

# Pharmacy CPD

**Professional vs Managerial vs Cross-Functional Skills:  
A difficult blending**

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# Professions are ...

- ... in continuous evolution
- The professional frame changes several times in a professional life and international mobility is increasing
- It is NOT ONLY a problem of updating competencies
  - the pharmacist needs new skills to understand trends and learn how to play new roles for a changing profession.

**Chemist > Pharmacologist > Clinical pharmacist > Expert in Services for the territory > Expert in wellness**

# CPD

EU, defining professions,

- Should give impetus to establish a common frame to the CPD and perhaps common policies
- Should involve in the process the National authorities and Professional bodies
- Should involve Pan-European professional associations
- Should involve the HE sector to serve also as an infrastructure
- But also should help dissemination of research findings and lead to a clear picture of LLL qualifications
- A CPD portfolio should be condition for international mobility during the professional life

**BUT...**

**National Health Systems** are strongly different and the Role of the Community Pharmacists in each country (European and non-European) are different and still requires different training

## **Italian Experience**

Two Curricula (CommPh & IndPh) and a strong switch to Centre for Health Services and Additional Medicines

# CPD vs LLL

- **The CPD learning process incorporates traditional learning formats as well as additional learning activities**, customized to the user;
  - thus, the learning activities vary depending on the interest of the individual pharmacist, the community, the region and so on
- **Traditional LLL requires a formal approach to learning**
  - such as attending live seminars, completing a home study course, a web course or else
- **CPD educational needs are identified through self-directed personal assessment**
  - or peer-assessment or regional peer committees with stakeholders representatives; CPD operates in a multi-professions environment
- **CPD is measured by credits earned** (in relation of the hours spent and the relevance of topics) **PLUS Learning objectives achieved!**

# U role during undergraduate training

**How to give CPD/LLL skills without impact on the already high workload?**

Example of Best Practice:

- **We are implementing the number of student-driven learning processes**
  - They require students (each semester) to
    - choose a topic of interest within a discipline,
    - design a teaching plan,
    - implement the plane, and
    - reflect on the process

# U and Scenario

- Take advantage of the Growing emphasis on LOs to improve HE performance and effective accountability
- Be active partner in CPD/LLL Programmes together with privates and other public experts
  - This might help Continuous updating of University Curricula in content and methods

**Role of EU: to stimulate the birth of Professional Doctorate**

**Role of Universities: to establish Chairs in Pharmacy Continuing Education**

# Competencies for the Future

- Cross-cutting abilities (generic skills)
  - Professionalism
  - Self-directed learning
  - Leadership
  - Interprofessional collaboration
  - Cultural competency



# Professionalism

- **Communication skills**
  - to have graduates practice ready and team ready
- **Ability to collaborate with the profession's practice partners**
  - to define direct patient care
- **Competencies for future practice**
  - Patient assessment skills
  - Health informatics knowledge and skills
  - Clinical reasoning skills
  - Leadership skills and ability to lead teams
  - Personalized medicine
  - Public health educator and wellness
  - Skill in comprehensive care management

- Pharmacy has evolved/is evolving into a clinical profession and toward a Pharmacy for the Wellness. **This will require changes in the curriculum, strongly based on SCIENCES**
- The pharmacists will take on many new responsibilities and specialty practice.
- There is a growing need for intraprofessional sensitivity in teaching pharmacy students

# more

The **6mo-practice** before graduation, **post-graduation training** together with **CPD** should enable pharmacists

- to practice as **members of an interprofessional team**, working in the territory and following the national health system directives.
- This will require the students and CPD followers to acquire skills in more different core basic sciences to be effective in patient care
- New emphasis on the important role of sciences and on interdisciplinary approach to cases and interprofessional CPD and LLL for pharmacists

# Team Oriented Patient Care Pharmacists

- In most countries, the most vulnerable component of Curricula is related to the lack of «*virtual*» *pharmacy practice*
  - To enable students to operate, learn and observe delivering patient-centred team-based care

**CPD has to be oriented to create an interprofessional learning environment**

# Develop Cultural competencies

- **Scientific approach** to practice – Only U can, as U professors are also **active** scientist (are they?)
- This will help to reduce the growing pressure on HEIs which are requested to adopt *sic et simpliciter* neoliberal principles (privatisation, entrepreneurship, standardisation, and accountability)
  - If this would become prevalent, autonomy of professions and professionals would be zeroed,
  - the historical role of HEIs would be undermined and faculty autonomy, liberal and independent role for professionals would be drastically reduced

**NOT ONLY THE MARKET SHOULD DEFINE THE ROLE OF PROFESSIONS IN THE SOCIETY**

# Skills ARE for Life

- CPD should develop skills related to the capability
  - of an independent evaluation of literature,
  - of research methods and
  - in designing and interpreting data
- Capabilities to Understand Trends

**Scientific method in learning should still remain at the basis of Pharmacists CPD**

# Skills definition base on LOs

- The assessment of LOs **once only internal matter for HEIs** should be more transparent and at least qualitatively (if not quantitatively) measurable and clearly evaluable by stakeholders

# Management and Leadership

- Management Abilities vs Leadership Abilities

I will comment later



# Higher education outcomes

- There is a shift from input-based conception (number of credits, study time and workload) towards outcome-based notions of HE throughput - **LOs**
- This training approach based on LOs will help U in developing in students those skills useful for LLL and CPD
  - is much broadened and requires a perfect blending of skills supply

# The process started in U.S.A.

Barr and Tagg (1985)

- From the «instruction paradigm»
  - (emphasis on delivering lectures and providing students with means to learn)
- towards a «learning paradigm»
  - in which the emphasis is no longer on the means but on the end (supporting the learning process of students)

## **This shift changed everything**

- **it was needed** for the incredible growth of knowledge and
- **wanted** as a better profile professionals was required
  - for the changing world of professions and
  - for a easy employability in the global society

# Bucharest Bologna Communiqué (2012)

- *... to promote student-centred learning ... innovative methods of teaching ... to involve students as active participants in their own learning*

**Generic skills are required for a student-centred learning and to prepare for a self-managed LLL and CPD professional future**

# Generic skills for general education vs generic skills of professional disciplines

- Undergraduate programs enter directly into study in depth
- General education abilities go without saying.

