



## Learning Objectives

At the completion of this activity, participants will be able to:

1. Describe the CPD process and its elements
2. Predict the benefits of a pharmacy practice experience devoted to students' immersion in CPD
3. Illustrate how their institution can intentionally promote CPD for PharmD students

The faculty presenters will discuss non-clinical content during this accredited continuing education activity.

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## Disclosures

- The session presenters, moderator, and organizers have no conflicts of interest to disclose

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## Who We Are



### Kelsey Frederick, PharmD

- Assistant Professor
- University of Tennessee Health Science Center College of Pharmacy



### Janet Cooley, PharmD, BCACP

- Associate Professor and Director of Experiential Education
- University of Arizona College of Pharmacy



### Suzanne Larson, PharmD

- Director of Experiential Education
- Northwestern University College of Pharmacy

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## What is your experience with CPD?

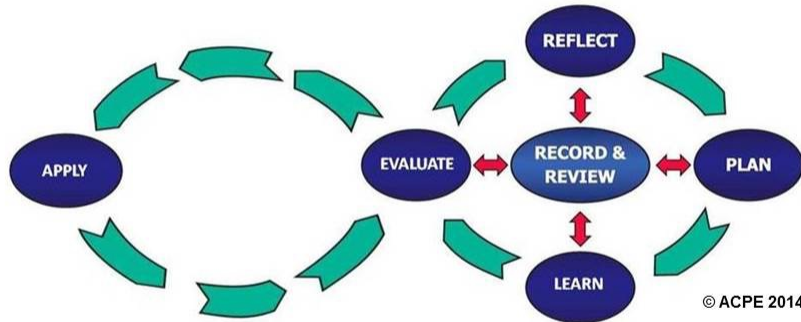
- Who uses the CPD framework at their institution in the didactic curriculum?
- Who uses the CPD framework at their institution in the experiential curriculum?
- Who lives in a state that uses the CPD framework to complement CE?
- Who lives in a state that uses the CPD framework as an alternative to CE?

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## What is the CPD Framework?



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<https://www.acpe-accredit.org/pdf/CPDGuidance%20ProfessionPharmacyJan2015.pdf>

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## What do the ACPE Standards 2016 say about CPD?

### 4.1 (self-awareness)

- The graduate is able to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth

### 6d (commitment to CPD)

- The college or school's commitment to professional education, research and scholarship, professional and community service, pharmacy practice, and continuing professional development

### 10.12 (promotion of self-directed, life-long learning)

- The didactic curriculum is delivered via teaching/learning methods that ... promote student responsibility for self-directed learning

<https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>

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## Evidence of CPD Use in the Literature

### Didactic

Longitudinal CPD course

Element of pharmacotherapy coursework

Longitudinal CPD activity for first-year students

CPD portfolio element within pharmaceuticals course

### Experiential

Element of an IPPE for first-year students

CPD portfolio element within the APPE year

### Pharmacy Practice

CPD worksheet to prepare for and track practice change after a CE activity

Multi-state CPD pilot program for pharmacists

CPD vs. traditional CE

See handout for details and references

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## Think/Pair/Share

- The transition from didactic to experiential learning is vast, as is the gap from student to pharmacist.
- How can CPD help bridge this gap?



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# CPD APPE: An Approach from Three Institutions



<https://cpdappe.weebly.com/>

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College of Pharmacy	University of Tennessee Health Science Center College of Pharmacy	University of Arizona College of Pharmacy	Midwestern University College of Pharmacy, Glendale Campus
College Information	4 year public	4 year public	3 year private
Academic Year CPD APPE Offered	2020-2021	2019-2020	2019-2020
Number of Students Who Completed the CPD APPE	78 total	62 total	32 total
Duration of CPD APPE	4 weeks	6 weeks	2 weeks
Platform for Content Delivery	Blackboard (Blackboard Inc. 2021, Reston, VA)	Google document portfolios; Desire2Learn Brightspace (Desire2Learn 2021, Kitchener, Ontario, Canada)	Canvas (Instructure 2020, Salt Lake City, UT)

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## The Role of the Faculty/Preceptor

- Create syllabus
- Determine assessment measures or performance outcomes
- Create portfolio templates
- Determine learning management system
- Collect content
- Orientation
- Ongoing coaching and check-ins
- Accountability
- Assessment and grading

