

College of Pharmacists of BC

BOARD OF EXAMINERS TASK FORCE REPORT – CE-BASED OPTION

(August 2-3, 2007)

Report to Board of Examiners

1. INTRODUCTION

Based on a recommendation from Council, the Board of Examiners (BOE) of the College of Pharmacists of BC established a task force to explore options for the addition of a continuing education (CE)-based tool to the current Professional Development and Assessment program (PDAP). Several stakeholders were invited to appoint representatives to participate on the task force (*Appendix 1*). The task force was comprised of the following stakeholders and appointees:

Stakeholder	Appointee(s)
CPBC Council	Name withheld by request of appointee
Board of Examiners	Ray Jang
BC Pharmacy Association	Ken McCartney
UBC Faculty	Colleen Brady
UBC CPPD	Janice Moshenko
Community Pharmacist	Jack Lee
Community Pharmacist	Fady Moussa
Hospital Pharmacist	Kathleen Collin
Hospital Pharmacist	Lynn Pollock

A two day workshop was held at the college office on August 2-3, 2007 for the task force to explore the addition of a CE-based tool to the current PDAP options. The workshop was led by a facilitator (Stuart Culbertson), informed by an assessment expert (Anthony Marini) and supported by college staff (Ashifa Keshavji, Suzanne Solven, Judy MacDonald and Lori Tanaka).

The task force first reviewed the mandate and terms of reference (*Appendix 2*) set out by the Board of Examiners. In this discussion, it was noted that given that the entire PDAP program would be reviewed in the fall of 2008, the task force should focus on adding to the existing PDAP structure rather than recommending changes to PDAP as it currently exists. The task force then reviewed the legislative and regulatory framework within which CPBC professional development programs are to be established. Current trends and developments in the use of CE for the assessment of continuing professional development and competency were reviewed for major findings and leading practices. The *key criteria* by which the Board of Examiners would review a CE proposal were also examined – namely:

- The Framework of Professional Practice (FPP) – with particular attention to the professional development requirements (Role 4) (*Appendix 3*)
- The Board of Examiners’ PDAP Assessment Principles and Criteria (*Appendix 4*)

2. OPTIONS DEVELOPMENT

From this foundation, the task force identified four options that merited further exploration. These were:

1. *A CE-Only Option* - wherein the assessment of continuing professional development and competency would be based on completion of a set number of CE courses (units).
2. *A CE-Plus Option* - wherein the assessment of continuing professional development and competency would be based on participating in a minimum number of CE activities and completion of a set number of personally established learning goals supported by documentation that demonstrates how learning was applied to practice.
3. *A modification of PDAP’s current Learning and Practice Portfolio Option* wherein CE could be more clearly incorporated into this existing PDAP option.
4. *A “practice-specific” CE Option* wherein CE is targeted and custom-tailored to an individual’s practice.

The next steps were to develop (describe key features/attributes) and appraise the four options against the key criteria identified above and evaluate them on the basis of benefits/advantages and weaknesses/risks as well as a preliminary examination of key implementation issues that may need to be considered in the eventual adoption of the option.

In further discussion two options were dropped:

- (*Option 3*) A modification of PDAP's current Learning and Portfolio option – on the basis that any revisions in PDAP's existing programs should be reserved for the formal program evaluation in 2008
- (*Option 4*) A "practice-specific" CE Option – on the basis that the concept behind this option could be incorporated as a feature in options 1 and 2

3. OPTION SELECTION

Having developed the two remaining options (option 1, CE-Only and option 2, CE-Plus), the task force members were asked to select their preferred option. Based on a roundtable review of the two remaining options, the majority of task force members endorsed the *CE-Plus option*.

The key differentiator between the recommended CE-Plus approach over the CE-Only was the documentation of the application of learning in practice. This feature was seen to be the most consistent with emerging trends and best practices in professional development as well as the most responsive to the key criteria identified above. By the same analysis, the CE-Only option did not meet all of the key criteria. A further review of the attributes of the CE-Only option was conducted in order to determine which features and considerations could be incorporated into the CE-Plus option.

4. PREFERRED OPTION DEVELOPMENT – CE-PLUS

The task force then embarked on the identification of key components and features that should be built into a CE-Plus program option should the Board of Examiners (BOE) and CPBC Council accept the task force's recommendation. It was assumed that, following approval, the BOE would appoint a working group (committee) to develop the program for implementation. Hence, the key components were considered program architecture – the key features, components and issues that should be addressed and accommodated in the design of the program.

