



Professional Development and Assessment Program

Learning & Practice Portfolio
Information Guide

Professional Development and Assessment Program Learning and Practice Portfolio Information Guide

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COLLEGE *of* PHARMACISTS
O F B R I T I S H C O L U M B I A

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Tips

Helping you through the process

Introduction

This Learning and Practice Portfolio Information Guide provides everything you need to know to complete the Learning and Practice Portfolio option of the College of Pharmacists of British Columbia's Professional Development and Assessment Program (PDAP).

Developed by practising pharmacists from across BC, all aspects of PDAP are based on the College's standards of practice as described in the Framework of Professional Practice (FPP).

In Phase 1, PDAP offers you two choices to show how you are staying up-to-date and ensuring safe and effective practice outcomes: the Learning and Practice Portfolio (LPP) and the Knowledge Assessment (KA). Each pharmacist selects one of these two options after completing the Self-Assessment Form based on the FPP.

For more information on PDAP and the KA please refer to the PDAP Handbook and the Knowledge Assessment Information Guide.

How to Use the LPP Information Guide

1. Read over the first few pages (pages 2-6) of the Information Guide to make sure you have a good overview of PDAP and how it helps to focus your professional development and link it to the needs of your practice.
2. Read the next section on pages 8-11 to learn about the LPP option and how the process enables you to enhance your practice.
3. Follow the instructions on pages 12-19 to complete your LPP. Note that you will complete Parts 1 and 2 prior to undertaking any new professional development and/or practice-based projects. You will complete Part 3 at the end of the process, prior to submitting your completed LPP.
4. Read the examples provided in Appendix 2 to help you to develop your Desired Practice Outcomes (DPOs), complete your Evaluative Narrative Statements and provide suitable documentation.
5. Finally, use the Checklist on pages 22-23 to make sure you have followed the instructions and completed your LPP correctly. Since this Checklist relates closely to the guidelines used by assessors to assess your LPP, you will want to make sure you have sufficiently addressed each point. You may also find it helpful to have a colleague read your LPP against the points in the Checklist to make sure you have provided the level of detail expected.

About the Professional Development and Assessment Program

Four building blocks serve as the foundation for the Professional Development and Assessment Program (PDAP). Each of these is described below.

PDAP Building Blocks

Purpose	Principles
Philosophy	Professional and Legal Mandates

Purpose

The purpose of PDAP is to:

- Support the College's mission to ensure pharmacists provide safe and effective pharmacy care to help people achieve better health
- Promote continuous learning and professional development

The program recognizes that pharmacists who commit to on-going professional development continue to enhance their practices, and that fair and valid assessments support the legislated mandate of the profession to ensure public accountability.

Philosophy

The philosophy of PDAP is central to its effectiveness:

- Continuous professional development is essential to the practice of pharmacy—*no matter what a pharmacist's age, length of practice, or practice setting.*
- Pharmacists must have an opportunity to demonstrate their public accountability. This is an essential characteristic of a self-regulating profession.
- The program must build on what pharmacists already do through their professional development activities and practices to stay current.

Principles

PDAP is built on several important principles:

- The focus of PDAP should be on professional development because evidence indicates that pharmacists who commit to on-going professional development continue to enhance their practices
- The program must be easy to understand and must provide frequent two-way communication
- Program options must be fair, effective and available to all pharmacists
- Program evaluation must be on-going

Professional and Legal Mandates

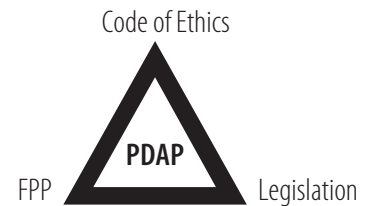
PDAP meets the requirements of three professional and legal mandates:

- The Framework of Professional Practice (FPP)
- The Code of Ethics
- Legislation

As a self-regulating profession, each of these highlights the critical importance of the College in offering a flexible quality assurance program that enables pharmacists to demonstrate how they stay current and confirm that they meet the BC standards of practice as described in the FPP.

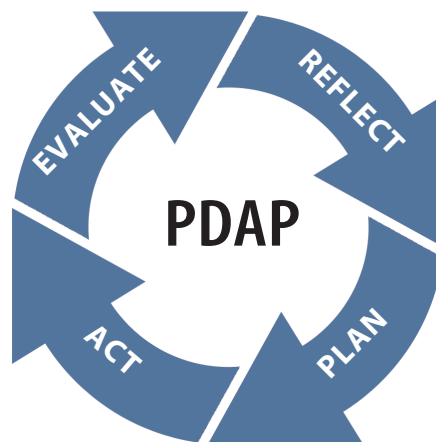


PDAP meets the requirements of three professional and legal mandates.



PDAP and the Continuous Professional Development Cycle

As each of these arrows indicate, PDAP reflects a continuous professional development cycle.



While most pharmacists undertake regular professional development, PDAP allows you to look systematically at your practice and your knowledge, skills and abilities so you can:

- **Reflect** on your strengths and limitations
- **Plan** how you want to enhance your strengths or address any limitations
- **Act** by implementing appropriate professional development activities and/or practice enhancement projects
- **Evaluate** what you have learned and determine how your learning achievements improve your practice and expected client outcomes

Completing your Learning and Practice Portfolio (LPP) is an excellent way of showing your commitment to the cycle of continuous professional development.