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## Curating Content

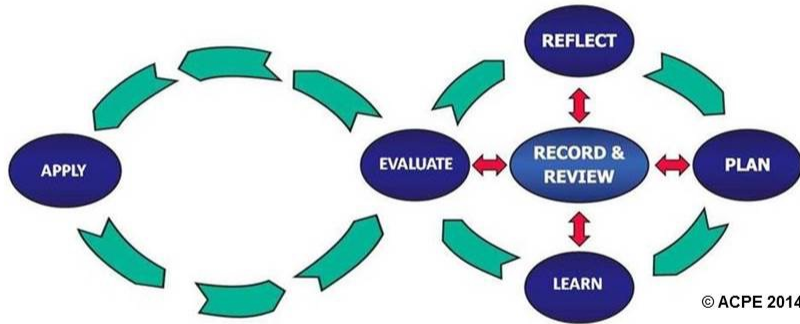
- Articles
- Podcasts
- Videos
- CORE Readiness modules (East Warwick, RI)
- Links to free continuing education (CE) programs
- Links to health systems journal clubs and topic discussions (where available)
- Student-led journal club or topic discussion
- Preceptor-hosted patient case discussions
- Organized guest speakers
- Faculty lectures via videoconferencing
- NAPLEX and MPJE study materials
- Resources for interview preparation, CV development
- Electronic health record simulations (EHRGo)
- Simulated community pharmacy interactions (MyDispense)
- Materials from professional organizations
- Local career fair opportunities
- Local community service opportunities

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# The Role of the Student



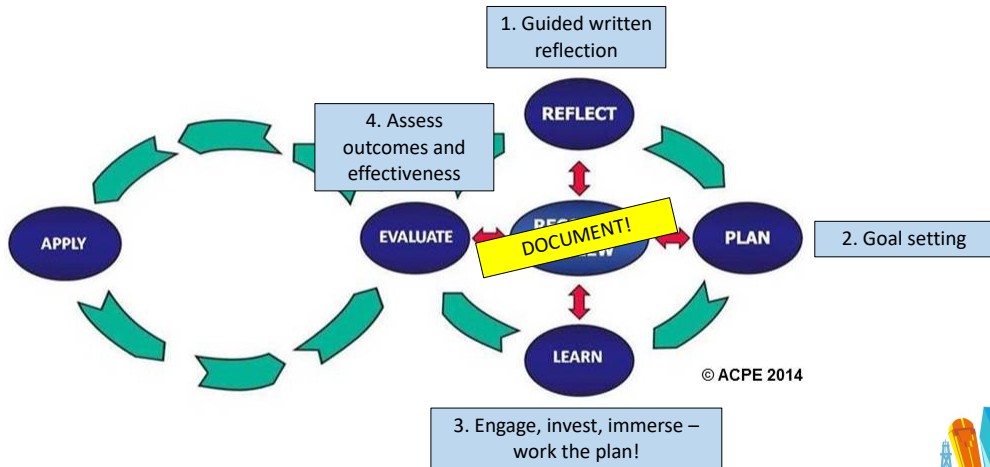
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# The Role of the Student



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# The Outcomes

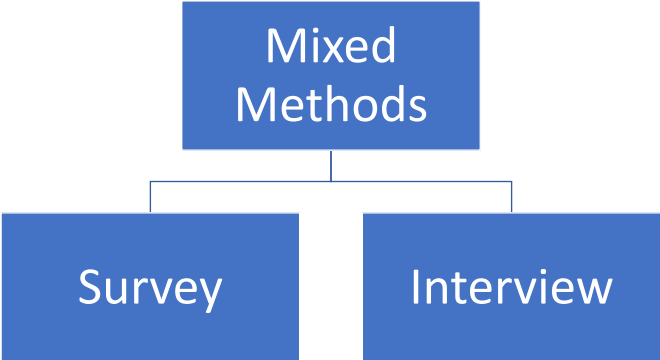
- Students reported that they will apply the CPD process beyond graduation
- Students appreciated the opportunity to reflect, identify, pursue, and achieve their own personalized learning objectives
- Students recommended incorporation for future students

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# The Outcomes




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graph TD
    A[Mixed Methods] --> B[Survey]
    A --> C[Interview]
    
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- Student perceptions during early implementation
- 80 surveys completed (100% completion rate)

