

HOSPITAL PHARMACY

UNIT 7- CONTINUING PROFESSIONAL DEVELOPMENT PROGRAMS- EDUCATION AND TRAINING

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What is CPD?

CPD stands for Continuing Professional Development. It refers to the [process of tracking and documenting](#) the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It's a record of what you experience, learn and then apply. The term is generally used to mean a physical folder or portfolio documenting your development as a professional. Some organisations use it to mean a training or development plan, which I would argue is not strictly accurate. This article is about Continuing Professional Development as a process of recording and reflecting on learning and development.

What is it for?

The CPD process helps you manage your own development on an ongoing basis. Its function is to help you record, review and reflect on what you learn. It's not a tick-box document recording the training you have completed. It's broader than that.

Training or development – what's the difference?

These terms are often used interchangeably, though there is a distinction. As a rule of thumb, training is formal and linear. It's to do with learning how to do something specific, relating to skill and competence. Training can be as simple as using a PC application and as complex as learning how to be a pilot. Development is often informal and has a wider application, giving you the tools to do a range of things and relating to capability and competency. It involves progression from basic know-how to more advanced, mature or complex understanding. Alternatively, it can be about widening your range of transferable skills like leadership, managing projects or organising information.

The key features of the CPD process

To justify the name, CPD needs to:

- be a [documented process](#)

- be self-directed: driven by you, not your employer
- focus on learning from experience, reflective learning and review
- help you set development goals and objectives
- include both formal and informal learning.

What will it do for you?

CPD may be a requirement of membership of a professional body. It can help you to reflect, review and document your learning and to develop and update your professional knowledge and skills. It is also very useful to:

- provide an overview of your professional development to date
- remind you of your achievements and how far you've progressed
- direct your career and help you keep your eye on your goals
- uncover gaps in your skills and capabilities
- open up further development needs
- provide examples and scenarios for a CV or interview
- demonstrate your professional standing to clients and employers
- help you with your career development or a possible career change.

OBJECTIVES AND AIMS

Continuing Professional Development exists to ensure that an individual enhances their skills and abilities once they have formally qualified. Typically, academic qualifications may have already been completed at this stage and an individual is now working within their specific industry and job function.

How do I start?

Keep a learning log and record your thoughts in whatever way suits you best. You may find it helpful to write things down in detail, for example, or to make notes on insights and learning points. The process of writing makes you think about your experiences at the time and makes planning and reflection much easier. You can't review your experiences without recording them, however good your memory is.

Answering the following questions may help you to get started:

Where am I now?

Review and reflect on any learning experiences over the previous year or over the past three months. Write your thoughts down about what you learned, what insights it gave you and what you might have done differently. Include both formal training events and informal learning, such as:

- learning from colleagues or shared learning from networking
- reading about new technologies, new methods of working, legislative changes
- shadowing or assisting an experienced colleague
- insights and learning points from coaching and mentoring
- reflections, insights and learning points from taking on a new responsibility
- organisational or role change
- temporary job swaps within the department/organisation
- deputising or covering for colleagues
- insights and lessons learned from mistakes
- lessons learned from critical incidents or events

Make a note of any outcomes of each learning experience and what difference it has made to you, your colleagues, your students (if relevant) or your employer.

Where do I want to be?

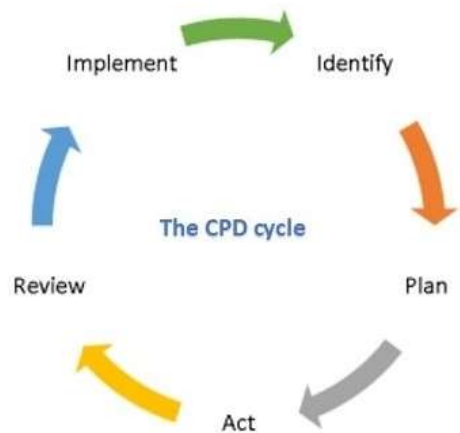
Write down your overall career goals – where you want to be in two, five and 10 years' time. Then write down no more than three specific and achievable shorter term objectives, including the dates by which you want to achieve them.

What do I have to do to get there?

Looking at your overall career goals, make a note of what you need to do to achieve them. This could include further training, job or role progression or changes in direction.

