
Step Three – Learn & Apply

- **LEARN Stage:** putting your learning plan into action.
  - Remember, good lifelong learning plans typically include some CPE courses as part of part of the overall plan.
  - Consider college courses, programming for other professions, specialized training programs, etc.

- **APPLY Stage:** putting the newly gained knowledge & skills into action in your pharmacy practice
  - Knowledge and Skills
  - Attitudes
  - Values
Step Four – Evaluate

- Assess how successful your learning plan has been in meeting goals
- Identify additional steps that may be needed to reach your goals

THEN, Repeat the REFLECT, PLAN, LEARN/APPLY, AND EVALUATE steps over, and over, and over, and over.

Remember that competency in healthcare fields is a elusive moving target.
Examples of opportunities for CPD for Pharmacists

- Continuing education activities
- College course work or graduate work
- Professional conferences or meetings
- Scholarly activity (research, publishing, etc.)
- Professional organization membership – special interest groups
- Performance reviews – goal setting with your supervisor
- Preceptor activities
  - Assisting students with projects
  - Mentoring
  - Preceptor retreats or training programs
Possible CPD opportunities for Technicians

- Professional organization conferences
- Employer-provided training
- Accredited technician training programs – diploma, associate, and beyond
- Accredited CE programming
  - Web-based, live, home-study, etc.
  - Certification prep courses
  - Practice-based programming (sterile compounding, medication safety, conflict management, etc)
- Journals and home study
- Career fairs
- Community service
National CPD Initiatives

- Several states allow CPD as an alternative to CPE hours for renewing licensure
- Formal documentation is required to track the CPD activities
  - Journal (portfolio) with dates, goals, outcomes, etc.
  - Does NOT exclude traditional CPE as part of the plan
  - Helps assure that the CPD plan is thoughtful and relevant for that individual
- Recognizes that MANY valuable learning activities do not provide CPE credit
My state doesn’t accept the CPD approach for license renewal. Now what?

- Do the four-step process, anyway, to be sure you are improving your knowledge and skills.
- Choose your CPE activities carefully for relevance to your plan.
- Consider the value of available learning activities, even if you don’t get “hours” for them.
- Use the low cost or free methods of keeping up:
  - Information sources include Medscape, Institute for Healthcare Improvement, FDA, CDC, Institute for Healthcare Improvement, Pharmacy Quality Alliance, and MANY more – choose your topic list and frequency of communication.
  - Various disease-specific websites – often free - Diabetes in Control, Hepatitis C support sites, etc.
I’m a supervisor. How can I help my employees to develop & implement a plan

- Discuss and promote the concept of CPD in your pharmacy
- Encourage self-assessment and self-improvement by employees.
- If possible, support your employees desires to improve their skills. Time off, registration fees, mentoring, etc.
- Technician requirement for ACPE-accredited CPE is increasing with new techs having to attend an accredited training program starting in 2020.
# Summary Comparison CPE vs. CPD

<table>
<thead>
<tr>
<th></th>
<th>CPE Alone</th>
<th>CPE + CPD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Needs assessment</strong></td>
<td>Pre-determined</td>
<td>Self-identified</td>
</tr>
<tr>
<td><strong>Motivation</strong></td>
<td>External (relicensure?)</td>
<td>Internal motivation to learn</td>
</tr>
<tr>
<td><strong>Relevance to learner’s practice setting</strong></td>
<td>May be absent – topic less important than hours</td>
<td>Highly correlation to current practice needs</td>
</tr>
<tr>
<td><strong>Measurement</strong></td>
<td>Process (hours) tracked</td>
<td>Outcomes (impact of learning)</td>
</tr>
<tr>
<td><strong>Outcome follow-up</strong></td>
<td>May be absent</td>
<td>Evidenced by increased competence in practice</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>Isolated event or short series</td>
<td>Ongoing, cyclical until knowledge gap narrowed</td>
</tr>
<tr>
<td><strong>Guided by:</strong></td>
<td>Others – BOP, supervisor, etc.</td>
<td>Self-directed, based on knowledge gap</td>
</tr>
<tr>
<td><strong>Process mode</strong></td>
<td>Passive – others teaching me</td>
<td>Active/Proactive</td>
</tr>
</tbody>
</table>

Adapted from T. Schindel, BSP, MCE, FCSHP, Univ of Alberta, Canada
Another Way to Look at CPE vs. CPD

- Hours-based learning
  CPE for License Renewal

- Needs-based learning
  Learning for Competent Practice

ACPE CPE taskforce, 2009
Learning Objectives Revisited:
At the completion of this program, participants will be able to:

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Questions?

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