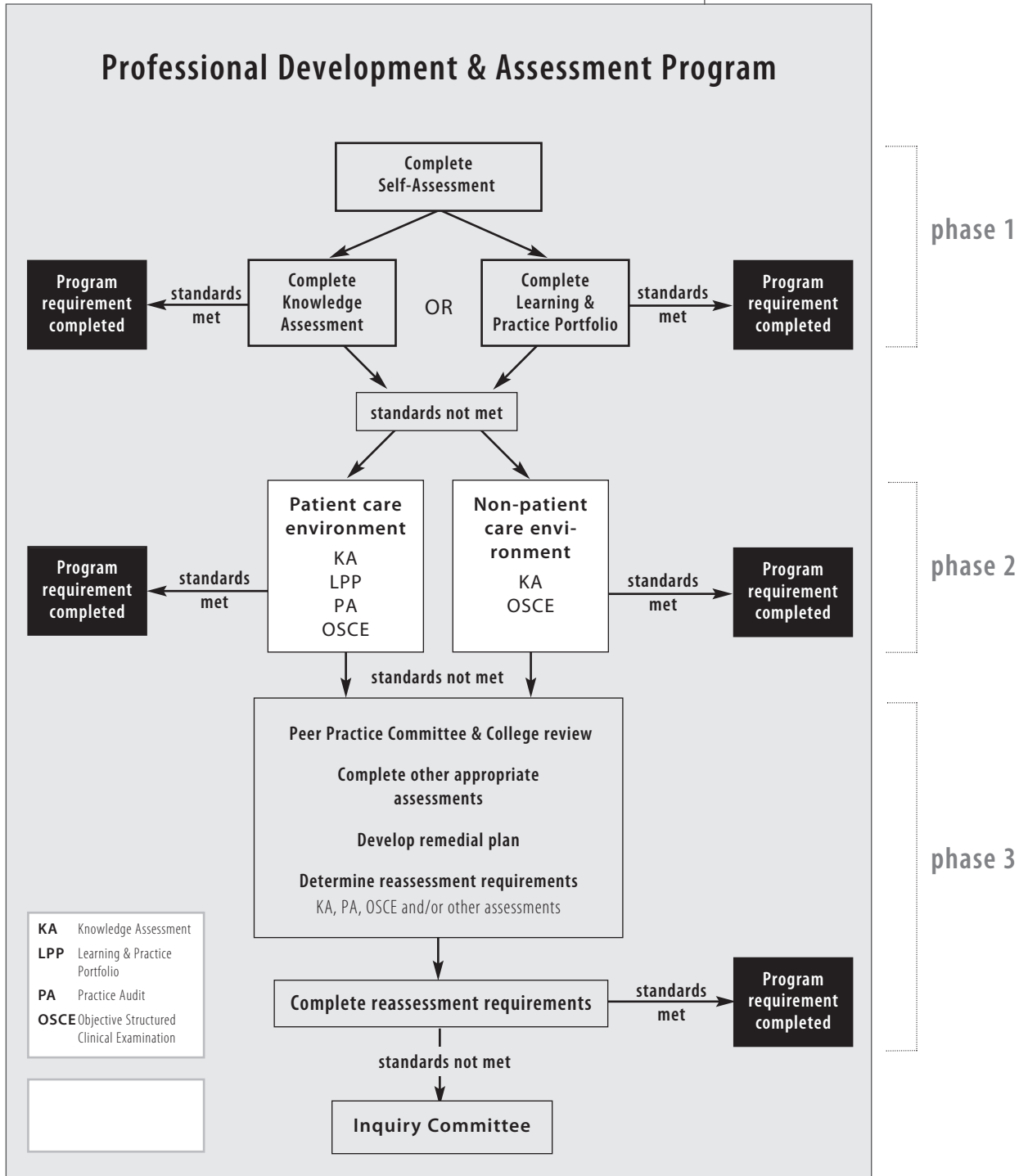
PDAP Structure and Timeline

The PDAP structure involves three Phases and timelines, as shown below.

Phase	Name	Timeline
Phase 1	Professional development and preliminary assessment	September 2006 - February 2008
Phase 2	Professional development and secondary assessment	September 2008 - August 2009
Phase 3	Individualized remediation and reassessment	Begins September 2009 (Individualized program)

An integrated diagram of the three Phases of PDAP is shown on page 5. Please refer to your PDAP Handbook for additional details.

Structure



Participation

Once every three years, the College selects about 2000 pharmacists to take part in PDAP. This represents about one-half of the membership. The entire membership (excluding Nonpractising registrants) participates in the program once every six years. All pharmacists registered in BC must participate in PDAP.

NOTES

The Learning and Practice Portfolio option

Purpose

The purpose of the Learning and Practice Portfolio (LPP) option is to provide a simple and beneficial tool that helps you to:

- Systematically plan, implement and evaluate your professional development and practice outcomes on an on-going basis
- Demonstrate how you continue to keep your knowledge, skills, abilities, and practice current
- Satisfy the requirements of the Professional Development and Assessment Program (PDAP)

Benefits

Pharmacists who have completed an LPP, report that it has enabled them to:

- Identify gaps or limitations in their practices or in their knowledge, skills and abilities
- Link their professional development activities directly to the needs of their practices
- Demonstrate their practices more directly than in a Knowledge Assessment
- Have the opportunity to think systematically about their learning needs
- Implement changes in their practices based on what they learned about themselves and their practices during the LPP process

As these benefits suggest, the LPP enables you to determine what you want to learn, how you want to learn it and evaluate how your new learning benefits your practice. It provides a flexible approach for documenting your on-going professional development and practice enhancements.

Professional Development Activities

The LPP process recognizes the value of all types of professional development or learning activities. Whether you prefer lectures, online learning, discussions with peers, work-based projects, reading journal articles or any other types of learning strategies, all have value in your LPP. In your LPP, *why you learn, what you learn* and *how you apply it* is far more important than how you actually learned it.

By choosing the LPP, you can tailor your professional development activities to reflect your personal preferences, interests and professional needs.

The LPP may be most relevant to you if you:

- Work in a patient-care setting
- Manage, supervise, teach or train other pharmacists who provide patient-care

If you are not affiliated with a patient-care setting and wish to pursue the LPP, you may choose to participate in an internship or other patient-care activities to fulfill the LPP requirements.¹

By using the LPP you can demonstrate that you are staying up-to-date and achieving safe and effective pharmacy practice outcomes. Overall, the LPP option enables you to:

- Identify areas in your practice that you want to develop or enhance
- Develop and implement a plan for acquiring and integrating new knowledge, skills and abilities into your practice
- Document your new knowledge, skills and abilities you develop and describe how they are benefiting your practice and/or client outcomes
- Receive useful feedback from other practising pharmacists
- Maintain your LPP as a continuous record of your professional and practice development

By successfully completing and meeting the standards of the LPP process, you will satisfy the requirements of PDAP for the six-year cycle.

¹ Please note that participants who select the LPP option must be practicing in BC.

Importance of Self Assessment

When you registered for the Professional Development and Assessment Program, you completed a Self-Assessment Form. This allowed you to compare your practice to the BC standards of practice as described in the Framework of Professional Practice (FPP). It also enabled you to confirm areas in which you know you are performing well and to identify others in which you need to improve. ***The results of this self-assessment should serve as the foundation for your LPP.*** You may also want to review the Knowledge and Skill Specifications found in the FPP. These are the essential areas pharmacists need to know and apply in their practices to perform the FPP Functions and Activities well.

In addition, you may find it helpful to review the Knowledge Assessment Blueprint in the Knowledge Assessment Information Guide as part of your self-assessment. This Blueprint describes the Knowledge Domains, Therapeutics/Pharmaceutical Care, Patient Populations and Drug-Related Problems that are the most common and most critical content areas that pharmacists should know about or use in their practice. This gives you another perspective by which to consider your current practice knowledge and skills.

Developing Your Learning and Practice Portfolio: A Three-Step Process

The LPP process is simple to follow. It entails three distinct Parts:

Part 1: Review your Self-Assessment Form and identify the knowledge, skills and abilities you want to develop and the practice improvements you want to undertake. Think about your own strengths and limitations and the current and future needs of your practice and clients.

Part 2: Define three Desired Practice Outcomes (DPOs) or goals **and create and implement a professional development plan** that will help you achieve these DPOs.