The task force examined four CE-Plus style options that are in place in other sectors and jurisdictions to identify program features that should and should not be incorporated into a CE-Plus option for PDAP.

The programs examined were:

- College of Registered Nurses of British Columbia – Personal Practice Review and Continuing Competence Audit
- Alberta College of Pharmacists – RxCel Program
- Pharmacy Council of New Zealand – Enhance Program
- Royal Pharmaceutical Society of Great Britain – Continuing Pharmacy Development Program

Based on this review and further discussion, the key option design components and features identified and recommended are as follows:

1. Core Principles:

- The CE-Plus option should focus primarily on the individuals' goals/needs and the learning needed to achieve them rather than the number of courses. It should focus on how established goals are achieved with an emphasis on practice "outcomes" instead of credit for a number of "courses/units"
- The process should respect registrants as responsible professionals – avoiding "pass/fail" judgemental approaches. It should promote self-satisfaction/improvement and provide meaningful feedback that is linked to the individual's goals
- Flexibility to target CE needs to an individual's practice – i.e. community pharmacist, specialized hospital pharmacists, management and administrative roles

2. Definition of qualifying CE learning activities:

It is proposed that the development of the CE-Plus option begin with a clear definition of the types of learning and activities that should constitute CE - utilizing acceptable definitions developed by relevant organizations. It is recommended that the CPBC begin with a broad definition of CE eligibility and then refine as the program matures and results can be reviewed and evaluated. Initially, CE learning activities should include (but are not limited to):

- Advanced practitioner courses
- Accredited courses offered by post-secondary institutions and accredited training bodies delivered through multiple modes (i.e. in-class, on-line, distance education)
- In-service learning activities: work-based information sharing and discussion (i.e. case studies, discussion groups, journal clubs, rounds)
- Articles, journals, videos, books
- Conferences

3. Assessment:

It is recognized that a robust and credible assessment process is a critical success factor for any PDAP option. To this end, it is recommended that the assessment criteria established for a CE-Plus option must include:

- A component of self-assessment supported by individual goal establishment and self-rating (on a defined scale)
- Peer engagement with clear guidelines and role clarity for peers
- Clear assessment processes and criteria
- Standards that are firmly grounded in the FPP
- Standards that are consistent with other Canadian jurisdictions

4. Simplicity of Process:

It is recommended that the CE-Plus option be designed at the outset with the goal of a streamlined, simple process supported by clear and accessible language. To this end, the following features should be incorporated:

- Forms are easy to complete (minimal number of pages, logical sequence and flow)
- Materials, worksheets and forms are user-friendly and drafted in plain language
- Simple, streamlined processes
- Concise summarized fact sheet
- Open-ended questions that encourage a more personal, reflective approach vs. a Yes/No answer
- Ability to complete and submit forms on-line, and save files onto personal computers

5. General Considerations

Important factors to consider in developing the CE based option include:

- Peer interaction where peer involvement is to be instructive rather than evaluative.
- Design to contain costs– to registrants and the college
- An incremental approach - to get registrants used to the program
- Focus on the delivery of meaningful, constructive feedback emphasising self-satisfaction and self-improvement
- Time cycles required for completion taking into account existing PDAP timelines.
- Liaise with UBC CPPD to establish a virtual resource centre of available CE-Plus eligible courses and activities

6. Communications:

The launch of a CE-Plus component of PDAP should be supported by a strong communications plan to registrants including:

- An option manual that outlines program requirements and is concise, easy to understand, jargon free
- Clarity around the College's assessment criteria linked to the FPP Realistic examples/scenarios that demonstrate how to complete the forms and meet the requirements

- Helping registrants understand how this option can be integrated into their daily practice
- Promoting the personal benefits of CE/CPD from a life-long learning perspective.
- Emphasizing that the CE-Plus approach is in-line with emerging trends in other jurisdictions
- Illustrating to registrants how the CE-Plus option is consistent with existing PDAP program guidelines

RECOMMENDATION

The task force recommends that:

The CPBC BOE endorse the addition of a CE-Plus option for PDAP as described in this report.

The task force also recommends that the BOE should establish a working group/committee including registrants, college staff and required experts to fully develop this option in a manner consistent with existing PDAP options.