

CONTINUING PROFESSIONAL DEVELOPMENT (CPD) AND CONTINUING EDUCATION (CE)

CPD Concept

Continuing Professional Development (CPD) is a culture of lifelong learning in which structured learning programs are used to identify and meet the learning needs of individual health professionals.

For pharmacists, CPD can be defined as **“the responsibility of individual pharmacists to systematically maintain, develop, and broaden their knowledge, skills, and attitudes to ensure competence throughout their careers.”**

It is an ongoing and cyclical process aimed at continuous quality improvement. Pharmacists seek to maintain and enhance competence in current duties and prepare for anticipated future service developments.

Need for CPD Programs

As pharmacists take on increased responsibilities, they must commit to improving their professional competence.

Over the last few decades, there has been an explosion of knowledge relevant to pharmacy practice and significant changes in how pharmacy services are delivered. Keeping knowledge and skills updated and adapting to new concepts in pharmaceutical service delivery are major challenges for pharmacists.

Competence

Competence is the most fundamental responsibility of all healthcare providers. Continuing professional development programs ensure optimal quality of healthcare providers after the degree is conferred.

Maintaining competence throughout a professional career is an **ethical requirement**. The International Pharmaceutical Federation (FIP) highlights this obligation in its Code of Ethics, requiring pharmacists to continually update their knowledge and skills to ensure competency in every pharmaceutical service they provide.

Principles of CPD

1. CPD is a **systematic, ongoing, self-directed learning process**.
2. It includes everything that enables practitioners to become more effective professionals.
3. CPD encompasses all areas of practice, including activities both inside and outside the workplace.
4. It strengthens the relationship between practitioners and their organizations.
5. Practitioners are responsible for their professional development.

6. Organizations support CPD by conducting training programs and providing resources.

CPD Cycle

The CPD cycle consists of:

Reflection → Planning → Action → Evaluation → Recording

Reflection on Practice

Reflection is the process of identifying one's own learning needs.

Critical Incident Analysis:

This involves learning from meaningful events (positive or negative) by analyzing what actions led to the outcome and identifying lessons for improvement.

Appraisal and Peer Review

Appraisal and peer review help in assessing learning needs.

Managers and colleagues may view an individual's work differently, providing valuable feedback.

Professional Audit:

Systematic evaluation of professional work against set standards.

Helps identify gaps and stimulates learning needs.

Reading and Continuing Education Events

Active reading of journals and participation in CE activities like workshops encourages exploration of personal development areas.

Regularly matching self-assessed competence against published standards (e.g., RPSGB areas of competence) ensures growth.

SMART Learning Objectives

SMART is a framework for setting clear goals:

- **S – Specific:** Clearly state the learning objective.
- **M – Measurable:** Ensure you can determine when the objective is met.
- **A – Achievable:** Consider time, resources, and support available.
- **R – Relevant:** Ensure the objective is aligned with practice needs.
- **T – Timed:** Set a specific deadline for completion.

Planning and Action

Planning:

Decide urgency and importance of learning objectives. Consider how achieving them will impact

you, your colleagues, your organization, and your patients.

Action:

Implement plans within a set timeframe. Record what was achieved and proceed to evaluation.

Evaluation and Record

Evaluation Questions:

- Was the learning objective met?
- Can new knowledge be applied to practice?
- Were there issues in reflection, planning, or action stages?

Record Keeping:

Maintain a CPD portfolio in compliance with good practice criteria (e.g., RPSGB guidelines). This ensures balance and quality in CPD activities.

Barriers to CPD

- Lack of time
- Uninteresting topics
- Limited resources and technical support
- Lack of motivation
- Poor understanding of CPD process and evaluation methods

Conclusion:

CPD is an essential component of quality improvement and good professional practice. Pharmacists must recognize their limits, work within their competence, and seek support to fully engage in CPD.

Continuing Education (CE)

CE is defined by the Accreditation Council for Pharmacy Education (ACPE) as **“a structured educational activity designed to support the continuing development of pharmacists and pharmacy technicians to maintain and enhance their competence.”**

CE typically includes lectures, workshops, or home study programs.

Unlike traditional CE, CPD is self-directed, cyclical, and outcome-focused, involving reflection, planning, learning, evaluation, and recording.

Pharmacist Perceptions of CE

Pharmacists often prefer topics related to therapeutics, pharmaceutical care, pharmacology, and clinical skills.

Pharmacy owners prioritize topics like implementation and marketing of pharmaceutical care services.

Barriers to CE participation include time constraints, workload, cost, lack of accreditation, and uninteresting topics.

Learning Methods for CE

CE is delivered through various methods such as printed materials, lectures, seminars, internet-based modules, videos, symposia, workshops, and interactive live sessions.

Pharmacists show a preference for live, interactive sessions with problem-solving and feedback. Studies show that **lecture + small group sessions** result in higher knowledge retention and participant satisfaction.

CE vs CPD

- **CE:** Focused educational activities to maintain competence.
- **CPD:** Broader, self-directed process including reflection, planning, action, evaluation, and application.

CE is a part of CPD, but CPD represents a lifelong professional obligation.