Part 3: Evaluate and document your learning and practice achievements for each DPO.

You will need to set **three** DPOs and complete all three parts on each LPP form for each of your DPOs. Once complete, these three LPP segments (DPO, Evaluative Narrative Statement, documentation) become your final LPP.

You may complete and submit your LPP online and send in your supporting documentation. See page 20 for further instructions. Alternatively, you will be provided with three sets of the LPP form. You will need to submit the original documents to the College, but should keep a photocopy of your complete LPP and all supporting documentation for your records.



Three sets of the LPP Form are included; you will need to use one copy for each DPO or goal

How to Complete Your Learning and Practice Portfolio Form

Part 1: Review your Self-Assessment Form

To complete Part 1 of your Learning and Practice Portfolio (LPP) Form, review your completed Self-Assessment Form and your Self-Assessment Summary. This will give you a good idea of how your practice compares to the standards of good practice in BC as described in the Framework of Professional Practice (FPP). Have you identified your strengths and any gaps in your practice?

Then, think about your practice and clients today. Can you identify one or more areas from your self-assessment in which you would like to improve your practice outcomes by enhancing your knowledge, skills and/or abilities? Use your answer to identify the broad areas in which you would like to focus your professional development over the next 18 months.

Once you complete the review of your Self-Assessment Form and practice, you have completed Part 1 of your LPP.

Part 2: Define three Desired Practice Outcomes (DPOs) and Create and Implement a Professional Development Plan

To complete Part 2, you need to:

- A. Define three specific Desired Practice Outcomes or goals
- B. Link each of your DPOs to one or more Role(s) and Function(s) in the Framework of Professional Practice
- C. List the professional development strategy(ies) you plan to use to achieve each of your DPOs.

Each of these steps is described below:

A. Define three specific Desired Practice Outcomes or goals

Use the broad areas you identified in your Self-Assessment Form to define three Desired Practice Outcomes that relate to your own practice setting and the clients you serve. These should clearly describe:

- The problem or deficiency you want to address or the practice enhancement(s) you want to undertake
- The specific knowledge, skills and abilities you want to develop
- How you plan to apply the new knowledge, skills and abilities you develop to your practice and/or clients
- The specific practice and/or client outcome(s), impact or benefit you anticipate seeing and/or measuring in your practice as a result of your learning and development

Remember, a more focused DPO will better enable you to complete your learning strategies, apply your new knowledge, skills and abilities, and evaluate the impact this has on your clients and practice.

Since these points relate directly to the criteria by which your DPOs will be assessed, make sure each DPO fully reflects each point. If you have not already done so, take time to review the sample DPOs provided in Appendix 2.

Once you are satisfied that each of your DPOs is as complete as possible and clearly relevant to the FPP, enter each on a separate copy of the LPP Form in the space provided in Part 2, Section A.

If you have questions about your DPOs or want confirmation that you are on the right track, you can receive feedback from practicing pharmacists before proceeding with the rest of your LPP by following the instructions provided on page 15. **It is strongly recommended that you submit at least one DPO for review and/or confirmation to make sure that your DPO follows the guidelines provided.**



Once you have defined your DPOs you may submit them to the College for feedback before proceeding with the rest of the LPP process.



You will need to identify three DPOs; one must primarily relate to Role 1, one to Role 2, 3, 4 or 5 and the third to any Role

B. Link each of your DPOs to one or more Role(s) and Function(s) in the FPP

Once you have defined what you want to achieve and why, you need to link each of your DPOs to the relevant Role(s) and Function(s) in the FPP. To do this, review the FPP and fill in the appropriate bubbles for each Role and Function in Part 2, Section B. In many cases a single DPO may relate to one or more Roles and Functions. Fill in all that are appropriate to your DPOs but also indicate the primary FPP Role to which your DPO pertains. The primary role on which your DPO is focused should relate to the outcome you want to achieve.

For example, if one of your DPOs focuses on:

- Improving communication and practice outcomes for a new client group, you would indicate that this relates to Role 1, Functions A-E. It might also relate to Role 5, Function A, but Role 1 would be your primary Role.

Since the FPP is the foundation for the LPP, you need to make sure that:

- At least one of your DPOs relates to Role 1 in the FPP. (This Role, Provide Pharmaceutical Care, is viewed as critical to safe and effective outcomes in all pharmacy practices.)
- Your second DPO must relate to Role 2, 3, 4 or 5.
- Your third DPO can relate to any Role.

Note that Role 4, Function A alone (Plan and implement personal development strategies to improve current and future performance) would be inherent in each of your DPO's as your learning strategies and would not be the primary FPP role for any of your DPO's.

C. List the professional development strategy(ies) you plan to use to achieve each of your DPOs.

Your final task in Part 2 is to identify and list the professional development strategy(ies) you plan to complete in order to successfully achieve each DPO. Refer to the lists provided in Part 3, Section A of the LPP Form or identify any other viable strategy(ies) that you prefer. Enter your preferred and planned professional development strategies in Part 2, Section C of the LPP Form.

When you complete these three activities, you have completed Part 2 of the LPP.

Remember, once you have defined your DPOs you may submit them to the College for feedback from practicing pharmacists before proceeding with the rest of the LPP process. Make sure you do this early in the LPP process to allow adequate time for you to complete the professional development activities you have planned. You will receive feedback on your DPOs within thirty days of their submission.

You can prepare and submit your DPOs online at:

www.bcpharmacists.org>eServices

Alternatively, you can fax, mail or e-mail your DPOs to:

The Professional Development and Assessment Program
The College of Pharmacists of B.C.
200-1765 West 8th Avenue
Vancouver, B.C. V6J 5C6
Facsimile: 604-676-4228
Or by email to PDAP@bcpharmacists.org

Please remember to include your name and license number.

Part 3: Evaluate and Document your Learning and Practice Achievements for each DPO

To complete the final portion of your Learning and Practice Portfolio Form, you will need to have completed your professional development activities and practice enhancement projects and hopefully have met your Desired Practice Outcomes. This could take up to a year or even a bit longer.

Evaluating and documenting your learning and practice achievements is the final stage of the LPP process. It requires you to complete three steps and record these on the LPP Form. For each DPO you will need to:

- A. Indicate the professional development strategies you used
- B. Prepare your Evaluative Narrative Statement
- C. Provide documentation/evidence that supports or verifies your professional development and practice achievements.

Each of these is described below:

A. Indicate the professional development strategy(ies) you used by listing the specific activities you completed and when you completed them. Enter this information in Part 3, Section A of the LPP Form. If you completed activities not shown, use the space beside "other" at the bottom of each list and/or a separate sheet of paper to describe what you did and when you completed it.

B. Evaluate whether you achieved your DPO by writing an **Evaluative Narrative Statement**. Review the examples shown in Appendix 2 so you have you a good idea of what is expected.