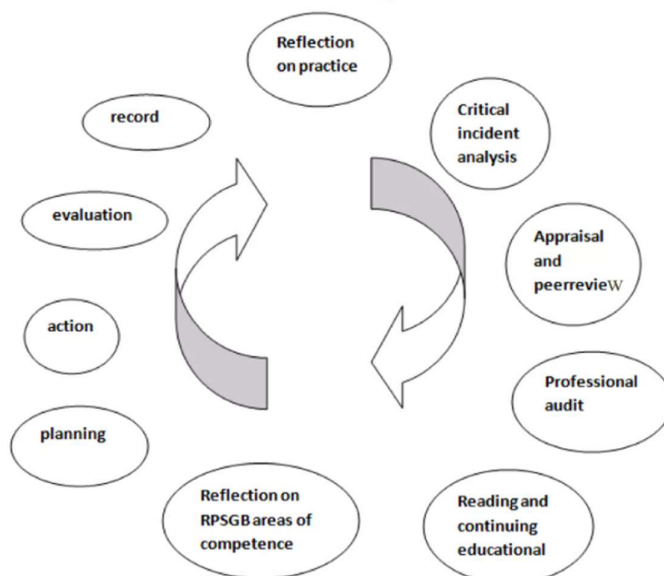
For shorter-term objectives, include the first step – what you can do today or tomorrow. For example, having a chat with your manager about a new responsibility or finding out about new technology from a colleague who has experience of it.

CPD CYCLE:- IN GENERAL



IN EDUCATION AND TRAINING

CPD cycle



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Reflection on practice

- Reflection on practice is the process that is used to 'self diagnose' our learning needs.

Critical incident analysis:

- Critical incident analysis is about learning from meaningful events, and involves taking a thoughtful approach to a particular event and looking at the outcome.
- It is not important if the outcome to the event was positive or negative.
- The important issue is that the event is analyzed and the question asked: 'What did I do to bring about this positive/negative outcome?'

Appraisal and peer review:

- Appraisal and peer review are an excellent way of assessing learning needs.
- Typically the way we view our own work is often different from the way that our line manager or colleagues see us.

Professional audit:

- A professional audit involves systematic evaluation of professional work against set standards.
- Professional audit is a useful tool when reflecting on our learning needs.
- Critical reflection on the information provided by an audit can act as a stimulus to help identify individual learning needs.



Reading and continuing education events:

- Active reading of journal articles and the participation in CE activities such as workshops can often encourage the wider exploration of an area of personal development.
- The consideration of questions such as those found in the 'Checkpoint' sections at the start of the chapters in this book can be a useful tool.

Reflecting on RPSGB areas of competence:

- Another approach is to regularly take stock of our competence by matching our own self-assessed competence against published criteria.

Specific learning objectives:

The SMART acronym is a useful tool .

- *S* –specific: the objective should state clearly what it is that you want to be able to do.
- *M* – measurable: will it be possible to determine if you have met your learning objective?
- *A* –achievable: will it be possible to achieve your objective when you take into account resources such as time, cost and support?
- *R* –relevant: is the learning objective relevant to your practice? The more specific your objective, the more useful it is likely to be. Avoid using woolly or broad statements.
- *T* – timed: your specific objective needs a specific deadline for your goal

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Planning

- The first part of the planning stage is to decide on the urgency of the identified objectives.
- The second stage of the planning process is to consider the importance of the learning objective in terms of how the learning will impact on yourself, your colleagues, your organization and your service users.

Action

- This part of the CPD process is about implementing plans that have been selected during the planning stage.
- The specific plans are carried out within the defined time limit and a summary is made of what has been achieved.
- Once the planned activity has taken place, it is time to move on to the evaluation stage.

Evaluation

At this stage of the CPD cycle, questions are being asked such as:

- Has my learning objective been met?
- Have I tested if what I have learnt can be applied to practice?
- Were there any problems with the reflection, planning or action parts of the CPD cycle?

Plan and record

- The pharmacist CPD record should comply with the good practice criteria published by the RPSGB (Royal Pharmaceutical Society of Great Britain).
- Good practice criteria and useful advice to support the pharmacist in recording their CPD are available on the RPSGB Plan and Record.
- Referring to these criteria can help to ensure that the CPD portfolio is balanced.

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Barriers:

- CPD is a time consuming process
- Uninteresting subjects
- Lack of resources
- Lack of motivation and interest
- System and technical problems
- Facilitation and support issues,
- Poor understanding of the CPD process and evaluating cpd activities.

Conclusion:

- CPD is seen as a fundamental component of the quality improvement agenda and good professional practice.
- The pharmacist is required to recognize the limits of their professional competence, practice only in those areas in which they are competent to do so and refer to others where necessary.
- Many pharmacists are not engaging fully in CPD and need further support to enable them to do so.

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EXTERNAL AND INTERNAL TRAINING PROGRAMS

**Training can take part in both internal
& external**

INTERNAL TEACHING ACTIVITIES	EXTERNAL TEACHING ACTIVITIES
Student nurses	Guest lecture or speaker
Seminar on therapeutics	Specific programs
Graduate nurses	Refresh courses
House staff member & senior medical staff	Residents in hospital administration.
Under graduate pharmacy students	
Residents in hospital administration.	

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