Framework for Quality CE/CPD

A needs-based model is followed, where needs may be local, regional, national, or international. Educational activities are designed to fill identified gaps and ensure pharmacists are competent to provide services as per practice expectations.

CPD Training in Hospital Pharmacy

CPD training involves learning about:

- Duties, responsibilities, and restrictions of hospital pharmacists
- Departmental practices for checking, ordering, and handling materials
- Safe working procedures and equipment handling
- Education of student nurses and other healthcare professionals
- Training of graduate nurses, pharmacy students, residents, and hospital staff

Teaching Activities:

- **Internal:** Student nurse programs, refresher courses, therapeutic seminars
- **External:** Guest lectures, specialized programs, residency training

Standards for Training:

- Hospital should be affiliated with a university
- Organized pharmacy department with qualified personnel
- Adequate facilities, interdepartmental activities, drug control measures, patient services, and quality control programs

Clinical Services Include:

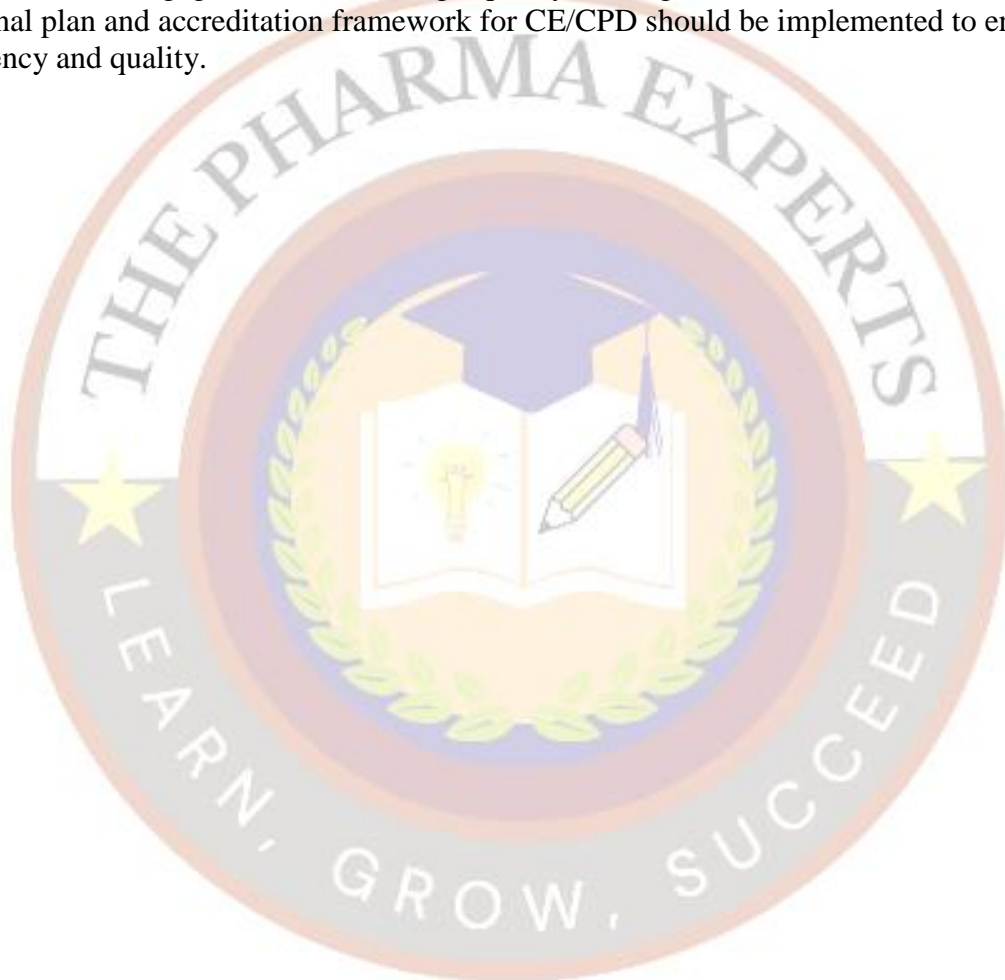
- Patient medication history
- Drug therapy monitoring
- Emergency management
- Patient education and counseling
- Chronic condition management

Conclusion

Participation in lifelong learning through CPD and CE is essential to ensure competence.

Pharmacists must engage in accredited, high-quality training activities.

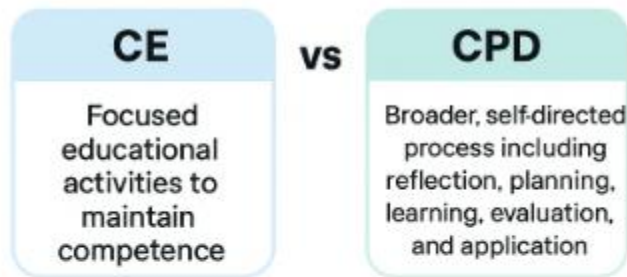
A national plan and accreditation framework for CE/CPD should be implemented to ensure consistency and quality.



CPD Cycle



CE vs CPD



SMART Goals

