

Continuing Professional Development Activities Provided by Continuing Pharmacy Education Providers

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Introduction

- The Accreditation Council for Pharmacy Education (ACPE) defines continuing professional development (CPD) as “a self-directed, ongoing, systematic and outcomes-focused approach to lifelong learning that is applied into practice.”^{1,2}
- The ACPE CPD Cycle consists of six components: Reflect, Plan, Learn, Evaluate, Apply, Record & Review (Figure 1).
- CPD has shown to increase the amount of continuing education taken by pharmacists, as well as the impact of continuing education (CE) activities.³
- Pharmacy learners can use the CPD framework to guide individual learning. Providers of CE can also incorporate components of CPD into existing CE activities.

Components of CPD were included in continuing pharmacy education activities focused on precepting and teaching, DEI, and CPD value and process.

Results

- After review, 204 activities were included for additional analysis representing 0.9% of the activities offered from 2018 to 2023 (n = 22,136).
- The most common provider type was College or School (n = 83, 41%), most activities were designed for pharmacists (n = 156, 76%), and were knowledge-based activities (n = 187, 92%).
- From content analysis, seven categories were described with 26 subcategories. The seven categories were: 1) Clinical skills and patient safety, 2) Peer coaching, mentoring, and career advancement, 3) Leadership and interpersonal communication, 4) Well-being and resilience, 5) Precepting and teaching, 6) Diversity, Equity, and Inclusion (DEI), and 7) CPD process and principles.
- Of the seven categories identified, only three categories contained learning objectives and subcategories which clearly reflected the CPD process, as defined by ACPE: 1) Precepting and teaching, 2) DEI, and 3) CPD process and principles.
- Text reflective of CPD within learning objectives for categories is in Table 1.

Table 1. Categories with CPD Processes

Category	Learning Objective [Open Codes] (Pharmacist or Technician Activity Objective)
Precepting and Teaching	Review the Habits of Preceptors Rubric (HOP-R) and its role in guiding preceptor CPD. [Precepting Rubric] (P)
	Evaluate your own professional development related to precepting and outline a plan... [Preceptor CPD] (P)
	Identify opportunities to incorporate self-directed learning activities into coursework that reflect the importance of lifelong learning... [Lifelong Learning] (P)
DEI	Create or revise a teaching philosophy statement and develop a strategy for professional growth using a professional inventory. [Professional Inventory for Teaching Development] (P)
	Define key terminology related to unconscious bias, describe how bias impacts patient care and professional relationships, and utilize the CPD approach to examine and address an area of bias. [CPD to Address Bias] (P)
CPD Process and Principles	Explain the goal of a Continuing Professional Development (CPD) Plan for pharmacists. [CPD Goal] (P)
	Identify areas for assessment to aid in personal and professional development, outline various methods for goal setting, describe how to track, review, and reassess your personal and professional development. [CPD Process] (T)

Discussion

- Although there was an overall increase in the number of CPE activities including CPD in the title, only some activities referenced or included elements of the CPD cycle and developed learning objectives around the ACPE approach to CPD.
- Education and support may be necessary to encourage providers to incorporate components of CPD into CPE activities.
- Most activities were developed for pharmacists and were knowledge-based activities. Additional emphasis could be placed on increasing the number of technician-specific activities and developing a greater number of application-based activities.

Limitations

- The search term “professional development” was broad and likely included activities which did not specifically focus on or include elements of CPD (as defined by ACPE). Further, some activities which incorporated a CPD approach may not have included CPD in the activity title, resulting in excluding relevant CPE activities.
- Although learning objectives and titles for all programs were analyzed, no data on program effectiveness were collected or analyzed.
- For many activities, learning objectives were not available for analysis.

