

Demystifying the new CPD

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IN LINE WITH THE PHARMACY BOARD OF AUSTRALIA'S NEW APPROACH TO CONTINUING PROFESSIONAL DEVELOPMENT, THE SHPA HAS REVAMPED ITS CPD OFFER.

The Pharmacy Board of Australia (PBA) has introduced new requirements for continuing professional development (CPD) for annual re-registration. The real question is 'what does this mean for me in my pharmacy practice setting?'

FIRST, THE PRINCIPLES

A professional career requires involvement in lifelong learning and the integration of new skills and knowledge, in this case, into the practice of pharmacy. At each career stage pharmacists will develop skills, knowledge and attitudes through formal and informal education and integrate these into practice.

A CPD framework for pharmacists should engage them to consider their current (or future desired) practice roles. A pharmacist might address learning needs by:

- **considering competence then honestly assessing existing gaps;**
- **creating a plan to fulfil the gaps; and**
- **implementing the plan by undertaking the necessary learning; then evaluating the impact of the learning activity on practice.**

As much of a pharmacist's learning is undertaken as part of new situations that arise in everyday practice—often referred to as 'unscheduled learning', this represents a further opportunity for CPD beyond attending courses.

The PBA has adopted a three-level

CPD approach and has assigned varying credits to each level. The new system assigns different values for the hours in each of the three CPD activity Groups (see adjacent diagram).

AN INCLUSIVE APPROACH

Two thirds of SHPA members work in public hospitals, with the other third drawn from the diverse pharmacy practice settings. They may work in public and private hospitals, community pharmacy, academia, research, industry, government, or as consultant/accredited pharmacists in a wide range of roles. With such diversity, the shpacpd approach has to be inclusive of all practice settings.

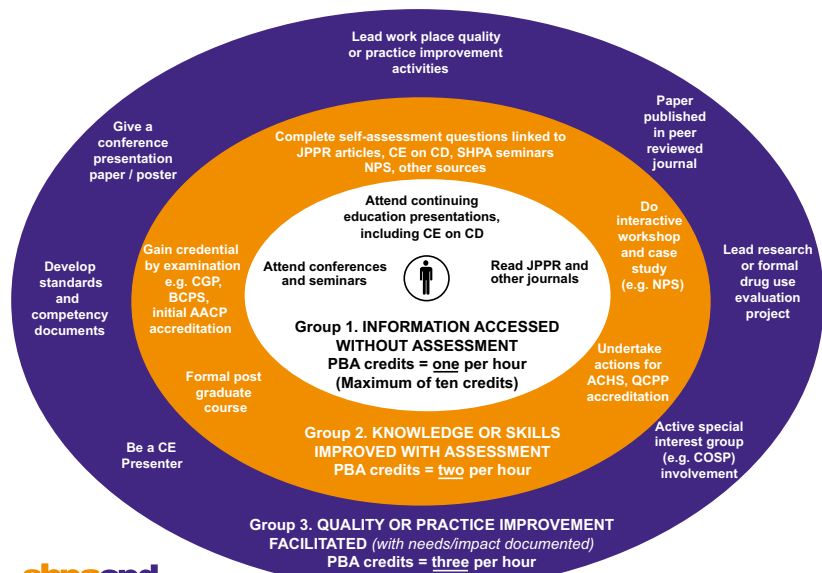
Career stories can be quite different with varying CPD learning needs.

In line with the new PBA approach, SHPA has revamped shpacpd, which continues to encourage a range of different continuing education (CE) activity types, within three main CPD activity Groups (see diagram).

HOW SHPACPD COULD WORK FOR YOU: AN EXAMPLE

Pharmacist Mary may be reviewing a prescription. It could be in a hospital emergency department, in a community pharmacy, an aged care home or during a home medicines review.

Mary finds a new drug and needs to quickly review the recommended dosage ranges, contraindications



shpacpd
activity groups

aligns with Pharmacy
Board of Australia (PBA)

and interactions using her online reference source, prior to dispensing. Whether Mary is in a dispensary or by the bedside in a facility—this situation has prompted her to undertake a Group 1 CPD activity—information has been accessed.

The situation may have caused Mary to think that she really needs to find out more about this group of new medicines and she makes a note of this in her CPD learning plan. Subsequently, Mary notices that the National Prescribing Service has provided a review article on this new drug which she reads (another Group 1 activity).

When Mary receives her next SHPA CE on CD disk, she notices that she can access CE lectures that have been given on this new drug in two states, so she will listen to these on her home computer. Both lectures are great and both have associated SHPA online self-assessment questions, which she undertakes afterwards. This is a Group 2 activity as it includes assessment of her knowledge.

Mary is required to provide two

lectures to her workmates each year as part of the in-house weekly continuing education. This new drug is being used more widely now, so Mary develops a lecture and presents this to her colleagues (in the pharmacy or for nurses in the aged care home, etc.). She feels quite knowledgeable about the topic and was able to answer all the questions asked by the audience. Preparing and presenting continuing education to others is considered a Group 3 CPD activity.

This simple example describes learning that many pharmacists undertake every day. The extra steps to meet CPD requirements are about briefly documenting and describing the 'learning needs' that underpin the activity and then reflecting on the outcomes, such as enhancements to knowledge and skills. ■

i For further examples of roles/services based on the competency standards, go to www.shpa.org.au and click on shpacpd.

shpa
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