For each DPO, indicate in Part 3, Section B of the LPP Form whether you achieved what you set out to do. Fill in the yes or no circle.

If you achieved your DPO, describe how your professional development activities and what you have learned have been integrated into your practice. For each one, be sure you clearly and specifically describe:

- How your professional development and outcome relates to your original DPO
- What new learning/development has occurred
- How you integrated your new knowledge, skills or abilities into your practice
- How your new knowledge, skills or abilities are improving your practice and/or client outcomes
- How the documentation you have provided confirms or verifies your professional development and/or improved practice or client outcomes
- Any additional professional development or on-going implementation you have planned in this area

Once complete, this description is your Evaluative Narrative Statement. Use this opportunity to reflect on what you have achieved and how your achievements have positively enhanced your practice.

Since these points relate directly to the criteria by which your Evaluative Narrative Statements will be assessed, make sure each Evaluative Narrative Statement fully reflects each point. If you have not already done so, take time to review the sample Evaluative Narrative Statements provided in Appendix 2.

If you did not achieve the DPO, you need to:

- Describe why you did not achieve your DPO
- Identify what challenges or obstacles you encountered
- Describe what decisions you made
- Describe what impact this outcome may have on you, your clients and your overall practice
- Describe what professional development activities you have planned for the future and why

C. Provide documentation or evidence that supports or verifies your professional development and practice achievements

The documentation/evidence in your LPP helps to confirm or support the learning and/or practice achievements you have described in your Evaluative Narrative Statement. As such, it is a small showcase of your work.

For each of the three segments of your full LPP, you must include **at least two pieces** of documentation/evidence to support your learning or practice achievement of which at least one piece must be "Direct Evidence".

"Direct Evidence" can be anything that is produced by **you** or is the direct result of **your** own work. Examples include:

- Work samples, e.g. copies of chart notes, records, or patient interventions
- Notes from a clinic you facilitated
- An information brochure you developed
- A copy of a recent presentation you have given
- A paper or article you authored that was accepted for publication

There are many other examples of Direct Evidence. The ones listed above are provided for illustrative purposes only.



You may include documentation obtained from learning experiences six months prior to the start of the phase (i.e. for Phase 1 of the 2006 cycle, you may include documentation obtained since March 1, 2006)

Examples of documentation that are **not** Direct Evidence include such items as:

- Company-produced patient information pamphlets
- Programs developed by your employer with no direct input from you
- A list or copies of journal articles or website information you read

For Role 1 (Provide Pharmaceutical Care) Direct Evidence you need to provide documentation that clearly and specifically shows how your work or learning has directly impacted or benefited your patients. The most compelling evidence would be copies of your chart notes, records of patient interventions or any other documentation that includes the specific patient outcomes that occurred as a result of your intervention or contribution.

"Indirect Evidence" can be anything that describes or verifies your work that **others** have produced. Examples include:

- Certificates or transcripts of continuing education courses or seminars
- A recent performance appraisal
- Letters from supervisors or colleagues
- Feedback from clients
- Articles about you and your work
- An annotated summary of articles you have read

These are only a few examples of the many different types of indirect evidence pharmacists can include in their LPPs.

Examples of documentation that are **not** Indirect Evidence include items such as:

- Company-produced patient information pamphlets
- Programs developed by your employer with no direct input from you
- A list or copies of journal articles or website information you read

You must also make sure that you include **sufficient** evidence. This means that your evidence must **confirm beyond a reasonable doubt** that the practice or client outcome was achieved as you described it in your Evaluative Narrative Statement. For this reason, you may need to include one or two additional pieces of evidence, if for any reason you believe that the two pieces of evidence do not explicitly or completely support your practice achievement.

Please note that including sufficient evidence does not mean sending in vast quantities of material. Quite the opposite is true. Assessors look for evidence that confirms or supports what you tell them you achieved. Sending in too much evidence presents assessors with challenging sorting problems and may not be in your best interest.

Each piece of evidence must also meet three technical requirements. It must be:

- **Valid:** This means it must be clearly relevant to the activities you completed and the learning or practice outcomes you describe in your Evaluative Narrative Statement.
- **Authentic:** This means it must clearly reflect work that **you** performed. This is particularly important when you submit something that may have been produced by a team. In your Evaluative Narrative Statement you should describe your exact contribution or role so that the assessors can review your evidence with that understanding.
- **Current:** This means that it must reflect learning experiences and/or practice or client outcomes achieved between March 1, 2006 and February 29, 2008 (if you are in Phase 1) and between March 1, 2008 and August 31, 2009 (if you are in Phase 2).

You may include documentation obtained from learning experiences six months prior to the start of each Phase.

In addition to these criteria, make sure you **number your documentation/evidence** and refer to it in your Evaluative Narrative Statement by number.

See Appendix 2 for examples of Direct and Indirect Evidence.

Ensuring Confidentiality

Make sure that you remove all names or uncoded identifiers of clients, prescribers, colleagues or others used in your documentation/evidence or elsewhere in your LPP and replace them with client initials, prescription number, transaction number, etc. You can use people's names only if they appear in public places such as in newspaper articles, on letterhead or in letters of verification.

Once you have completed all three steps in Part 3 for each segment of your LPP you will have completed the LPP process.

Submitting Your Learning and Practice Portfolio for Assessment

Submitting your Learning and Practice Portfolio for Assessment

Once you have completed all segments of your Learning and Practice Portfolio (LPP), use the LPP Checklist on pages 22–23 of the LPP Information Guide to ensure you have all of the required elements to submit your LPP.

You may complete and submit your LPP online and send in your supporting documentation. To do so, go to www.bcpharmacists.org and log onto *eServices*.

Alternatively, make a copy of your completed LPP Forms and documentation for your own records and submit your completed LPP by mail to:

The Professional Development and Assessment Program
The College of Pharmacists of B.C.
200–1765 West 8th Avenue
Vancouver, B.C. V6J 5C6

What happens next?

Once the College receives your LPP, it will be reviewed for completeness. If any segments are missing, it will be returned to you advising you about the missing component. You may want to send in your completed LPP segments as you finish them in order to ensure that you have enough time to complete any required modifications or provide additional documentation by the submission deadline, if needed. If your LPP is complete, a trained assessor will assess it at the end of the PDAP Phase. All assessors are practicing BC pharmacists who volunteer to go through a rigorous training program, assess the LPPs assigned to them, and provide meaningful feedback to each LPP participant.

In some cases, your assessor may contact you to learn more about you and

your practice or to clarify some aspect(s) of your LPP. S/he may want to ask you one or more questions, obtain additional documentation or in some rare cases, visit you in your practice. If this arises in the assessment of your LPP, you will be notified of the nature of the assessor's request in advance of the actual conversation.