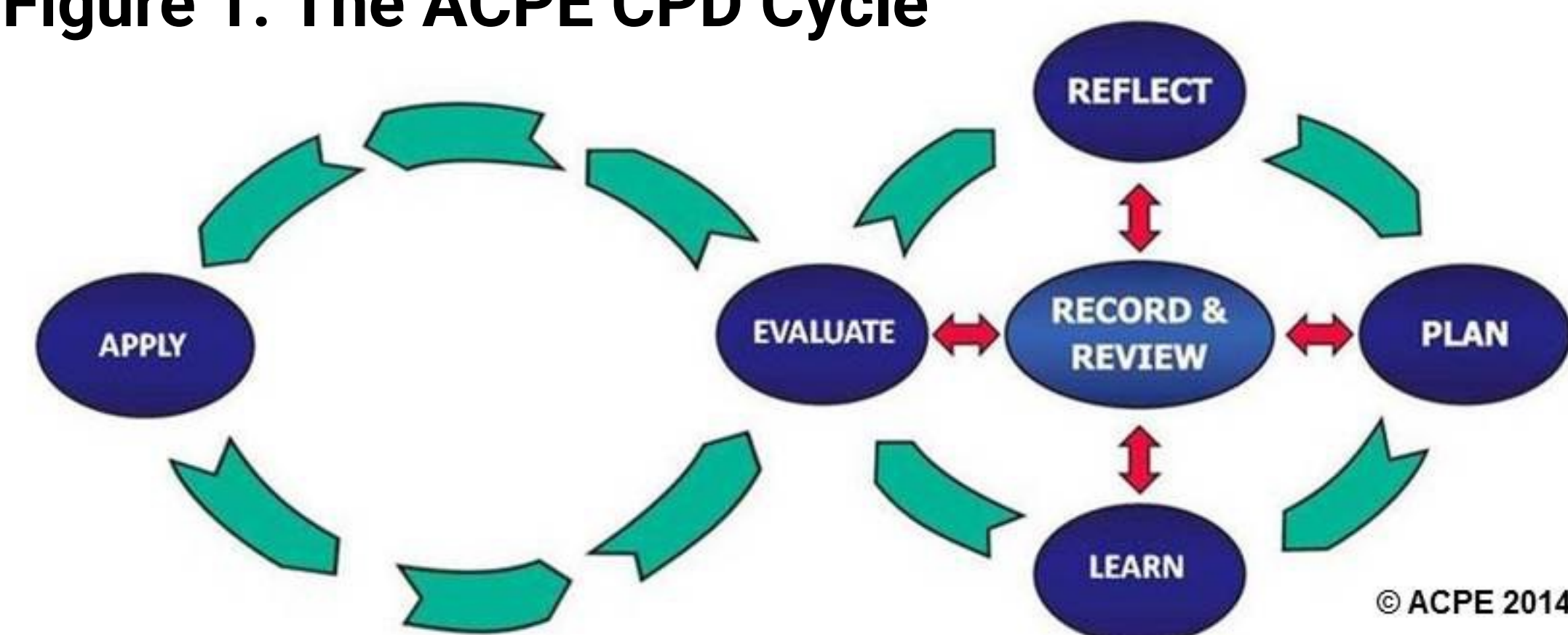
Conclusions

- Some existing CE activities incorporate components of CPD, which can support the intentional and cyclical process of learning required for learners to apply knowledge and skills into practice.
- CPD may be particularly useful for organizations with accredited CE programs, as CPD can be used to address accreditation commendation criteria related to individual learning plans, innovative educational programming, and CPD for the CE team.

References

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Figure 1. The ACPE CPD Cycle



Objective

- To describe continuing professional development (CPD)-related continuing pharmacy education (CPE) activities from 2018 through 2023.

Methods

- Exploratory observational study using previously collected data from ACPE’s online database of CPE activities (Provider Web Tool).
- Activities were identified and included for analysis from January 1st, 2018 to December 31st, 2024 based on the inclusion of “professional development” in the title.
- Descriptive statistics and frequencies were calculated for all activities, with information collected on provider type, target audience, activity year, activity type, and delivery method.
- Content analysis was used to describe categories, with two study authors independently reviewing activity titles and learning objectives and assigning open codes to text segments.



Full Article

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