

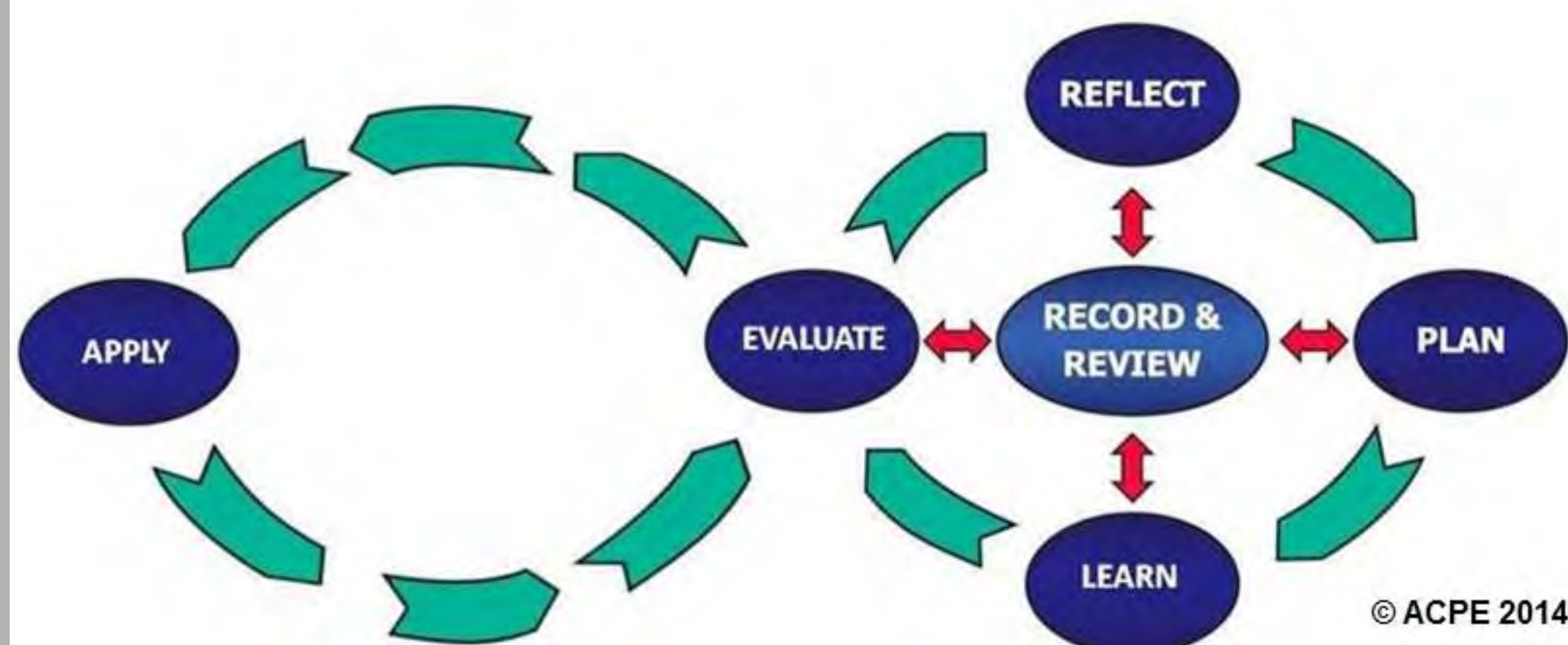
James Wheeler¹, Teresa Elsobky², Jennifer Malinowski³, Beth Martin⁴

¹University of Tennessee ²Shenandoah University ³Wilkes University, ⁴University of Wisconsin-Madison

BACKGROUND

- Self-directed lifelong learning remains a vital skill for the development of a competent healthcare professional
- The Continuing Professional Development (CPD) model is an approach designed to foster and support self-directed lifelong learning
- Colleges and schools making a curricular commitment to self-directed lifelong learning can afford students the opportunity to practice and refine their CPD skills, preparing them for goal setting and creating change in their professional practice
- As ACPE Standards 2016 support the integration of self-directed lifelong learning, colleges and schools of pharmacy have a vested interest in supporting these approaches
 - Numerous schools have reported challenges with implementing this approach and CPD activities may vary greatly
- The objectives of this study were to quantify and analyze self-directed lifelong learning approaches in colleges and schools of pharmacy in the United States

CPD CYCLE



METHODS

- Academic deans or faculty with assessment responsibilities from ACPE accredited institutions and associated distance campuses were electronically surveyed via Qualtrics™
- Prior to distribution, the survey was developed using previous research and identifying critical CPD components, and beta tested by four academic deans
- The project was approved by the UTHSC Institutional Review Board

INSTRUMENT

- A list of self-assessment methods culled from the health sciences literature was used to formulate options for questions that inquired about types of assessments used in the pharmacy curriculum
- Survey consisted of 23 items including
 - Demographic information (3)
 - CPD approaches and mapping of CPD activities (10)
 - Tools or instruments used (4)
 - CPD program investments (6)

TABLE 1: RESPONDENT DEMOGRAPHICS

Demographic	N	%
Total respondents	46/138	33
Institution Classification		
• Public College or School of Pharmacy	23	50
• Private College or School of Pharmacy	23	50
Entering P1 class size:		
• 0-100 students	23	50
• 101-150 students	15	33
• 151 or more students	8	17

REFERENCES

1. K.K. Janke, T. Tofade. Making a curricular commitment to continuing professional development in doctor of pharmacy programs. *Am J Pharm Educ*, 79 (8) (2015), Article 112
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DISCLOSURES

- The authors do not have any relevant disclosures

RESULTS

Select Survey Items	N	%
Learning outcomes aimed at self directed lifelong learning	43/45	95
Intentional sequencing of CPD activities	25/44	57
Use of validated inventories/instruments	35/45	78
Assessment of CPD activities occurring in:		
• Didactic course outcomes	21/35	60
• IPPE outcomes	19/35	54
• APPE outcomes	20/35	57
• Co-curricular activities	28/35	80
Institution Assessment of student CPD readiness:		
• Informal feedback	16/38	42
• Peer assessments	6/38	16
• Formal faculty appraisal/assessment	23/38	61
• Not assessed	3/38	8
Faculty training on self-directed learning	9/37	24
Preceptor training on self-directed learning	9/36	25
Institutional investment in College or Schools CPD approach:		
• Additional faculty assigned to activities	9/42	21
• Additional staff assigned to activities	7/42	16
• Financial resources for LMS	9/42	21
Estimated full-time equivalents (FTEs) working to coordinate CPD initiatives	0.32 ± 1.4	
Most frequent barriers encountered:		
• Concerns about time to evaluate	25/35	71
• Faculty buy in	19/35	54
• Lack of a clear definition of parties roles in CPD	19/35	54

IMPLICATIONS

- Colleges and schools have implemented learning outcomes engaging multiple faculty and staff for self-directed lifelong learning
- Few institutions offered training for faculty, preceptors, or invested resources. Many respondents cited a large number of barriers
- Focused educational offerings, mapping and analysis of CPD initiatives could assist in preparing “CPD ready” graduates