Feedback

The Feedback report you receive will include:

- a statement indicating whether or not you met the standard
- detailed feedback relating to the DPOs you complete

You can use this feedback in much the same way you used the information in your self-assessment: You can reflect on what you did well and what could have been better and begin planning your next professional development cycle.

Your reports are strictly confidential and will not be provided to anyone other than you.

If you meet the standard, you meet the PDAP requirements for the full 6-year cycle. You are not required to participate in PDAP again until 2012. If you did not meet the standard, you will enter PDAP Phase 2. During Phase 2, you will have another opportunity to prepare for and complete one of the following assessment options:

- Knowledge Assessment
- a new Learning and Practice Portfolio
- Practice Audit (PA) (fee)
- Objective Structured Clinical Examination (OSCE) (fee)

Pharmacists who are not able to successfully meet the standard in their Phase 2 assessment are referred to Phase 3. The Phase 3 process consists of an individualized remediation program to provide optimal support and benefit to the pharmacist, and reassessment. This may include but is not limited to:

- additional assessment(s) as required to determine the reasons a pharmacist has not met the standard in Phase 1 and Phase 2,
- review of the individual's results with a Peer Practice Committee and College staff who will work with the participant to develop a remediation program,
- reassessment requirements which may include the Knowledge Assessment, Practice Audit, Objective Structured Clinical Examination and/or other assessment(s) as required.

The Learning and Practice Portfolio Checklist

In order to provide you with meaningful feedback, pharmacists will review and assess your Learning and Practice Portfolio (LPP) using the guidelines described in this LPP Information Guide. Before you submit your completed LPP, please use the checklist below to make sure that each component of your LPP reflects these guidelines.

Three main components of your LPP will be assessed. These include your Desired Practice Outcomes (DPOs), your Evaluative Narrative Statements and your supporting Documentation.

Desired Practice Outcomes

Do your Desired Practice Outcomes:

- Clearly link to the outcomes of your self-assessment
- Clearly link to the relevant Role(s) and Function(s) in the Framework of Professional Practice (FPP)
- Indicate the primary Role in the FPP that your DPO relates to

Clearly and specifically describe:

- The problem or deficiency you want to address or the practice enhancement(s) you want to undertake
- The specific knowledge, skills and abilities you want to develop
- How you plan to apply the new knowledge, skills and abilities you develop to your practice and/or clients
- The specific practice and/or client outcome(s), impact or benefit you anticipate seeing and/or measuring in your practice as a result of your learning and development

Evaluative Narrative Statement

- Have you evaluated whether or not you achieved each DPO?

Do your Evaluative Narrative Statements clearly and specifically describe:

- How your professional development and outcome relates to your original DPO
- What new learning/development has occurred
- How you integrated your new knowledge, skills or abilities into your practice
- How your new knowledge, skills or abilities are improving your practice and/or client outcomes
- How the documentation you have provided confirms or verifies your professional development and/or improved practice or client outcomes
- Any additional professional development or on-going implementation you have planned in this area

Documentation

- Have you included at least two pieces of documentation/evidence, of which at least one piece is "direct evidence"
- Have you numbered your documentation so that it can be easily and clearly referred to in your Evaluative Narrative Statement

Is your documentation:

- Valid:** This means it must be clearly relevant
- Authentic:** This means it must clearly reflect work that **you** performed.
- Current:** This means that it must be between March 1, 2006 and February 29, 2008 (if you are in Phase 1) and between March 1, 2008 and August 31, 2009 (if you are in Phase 2).

Ensuring Confidentiality

Make sure that you remove all names or uncoded identifiers of clients, prescribers, colleagues or others used in your documentation/evidence or elsewhere in your LPP and replace them with client initials, prescription number, transaction number, etc. You can use people's names only if they appear in public places such as in newspaper articles, on letterhead or in letters of verification.



*You may include documentation obtained from learning experiences six months prior to the start of the Phase (ie. for Phase 1 of the 2006 cycle you may include documentation obtained since March 1, 2006).

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The Learning and Practice Portfolio

First Name

Last Name

Diploma

PART 1: REVIEW YOUR SELF-ASSESSMENT FORM

Yes No

PART 2: CREATE AND IMPLEMENT A PROFESSIONAL DEVELOPMENT PLAN

Based on my self-assessment and a review of my practice, I have set the following Desired Practice Outcome (DPO) and have linked it to the applicable Role(s) and Function(s) in the Framework of Professional Practice (FPP). I have completed one Learning and Practice Portfolio Form for each Desired Practice Outcome.

Desired Practice Outcome

*** Please use one complete form for each Desired Practice Outcome***

1 2 3

Part 2A: Define Desired Practice Outcome below:

Part 2B: This Desired Practice Outcome is most relevant to the following Role(s) and Function(s) in the Framework of Professional Practice

Please print clearly

Fill all that apply

Role(s)

Function(s)

1 A B C D E

2 A B C D

3 A B C D E

4 A B

5 A B C D E

This DPO primarily relates to the following FPP Role: _____

The Learning and Practice Portfolio

Part 2C: List the Professional Development Strategy(ies) you plan to use to achieve this Desired Practice Outcome.

You can use the list below and on page 3 of this form to help guide you.

Please print clearly

PART 3: EVALUATE AND DOCUMENT YOUR LEARNING AND PRACTICE ACHIEVEMENTS

Part 3A: List the Professional Development Strategy(ies) you used, the specific activities you completed, and when you completed them.

Professional Development Strategy(ies) - Accredited continuing educational courses, programs:

Accredited continuing educational courses, and programs: <small>[Fill all that apply]</small>	Specific activities: <small>[Please print in box provided]</small>	Date Completed: <small>Month Year</small> <small>[Please print between lines]</small>								
<input type="radio"/> Live programs (lecture, conference, workshop, videoconference)		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 10px; text-align: center;">-</td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> </tr> </table>					-			
				-						
<input type="radio"/> Home study print-based programs (correspondence)		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 10px; text-align: center;">-</td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> </tr> </table>					-			
				-						
<input type="radio"/> Videotapes, audio cassettes		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 10px; text-align: center;">-</td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> </tr> </table>					-			
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<input type="radio"/> Computer based CE programs		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 10px; text-align: center;">-</td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> </tr> </table>					-			
				-						
<input type="radio"/> Interactive multimedia CD-ROM		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 10px; text-align: center;">-</td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> </tr> </table>					-			
				-						
<input type="radio"/> On-Line distance education		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 10px; text-align: center;">-</td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> </tr> </table>					-			
				-						
<input type="radio"/> Other <small>Please describe & print clearly</small>		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 10px; text-align: center;">-</td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> <td style="border: 1px solid black; width: 25px; height: 20px;"></td> </tr> </table>					-			
				-						

The Learning and Practice Portfolio

Part 3A: List the Professional Development Strategy(ies) you used, the specific activities you completed, and when you completed them continued...

