Disclosure

• We have no actual or potential conflict of interest in relation to this program/presentation.

Objectives

At the completion of this program, the participant will be able to:
• Discuss the need to improve how pharmacists approach their continuing education and lifelong learning
• List and describe the components of Continuing Professional Development (CPD)
• Describe the value and process of self-assessment
• Identify challenges and opportunities of integrating students into practice
• Design a CPD plan for an unique precepting challenge based on information provided in the self assessment
PART I

Overview of CPD
- The importance of your role as a preceptor
- Continuous Professional Education vs CPD
- Identify and describe each element of CPD

PART II

Self-Assessment

PART III

Application of CPD – Tying it all together
Importance of Preceptor Role:
ACPE Standards and Guidelines

1. Structure of Experiential Education
   - IPPE: 300 hours (5% of PharmD curriculum)
   - APPE: 1440 hours (25% of PharmD curriculum)

2. Preceptors Education and Development
   - Professional development commensurate with educational responsibilities
   - ‘Systematic, self-directed approach to their own continuing professional development’

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Continuing Pharmacy Education (CPE) ≠ CPD

**Continuing Pharmacy Education (CPE)**
- A structured educational activity designed or intended to support the continuing development of pharmacists 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.

**Continuing Professional Development**
- A self-directed, ongoing, systematic approach to lifelong learning that is applied into practice. It involves the process of active participation in formal and informal learning activities that assist in developing and maintaining competence, enhancing professional practice, and supporting achievement of career goals. The CPD approach is cyclical in nature where each stage of the process can be recorded in a personal learning portfolio.

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Traditional CE Model

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured</td>
<td>Accumulation of credits</td>
</tr>
<tr>
<td>Easy to measure</td>
<td>(Quantity vs. quality)</td>
</tr>
<tr>
<td>Defined endpoint</td>
<td>No requirement to link to practice</td>
</tr>
<tr>
<td>Convenient</td>
<td>Difficult to customize to individual needs</td>
</tr>
<tr>
<td>Traditional teaching methodology</td>
<td>Outcomes of learning poorly defined and assessed</td>
</tr>
<tr>
<td>Current model</td>
<td></td>
</tr>
</tbody>
</table>

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Reflect: Application of Learning

- What was the most recent CE activity you attended?
  - Name 3 things you learned
  - Name 1 thing you did as a result of what you learned

Traditional CE

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

Learning Retention Research

- Learners remember...
  - 10% of what they read
  - 20% of what they hear
  - 30% of what they see
  - 50% of what they see & hear
  - 80% of what they say
  - 90% of what they do

Adapted from Edgar Dale’s Cane of Experience

[Diagram]

Adapted from Edgar Dale’s audio-visual methods in teaching, Holt, Rinehart, and Winston
Conclusions from the literature

- CE can be effective in both learning and practice change, BUT...
- More successful if:
  - In an 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
  - Self-directed (content and context)
  - Focus on specific outcomes/objectives
  - Includes a 'Commitment to Change'

Impact of CPD vs. CPE on Pharmacy Practice

- **Objective:** To assess effect of CPD vs. CPE on perceptions of factors related to pharmacy practice
- **Methods:** 10 months non-blind, randomized controlled study (N=100)
- **Results:**
  - Better interactions with other health-care providers (32% vs. 6%)
  - Initiated practice-work changes (21% vs. 1%)
  - Improved patient care changes (46% vs. 23%)
  - Improved professional knowledge (34% vs. 6%), skills (48% vs. 17%) and attitudes (43% vs. 11%)

The Elements of CPD

1. Reflect
2. Plan
3. Learn
4. Evaluate
5. Record & Review

- I consider my current and future practice, and self-assess my professional development needs and goals.
- 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.
1. REFLECT

• Reflect on
  ✓ Yourself as a person
  ✓ Yourself as a preceptor
  ✓ Your professional practice
  ✓ Your knowledge and skills
  ✓ Your learning preferences

• Identify learning needs and opportunities

2. PLAN: Using Reflection to Create a Plan

• Based on the identified opportunities of improvement, what broad goals do you have?
• Develop an action plan
  ✓ Identify resources and challenges
  ✓ Identify learning activities
  ✓ Establish timeline
• Develop SMART learning objectives
  ✓ Specific
  ✓ Measurable
  ✓ Achievable
  ✓ Relevant
  ✓ Timed

3. LEARN: Implementation of Learning Plan

• Use different learning activities and methods
  ✓ Formal/structured/accredited activities
  ✓ Informal/unstructured activities
  ✓ Work-based learning
• Activities chosen should be outcomes-driven to meet stated learning objectives
4. EVALUATE

- Review personal learning plan at least annually
  - Evaluate your progress toward achieving objectives
  - Evaluate educational activities to ensure adequate content and learning
  - Ensure you are following action plan & timeline
  - Consider adjustments in your objectives and plan

5. Record and Review (Portfolio)

- Documentation is integral to each component of the learning cycle
- Serves as a record for all your CPD activities
- Is a tool to facilitate achievement of your learning objectives and personal learning plan
- Needs to be:
  - Personal
  - User-friendly (easily maintained and readily accessible)
  - Dynamic
  - Comprehensive (1 stop shop)
  - Standardized
  - Electronic or paper-based (for you to use)

PART II

Self-Assessment

- What, When, Why, Who and How
- Self-Assessment of Preceptor
- Self-Assessment of Site
Self Assessment – What