Generic skills of the disciplines (professional disciplines) require a special attention and should be evidenced in training paths

# EU Second level qualifications (EQF)

- ***Knowledge and skills that***
  - *reflect critical awareness of current or new knowledge, practice or techniques some of which are at the forefront of an area of study or practice*
  - *Reflect critical and independent thinking*

# This should be ...

- ... applied in activities that
  - Are set in a wide range of contexts with significant unfamiliar and/or unpredictable aspects or combination of aspects
  - Should involve significant, complex and emergent issues which are tested, formulated and addressed, resulting in a significant contribution to theory, methods or practice
  - Should be delivered in a condition where there is a minimal guidance

# The effective pharmacy manager ... (Managerial skills)

In our experience in Catania, at least

- is able to control the organization of the community pharmacy and its resources
- is able to organize and coordinate the work of subordinates, both pharmacists and staff and the interconnection among them
- Understands that the transmission of managerial decisions follows the identification of problems
- Take care of Professional growth at all level
- Is able to solve conflict and to improve work climate
- Is able to motivate the staff

# Cross-functional skills to be delivered with CPD

- **Conceptual skills:** Decision-making, planning, and organising
- **Human skills:** developing self-awareness in staff, managing personal stress to reduce errors, coaching counseling, motivating, diffusing personal best practices to colleagues)
- **Technical skills** in financial management, computer skills pharmacoeconomic analysis
- **Political skills** to establish connection, understand trends in health policies



# Emotional intelligence has to be strongly stimulated within CPD

- Self-directed learners develop «continuous learning skills» fundamental to develop management skills
- Learning from experience (not only personal experience but also others' experience:
  - briefing, brainstorming, team analysis of problems, and so on

Self-directed learning is a process **learner directed as opposed to teacher directed.**

It requires freedom and responsibility to learn **anywhere and everywhere**

**What they learn is THEIR responsibility**

- (instructor, professors and books are **resources** and
- class and professional-like life are **opportunities** to enhance skills

# Self-awareness (mainly, a task for the school)

- The level of self-awareness is a **better** predictor of **success in life** **than** IQ
- Self-awareness requires the capability to to self-exam
  - A learning log to be filled along the development of the whole curricular path should be a must
  - A debate among groups of students would help to think quickly

# CPD requires a professional development

## Luckily, Pharmacists love to learn

- Give the opportunity to «move into the driver's seat» in Undergraduate activities
  - Assess frequently learning needs
  - Develop plans to address those needs
  - Take action to implement learning plans
  - Evaluate their progress
  - Document their learning
- Use Multi-professional Team analysis and Role playing in **CPD**

# But don't forget to develop Basic Competencies in CPD...

- Through a succession of carefully planned workshops on ACTUAL TOPICS (Press analysis)
- Exercises on Case analysis

## STIMULATING:

- Self-assessment
- Reflection
- Planning
- Documentation strategies

## Partnership between Pharmacy Schools and Boards of Pharmacists is mandatory

- Pilot projects should link Professional CPD and Undergraduate Training

(Chair of Pharmacy Continuing Education)

# The better CPD/LLL possible!

- Self-directed but centrally driven!
- Is the pharmacist able to accurately identify and rectify practice deficiencies?
- National programs must include a component of external assessment (to evaluate a portfolio of CPD/LLL acquired competencies) to ensure that self-directed CPD is effective in ensuring maintenance of competences or improving practice performance

# CPD should

- Include a final assessment or periodical rigorous tests
  - Assessment
    - Should be regular and cyclical
    - Should evaluate both competencies and performances of pharmacists
    - Competencies: artificial testing situations
    - Performances: analysis of daily practice
- Include written assessment of candidates' knowledge or ability
  - to apply their knowledge, to demonstrate skills in simulated environments, to show their competencies at providing integrated care to standardized patients
- Focus on performance not in competencies

# Factors influencing Pharmacists' Practice Performance

- Regarding Patient
- Regarding himself/herself
- Team (technicians, staff, owner)
- Organization
- Health care system (Professional bodies, CPS system, Regulators, Policy makers regional and national)



# Conclusions

- Progresses in all fields relevant for the profession of pharmacist are so fast and continuous that Frequent Changes in the Frame are required but they they might require a return at the U (Master Courses?) rather than CPD
- Updating is possible. Relevant changes of the role of the Pharmacist within the National Health System require a mix of CPD and LLL strategy. This strategy expects to be defined

# References used:

- American Journal of Pharmaceutical Education
- Italian E.C.M. Documents
- EU Research (Pharmine, ans so on)
- Royal Pharmaceutical Society
- Ontario College of Pharmacists
- Spanish Pharmaceutical Society

Grazie!