Professional Development Strategy(ies) - Other continuing professional development activities:

Other continuing professional development activities: <i>[Fill all that apply]</i>	Specific activities: <i>[Please print in box provided]</i>	Date Completed: Month Year <i>[Please print between lines]</i>
<input type="radio"/> Read related books, journal articles, newsletters		
<input type="radio"/> Perform a literature search to gather information on a related topic		
<input type="radio"/> Participate in a peer study group, journal club or mentorship program		
<input type="radio"/> Participate in a related on-line discussion group		
<input type="radio"/> Work with others in your practice to solve a related problem		
<input type="radio"/> Participate in relevant hospital rounds		
<input type="radio"/> Consult with others outside your practice		
<input type="radio"/> Give a presentation to colleagues on a relevant topic		
<input type="radio"/> Contribute to a relevant research project		
<input type="radio"/> Write a paper based on research or observations about a relevant aspect of your practice		
<input type="radio"/> Other <i>Please describe & print clearly</i>		

The Learning and Practice Portfolio

Part 3C: Provide documentation or evidence that supports or verifies your professional development and practice achievements and use the lists below to indicate what you have provided

** Provide at least two pieces of evidence for this Desired Practice Outcome, one of which must be Direct Evidence.
Indicate below the type(s) of evidence you have provided.

Direct Evidence*

[Documentation produced as a direct result of your work]

[Fill all that apply]

- Work samples, e.g. copies of chart notes, records, patient interventions, etc
[Documentation #]
- Notes from a clinic you facilitated
[Documentation #]
- Copy of a recent presentation that you gave
[Documentation #]
- Orientation notes for new staff or interns
[Documentation #]
- Policy or procedure manual you prepared
[Documentation #]
- Information brochure you developed
[Documentation #]
- Paper or article you authored/co-authored that was accepted for publication
[Documentation #]
- Other *Please describe & print clearly*

[Documentation #]

Verification Evidence [Indirect]*

[Documentation about your work, what others say about you or your work]

[Fill all that apply]

- Certificates or transcripts of continuing education courses or seminars
[Documentation #]
- Award or certificate you received
[Documentation #]
- A recent performance appraisal
[Documentation #]
- Letter(s) from supervisors or colleagues
[Documentation #]
- Feedback from clients
[Documentation #]
- Letter(s) from physicians or others
[Documentation #]
- Article about you and your work
[Documentation #]
- Other *Please describe & print clearly*

[Documentation #]

Once you have completed all segments of your Learning and Practice Portfolio, use the checklist on pages 22-23 of the LPP Information Guide to ensure you have all of the required elements to submit your LPP.

To submit your completed Learning and Practice Portfolio -

1. Make a copy of each completed Learning and Practice Portfolio segment and your documentation for your records
2. Submit your LPP online and mail your supporting documentation OR
Mail the original LPP forms and supporting documentation to:

The Professional Development and Assessment Program
The College of Pharmacists of BC
Suite 200 1765 West 8th Avenue
Vancouver BC V6J 5C6

Completed Learning and Practice Portfolios may be submitted any time prior to the deadline date of:
February 29, 2008

APPENDIX 2

DESIRED PRACTICE OUTCOME EXAMPLES

Following are examples of Desired Practice Outcomes (DPOs), one that relates to Role 1 and the other to Role 3 in the FPP. For each Role, we have provided an example of a DPO that partially meets the criteria and one that fully meets the criteria. Can you use the criteria on page 22 to determine what information is missing from the DPOs that partially meet the criteria? What could have been better?

Role 1 Desired Practice Outcomes

Partially Meets the DPO Criteria

In recent years, there have been many new medications and changes in the monitoring for chronic disease states. I need to update myself in this area. I will upgrade my general knowledge in four specific disease states:

- Asthma
- Diabetes
- Hypertension
- Osteoporosis

By the time I am done with this LPP, I should be better able to counsel patients with my new knowledge—at least that is what I am planning on!

This DPO relates to Role 1 and also to Role 4.

Fully Meets the DPO Criteria

My practice has many asthma patients with poor medication compliance and frequent episodes of shortness of breath. In recent years, there have been many new medications and changes in monitoring for chronic disease states such as asthma. Based on the needs of patients in my pharmacy, I will upgrade my knowledge in asthma management in order to help my patients achieve better control over their condition. To do this I will:

- Enroll in Asthma Management for Health Professionals and Monitoring Parameters for Asthmatics, sponsored by CPhA
- Take a web-based continuing education course called "The Role of Corticosteroids in Asthma Maintenance"
- Read all the updates in Asthma Therapy published by the Asthma Society of Canada

As a result of this new knowledge, I hope to be able to counsel patients in managing their asthma better. If patients have a better understanding of why/when to use their inhalers, we should see better outcomes. In order to see if this occurs, I will ask patients to enroll in an "Asthma Management Program." I will do a one-month baseline assessment of their condition including reviewing their peak flows, use of rescue inhalers, and medication compliance.

I will then set up a workshop to teach these patients about their condition, medications, inhaler techniques and monitoring. I will follow these patients for three months to see if there are improvements in their condition and their medication compliance. This program can continue to be a service that other pharmacists in our practice can offer to new asthma patients.

This DPO relates primarily to Role 1.

Role 3 Desired Practice Outcomes**Partially Meets the DPO Criteria**

We have a very high turnover rate at our pharmacy. I want to learn something about human resources in this area. This relates to Role 3. I know there are courses I can take and books I can read on this topic. This should help our staff and the high turnover rate.

Fully Meets the DPO Criteria

For the past several years we have had pharmacists and technicians leaving on a regular basis. Most people leave within two years. I am one of the few remaining pharmacists. I have been here seven years, about the same time as our current manager. I get along well with her but most people find her difficult to work with because she is not clear in her directions, is disorganized, and spends more time putting out fires than advancing our practice or supporting the staff. For whatever reason, I have a good relationship with her, which often puts me in an awkward position with other members of the staff. However, as part of my commitment to this LPP process, I told my manager I would like to try to determine why we have such a high turnover and learn as much as I can about how we can do a better job of recruiting and hiring people and developing individuals once they are here so they will want to stay. She said she would support my efforts in this direction. I'm hopeful we can all learn from it.

I hope to develop my knowledge and skills in the whole area of recruitment, hiring and team building. I know this is a large area but I have already identified two on-line courses and several articles that should help me build a strong foundation in these areas.

I also plan to develop a questionnaire for our current and some of our previous employees to complete anonymously. (Since I'm still in touch with some of the previous employees, I'm hopeful they will cooperate!) I will use this feedback as the starting point for a report I plan to write and share with the manager, and if she is willing, with other members of our current staff. I'm hoping to include a set of concrete recommendations that will help us-as a group-to understand and address our problems. To measure the impact of the changes I hope we can make,

I will administer a second questionnaire to current staff. I recognize that I may not be able to complete this part of the work within the LPP timeframe because this is a very complex and long-standing problem. Solutions will not be easy or fast.