• What do student evaluations state?
  • Are there recurrent themes?
• Other ideas include but not limited to...
  • Leadership
  • Coaching and Mentorship
  • Communication
  • Time management
  • Teaching philosophy

Self Assessment - Why

• Learn and develop yourself as a preceptor
• Address current gaps
• Provide direction
• Identify resources needed
• Highlight strengths

Self Assessment – When

• No right answer
• Recommend at least once yearly
• When you have access to evaluations (biannually and annually)
  • Make adjustments as needed
Self Assessment - Who

• You
• Take advantage of this time to learn and further develop your skills

Self Assessment – How

• Utilize resources provided by School or College of Pharmacy
  • Additional methods include:
    • Reflective journal writing
    • Open ended

Self-Assessment: PRECEPTOR

Role Model
  • Students are emulating your behaviors

Teaching/Coaching
  • Process of “thinking out loud” – Response to adversity

Facilitating
  • Organize and adapt learning experiences for students

List two strengths you have as a preceptor
Self-Assessment: SITE

Section 2. Culture of Teaching and Learning

2.1 The site allowed me to work with a variety of pharmacy professionals with varying levels of education, training, and/or responsibility (e.g., pharmacists, residents, interns, technicians, informatics, etc.).

2.2 The site provided opportunities to interact with healthcare professionals outside of pharmacy for purposes of learning, teaching, and/or providing patient care.

2.3 The site promoted and supported a culture of diversity and inclusion, and provided opportunities to interact with diverse populations.

2.4 The site provided a supportive learning environment that encouraged questions and allowed me to develop my skills and knowledge in patient care in a manner that was safe for my patients and me.

PART III

Application of CPD – Tying it all together

• Barriers
• Plan
• Examples and Best Practices
• Implementation and Evaluation
Barriers to Integrating Students into Practice

• Time
  • Preceptor’s primary duties vs precepting
  • Take away from patient care?

• Are students a hindrance or a help?
  • Are they ready?

Barriers to Integrating Students into Practice

• Space and access to resources

• What experiences does the site have to offer the student?
  • Can the site help student meet competencies?
  • What does the student offer the site?
  • Can the student stay entertained?

The Elements of CPD
CPD: Plan

It’s a Matter of Perspective

- Student learner, not a resident
  - Knowledge base different
  - Capabilities different: educational level and legally
- Supplemental Preceptors
  - Preceptor Team: “These are "OUR" students”
- Pharmacist Extender
  - Learners can be delegated work that is overseen by pharmacist, allowing other work to be done by pharmacist
  - Extend services by pharmacy department
  - Math game

CPD: Plan

- Identify opportunities at the site
  - Innovation
  - Supplemental preceptors
  - Identify needs of site
  - Wish list
  - Independent v supervised activities
- The “why” of the task
  - Fun Factor
- Involve them in daily activities
  - See one, do one, teach one
- IPPE v APPE learners
  - Both learn together

Examples and Best Practices

- Developing the precepting team
- APPE (Gen Med)
- IPPE
Internal Medicine Example

• Site takes 2 students on each APPE block
• Each takes 8-10 patients of the hospitalist service
  • Have phone number to be contacted throughout day
• Warfarin education is done by students
• Continuing education expectations
  • ER nursing, antibiotic stewardship, ISU nursing students
  • New drug presentations (in sister hospital meetings)
  • In conjunction with other APPE students on other rotations
• What makes it work?
  • Supplemental preceptors
  • Space for student

IPPE Project Ideas: Considerations

Pharmacy needs are potential learning opportunities!
Examples: USP 797 QA, Patient safety review and Pharmacy QI projects

• Learning goal and objectives
• Differentiate for different levels of learners
• Connect with IPPE competencies
• Resources and training needed
• Evaluation

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 I want or need to do next.

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.
Preceptor CPD: Implement

<table>
<thead>
<tr>
<th>Goal</th>
<th>SMART® Objectives</th>
<th>Resources/Activities to be used</th>
<th>Methods to measure effectiveness</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For the next CPD meeting:</td>
<td>Learning style (hands on)</td>
<td>Teacher self-assessment (self-rated)</td>
<td>Goal Start Date:</td>
</tr>
<tr>
<td></td>
<td>Identify a preceptor student turnover (interests, experience, learning style and self assessment)</td>
<td>Preceptor Roles/Tools (smart)</td>
<td>Instructor evaluations (role of preceptor)</td>
<td>Goal Finish Date:</td>
</tr>
<tr>
<td></td>
<td>Ask students to identify their learning objectives</td>
<td></td>
<td></td>
<td>Actual Finish Date:</td>
</tr>
<tr>
<td></td>
<td>Learn how you can be more effective in the role as preceptor for different types of learners (teacher/coach, facilitator, and role model)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Preceptor CPD: Evaluate

<table>
<thead>
<tr>
<th>LEVELS</th>
<th>QUESTIONS</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction</td>
<td>Were your learning objectives met?</td>
<td>Fully, partially or not at all</td>
</tr>
<tr>
<td>Learning</td>
<td>What did you learn from this experience?</td>
<td>OPEN response</td>
</tr>
<tr>
<td>Outcome</td>
<td>How will your students be affected by your learning?</td>
<td>OPEN response</td>
</tr>
</tbody>
</table>

Thank you for attending our presentation!

What questions do you have?
References