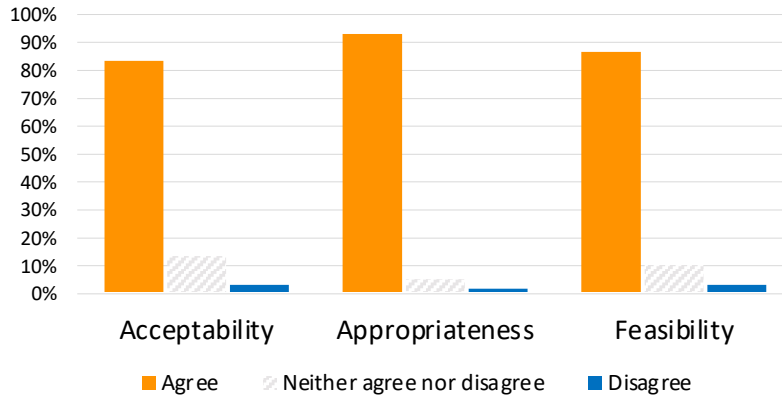
- Post-APPE perceptions captured until saturation
- 12 interviews completed (saturation achieved)

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## Implementation Outcomes According to Survey

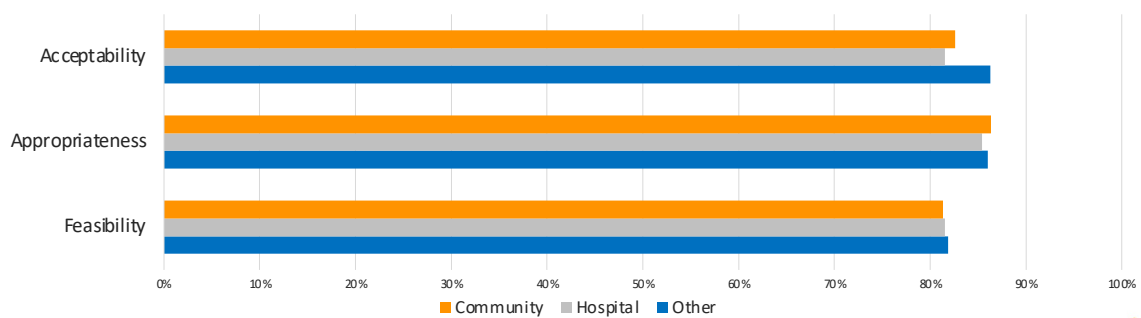


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## Implementation Outcomes Based on Pharmacy Work Experience




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Themes	Supporting Quotes from Interviews (total n=12)
<b>Practice-Readiness</b>	“Transitioning from student to pharmacist currently, I think [CPD] is a very valuable [skill to learn]... I'm kind of surprised at how powerful a tool it was when I used it for my own benefit, and I'm definitely going to keep using it in the future.” (6)
<b>CPD Beyond Graduation</b>	
<b>Relative Priority</b>	“I feel so much more prepared going forward into practice now. I feel like it was the perfect time in the curriculum...I do think these are definitely skills that we need to be learning before we graduate.” (14)
<b>Individual Stage of Change</b>	“I didn't know what to expect in the beginning, but then the more I got into it, the more I actually invested in myself and what I wanted to learn.” (1)
<b>Self-efficacy</b>	“I was hesitant that I was going to hold myself to the deadlines at the beginning of the month, but then at the end of the month...I actually feel really confident that I can be my own coach, that I can reach my own goals.” (6)
<b>Compatibility Personalization</b>	“I really liked the flexibility in the course...having so much flexibility to find what I wanted to do, how I wanted to do things, how I wanted to organize my goals, and I was also able to work...having that freedom helped me.” (20)

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## Think/Pair/Share

- What are some ways you can implement CPD training/experiences at your institution?
- What are some potential barriers that exist to implementing a CPD experience at your institution?

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## Key Takeaways

- The role of a college/school of pharmacy is to prepare graduates that are practice-ready
- Graduates need to be able to engage in their own continuing professional development
- Immersion in the CPD cycle can be an important learning opportunity during APPEs
- An APPE dedicated to CPD may meet the need for intentional and comprehensive CPD training in pharmacy education



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## Resources

- <https://cpdappe.weebly.com/>



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## Questions and Final Discussion

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## Thank You!

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