By completing this goal, this will not only have a profound affect on the atmosphere in our pharmacy, but it should also enable us to provide more consistent services to the clients we serve. To measure this potential outcome, I also plan to conduct a brief client survey to learn what people like and dislike about our service and then, if we can implement the changes, I can conduct another client survey to determine the effectiveness of our changes. Because of the complex nature of this problem, I probably will not have time to conduct this second survey within the LPP timeframe.

This DPO relates primarily to Role 3, in particular to Functions B and C (Activity 3, Seek Continuous Improvement). This DPO also relates to Role 4 because I hope I can constructively contribute to the professional development of our manager.

EVALUATIVE NARRATIVE STATEMENT EXAMPLES

Following are examples of Evaluative Narrative Statements, one that relates to Role 1 and the other to Role 3 in the FPP. For each Role, we have provided an example of an Evaluative Narrative Statement that does not meet the criteria, partially meets the criteria, and fully meets the criteria. Can you use the criteria on page 23 to determine what information is missing from the Evaluative Narrative Statements that did not meet the criteria or partially met the criteria? What could have been better?

Role 1 Evaluative Narrative Statements

Does Not Meet the Evaluative Narrative Statement Criteria

I went to several conferences and seminars this year. I found them very stimulating, especially the ones that had to do with asthma. I feel I have gained a lot more knowledge than I had before and am confident that this will improve my practice. I plan on going to more seminars like this and will set a plan to do this consistently over the next few years.

Partially Meets the Evaluative Narrative Statement Criteria

I set out to update my knowledge of asthma in order to provide a better service to my clients. I believed I could help my clients better manage their asthma if I could explain things better to them.

I have provided a list of some of the articles I read and also included the certificate I got from one of the on-line courses I completed. From this course I learned a lot about new strategies in asthma management including the inter-relationship between asthma, diet and environmental allergens. In particular, I am more aware now of the most common risk factors, complications, and diagnostic procedures. I believe I am better able to counsel patients now.

I developed a program for Asthma Management. Six people attended. I plan to carry on with the program. Asthma continues to be a serious problem in our community.

Fully Meets the Evaluative Narrative Statement Criteria

How my professional development and outcome relate to my original DPO:

I set out to update my knowledge of asthma in order to provide a better service to the many poorly controlled asthma patients that I have in my practice. In recent years, there have been many new medications and changes in monitoring for chronic disease states such as asthma. Based on the needs of patients in my pharmacy, I have upgraded my knowledge in asthma management in order to help my patients achieve better control over their condition.

What new learning/development occurred:

I completed the Asthma Management for Health Professionals and Monitoring Parameters for Asthmatics course sponsored by CPhA and also a web-based continuing education course called "The Role of Corticosteroids in Asthma Maintenance" (Certificates-Document 1). In addition, I read all the updates in Asthma Therapy published by the Asthma Society of Canada and from these, produced a two-page handout for my patients called "Myths and Facts About Managing Asthma" (Copy Attached-Document 2). I have also provided an annotated summary of some of the other articles I've read during my investigation of this topic (Document 3).

How I've integrated my new knowledge, skills and abilities into practice:

As a result of my professional development, I believe I have increased my skills, knowledge and abilities significantly. From the skills taught in the Asthma Management course, I have improved my own understanding of how to support patients more effectively than I used to. The topic for one part of the course included how to more effectively engage patients to take control of their asthma. With that information, I now have a more consistent and structured way of working with patients during initial and follow-up consultations. I try to elicit their underlying concerns and offer reassurance. I address any of their concerns in a direct, jargon-free manner and speak with them about how we can tailor their therapy to reflect their lifestyles. (I also use this opportunity to encourage them to make healthier lifestyle choices, explaining that there are often many non-medical choices they can make to help them relieve the frequency or duration of their asthma attacks.) To the best of my ability, I try to arrive at a collaborative strategy, not one that is solely imposed by the physician or me. Perhaps one of the biggest changes in my practice is modifying my language to reflect what is important to the patient (for example, the ability to walk to school on a cold morning) rather than relying exclusively on clinical measures (such as peak flow measurements and compliance with inhalers).

How my new KSAs are improving practice and/or client outcomes (including verification documentation):

In keeping with my original DPO, I have established an "Asthma Management Program". In this program, I provide information about both pharmacological and non-pharmacological approaches to the management of asthma. In particular I have provided facts about the negative impact of being overweight, smoking and exposing yourself to the environmental pollutants found in most homes. Prior to the start of the program, I collected baseline data on the six patients who enrolled in this program. I then collected the same information three months later. As can be seen from my summary of outcomes from four patients (Documentation 4), there appears to be a definite improvement in their condition, in their medication compliance, and in their willingness to make better lifestyle choices.

Additional professional development/ongoing implementation:

I plan to continue my professional development work in this area and have recently added my name to the E-Newsletter distribution list maintained by the Asthma Clinical Research Network in the USA to stay abreast of continuing developments in asthma management. I also hope to increase the number of patients I have in my Asthma Management Program.

Role 3 Evaluative Narrative Statements**Does Not Meet the Evaluative Narrative Statement Criteria**

I read two books on management and did several on-line searches. There doesn't seem to be much that is relevant to pharmacy, at least not to our practice anyway. But I did learn about human rights legislation in the area of hiring. This may come in handy if I ever become a manager.

Partially Meets the Evaluative Narrative Statement Criteria

I have learned so much during the past year about human resource and, in particular, how to follow proper guidelines for hiring people. I also attended a seminar (see the flyer they sent out as Documentation 1) on team building. This was very interesting and I realized that we do very little, if anything, in this practice to sustain a proper team of pharmacists and technicians. I hate to say it, but our manager really is not a manager in the way I think she should be-based on my reading.

I have tried to use some of the information I gained and apply it to my own interactions with my colleagues. I have enjoyed trying to put into practice what I have learned about communicating clearly. It is difficult to know if I've had any impact at all though, since nothing much has changed. This is a challenging place to work and we still have a lot of disgruntled people who speak of leaving.

I plan to continue learning about this area of human resources. It is far more complicated than I first thought and I'm not quite sure how it will ultimately benefit our practice/client outcomes. I have attached a copy of the notes I took from one of our rare staff meetings (Documentation 2). This serves to confirm that I am describing the situation in our practice accurately. Our manager's main concern is to increase our prescription count rather than to foster a positive working environment.

Fully Meets the Evaluative Narrative Statement Criteria

When I began this LPP, I had no real idea where my exploration would take me. In my DPO I described the staff turnover problem we've had and I suggested that our manager was part of the problem. I have several outcomes to report, some I anticipated and some I did not.

But first off I want to say that what I learned definitely relates to my original DPO. Because I undertook this project, many changes have been implemented in the pharmacy and we are going about our personal interactions very differently. This has changed the whole atmosphere in the pharmacy for the better.

As can be seen from the attached certificates (Documentation 1), I completed the two on-line courses I mentioned in my DPO. The first course had to do with recruitment and hiring and the second was on effective teamwork. These were real eye-openers for me. I used the content of these courses to frame the staff questionnaire I administered to current and past staff members (Documentation 2). I specifically learned about people-centered recruitment and hiring practices and all the relevant legislation. I prepared a paper for the first course that directly applied to our pharmacy in this area (Documentation 3). In the second course I learned about different types of teams and the various roles people play in those teams. This is helpful as I think about the different personalities and strengths of each of our current staff. It has also helped me express things differently to my manager.

I met with each staff member privately and explained the purpose of the questionnaire and what I was hoping to achieve. Only one person expressed some reluctance at completing it, but in the end, when I assured him no names would be used, he too completed it. The very fact of meeting with each staff member began to change the atmosphere a bit. (I had explained that the manager was well aware of what I was doing and was, in fact, supportive.) People started expressing themselves a bit more than they used to.

Then I compiled and analyzed all the information I gathered from the questionnaires, I wrote a candid report with recommendations for the manager (Documentation 4). She was initially very upset, but at my urging actually called a staff meeting that focused on the recommendations. We did not circulate the whole report to the staff but the recommendations got everyone involved.

One of the best ways staff got involved was in thinking about the types of new staff members we need. They also contributed ideas for the client questionnaire. We have only just begun that part of the work (Documentation 5). I developed a draft based on everyone's input. The staff will review it and then the manager and I will finalize it. We are hoping to start distributing it next week. Staff are excited that we finally have a way of getting direct feedback from our clients.

The part of this that has been most surprising to me is the manager's willingness to delegate more things to me and to one of the other pharmacists. This has allowed us to make some changes and to bring up issues at staff meetings. For example, there is a definite improvement in the way we are considering our human resource needs and the recruitment practices we hope to put into place.

I am particularly pleased that I can report that we are now working towards meeting all of the Indicators of Good Practice for Activities 1 and 2 in Role 3, Function B and I think we've gone a long way to "Seek Continuous Improvement" as described in Function C, Activity 3 in the FPP.

Are things perfect? Far from it, but I feel we are now on track and I'm going to continue to take courses in the area of management in an attempt to continually improve our practice environment and learn all I can from our clients, my colleagues and our manager.

DOCUMENTATION EXAMPLES

"**Direct Evidence**" can be anything that is produced by **you** or is the direct result of **your** own work. The following examples of evidence are based on the Evaluative Narrative Statements on pages 33-38.

Role 1 Documentation/Evidence that is drawn from the Evaluative Narrative Statement that fully meets the criteria

Number	Direct Evidence	Indirect Evidence
1		Certificates from "Asthma Management for Health Professionals" and Web-based course, "The Role of Corticosteroids in Asthma Maintenance"
2	Handout, Myths and Facts About Managing Asthma	
3		Annotated summary of articles read
4	Summary of outcomes from Asthma Management Program	

Role 3 Documentation/Evidence that is drawn from the Evaluative Narrative Statement that fully meets the criteria

Number	Direct Evidence	Indirect Evidence
1		Certificates from two on-line courses, "Recruitment and Hiring in the Health Professions" and "Building Strong Teams"
2	Questionnaire developed for staff to complete	
3	Paper prepared as part of the first course taken that analyzes the problem in the pharmacy	
4	Report and recommendations prepared for the manager based on the staff questionnaire	
5	Draft client questionnaire developed with input from other members of staff	

APPENDIX 3

Policies and procedures

1. Professional Development and Assessment Program registration procedures

Participants must register for a Professional Development and Assessment Program (PDAP) option and complete their Self-Assessment by the published registration deadline date. Participants may change their selected option one time without incurring a fee. Subsequent changes to their selected option will incur a fee of \$50 plus GST to cover administrative costs. To change their selected option, participants must submit a written request to the College Registrar along with the administrative fee, if applicable.

2. Out-of-province participants

The Learning and Practice Portfolio (LPP) option may require assessors to contact participants to learn more about their practices or to clarify some aspects of their LPP and/or visit them in their practices. Because of this, participants who select the Learning and Practice Portfolio option must be practicing in British Columbia.

3. LPP submission guidelines

Each participant is required to submit a fully complete Learning and Practice Portfolio consisting of three segments, each of which reflects a unique Desired Practice Outcome and Evaluative Narrative Statement, even if s/he is working and learning in a team.

4. Currency of documentation/evidence

LPP documentation/evidence will be accepted from learning and practice experiences completed six months prior to the start of each PDAP Phase. This means that:

- For PDAP Phase 1, participants can use/submit documentation/evidence from learning and practice activities that occurred between March 1, 2006 to February 29, 2008
- For PDAP Phase 2, participants can use/submit documentation/evidence from learning and practice activities that occurred between March 1, 2008 to August 31, 2009

PDAP Phase 2 participants must submit newly completed Learning and Practice Portfolios to meet the currency of documentation/evidence requirement.

5. Resubmission of LPPs

Once participants submit their LPPs, they will be reviewed for completeness. If any segments are missing, College staff will notify participants of the missing component(s) and the date by which the missing information must be submitted.

During the LPP assessment period, participants may also be requested to provide additional details to support their LPP. This may include but is not limited to an interview, provision of additional documentation and/or a visit to their practice by an assessor. Participants will have 30 days from the notification date to submit the additional information requested and/or to arrange for a site visit by the assessor.

6. PDAP costs

During Phase 1, there are no fees associated with PDAP. During Phase 2, there are no fees associated with the LPP or the KA options. However, participants who select the Practice Audit or the OSCE, will need to pay a fee of \$500 plus GST to cover administrative and technical costs. Fees during Phase 3 reflect the individual remediation and assessment strategies required.

7. Conflict of interest

Members of the LPP Committee, including working groups and assessors, may select the LPP option but may not serve as an LPP assessor for the current PDAP cycle.

8. Appeals/requests for re-scoring

Participants who do not meet program standards may request reassessment of their LPP by another assessor. The purpose of reassessment is to confirm that the outcome is accurate and in accordance with assessment guidelines. Requests for reassessment must be made in writing to the College's Board of Examiners, accompanied by the administrative fee of \$100 plus GST.

Any other appeals of assessment results must be made in writing to the Board of Examiners citing the reason for the appeal, and accompanied by the administrative fee of \$100 plus GST. The assessment, content, methodology, standards or criteria are not subject to further review or appeal.

The College must receive a written request for reassessment or appeal within 60 days of release of assessment results. If the outcome results in a change from unsuccessful to successful completion of PDAP, the fee is refunded.

NOTES

NOTES