Coaching a Profession: The evolution of CPD in pharmacy

Dr Catriona Bradley,
The Irish Institute of Pharmacy
Royal College of Surgeons in Ireland
Coaching a Profession: The evolution of CPD in pharmacy
• The evolution of CPD to support future practice

• A Case Study of the Irish Institute of Pharmacy (IIOP)
Pharmacy ... past... present...
... and future?

- Inter-professional working
- Patient-centric care
- Healthcare delivery at the point of lowest complexity
- Promotion of self-care

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**Soon we'll cure diseases with a cell, not a pill**

Current medical treatment boils down to six words:
Have disease, take pill, kill something. But physician Siddhartha Mukherjee points to a future of medicine that will transform the way we heal.
Figure 1. A framework for understanding the future of work

**Forces of change**

1. Technology: AI, robotics, sensors, and data
2. Demographics: Longer lives, growth of younger and older populations, and greater diversity
3. The power of pull: Customer empowerment and the rise of global talent markets
Engage in lifelong learning .... It is anticipated that the half-life of skill sets will decrease to five years in the future of work. We no longer learn to work, but rather work to learn. Personal success will largely depend on accelerating learning throughout one’s lifetime.

Reimagine lifelong education. Ecosystems should be ready to rethink through education and establish a framework to help everyone develop their talent more rapidly.
Figure 9: Core work-related skills

Abilities
- Cognitive Abilities
  » Cognitive Flexibility
  » Creativity
  » Logical Reasoning
  » Problem Sensitivity
  » Mathematical Reasoning
  » Visualization
- Physical Abilities
  » Physical Strength
  » Manual Dexterity and Precision

Basic Skills
- Content Skills
  » Active Learning
  » Oral Expression
  » Reading Comprehension
  » Written Expression
  » ICT Literacy
- Process Skills
  » Active Listening
  » Critical Thinking
  » Monitoring Self and Others

Cross-functional Skills
- Social Skills
  » Coordinating with Others
  » Emotional Intelligence
  » Negotiation
  » Persuasion
  » Service Orientation
  » Training and Teaching Others
- Resource Management Skills
  » Management of Financial Resources
  » Management of Material Resources
  » People Management
  » Time Management
- Systems Skills
  » Judgement and Decision-making
  » Systems Analysis
- Complex Problem Solving Skills
  » Complex Problem Solving
- Technical Skills
  » Equipment Maintenance and Repair
  » Equipment Operation and Control
  » Programming
  » Quality Control
  » Technology and User Experience Design
  » Troubleshooting

Source: World Economic Forum, based on O*NET Content Model.
Note: See Appendix A for further details.
Our Learning Journey

Baby/Toddler

Primary School

Secondary School

Third Level

Professional Qualification

The rest of your life!
Our Learning Journey

Baby/Toddler

Primary School

Secondary School

Third Level

Professional Qualification

The rest of your life!
Vision for a CPD system for pharmacists in Ireland focused on patient safety

- A system that assures competency across the profession to meet patient needs and demonstrates this competency to others
- A mechanism to allow for innovation and development in the role of the pharmacist
- A supportive, enabling and transformative system that meets personal and professional needs
- A flexible, user-friendly and contemporaneous system that is recognised by pharmacists as helping to support the way in which they practise their profession
- A system that rewards learning by professionals and provides accreditation that is recognised internationally
- A system that encourages and supports engagement with other healthcare professionals
Implementing the system

- The Pharmaceutical Society of Ireland (Continuing Professional Development) Rules 2015 (S.I 553/2015)
  - Establishment of the Irish Institute of Pharmacy
  - Definition of CPD
    
    "The CPD undertaken shall be systematic, self-directed, needs-based and outcomes-focused, based on a process of continual learning and development with application in his or her professional practice as a pharmacist"

  - Website, to provide access to ePortfolio (www.iiop.ie)
  - ePortfolio – which all pharmacists must use – under their “absolute control”
  - Core-Competency Framework Self-Assessment Tool
  - ePortfolio review – Pharmacists reviewed once every five years
  - Practice review systems – (approx. 5% of patient-facing pharmacists annually)
  - Remedial processes
  - Accreditation processes for continuing education courses

- Also elearning platform, commissioning of training and provision of local support
Context

• Approx 6000 registered pharmacists –
  • 1800 Community Pharmacies with >50% owner-run
  • Approx 800 Hospital pharmacists
• Single Register (no division between practicing and non-practicing)
• Core Competency Framework
• Pharmacy Act 2007 led to a lot of change in the sector over last decade
**REALITY - 2014**

- Some good engagement in CE (many of the same faces at the same events)
- CE choices often made in response to offering rather than need – with a focus on clinical skills
- Low awareness of CPD/reflective practice
- Little documentation
- No quality assurance processes

**GOAL – 2016**

Implementation of SI 553/2015

*CPD that’s “systematic, self-directed, needs-based and outcomes-focused, based on a process of continual learning and development”* (SI 553/2015)

- Pharmacists using the ePortfolio to record CPD
- ePortfolio review for all pharmacists every five years
- Practice review for 5% of patient-facing pharmacists annually

**HOW?**

*Establish IIOP infrastructure*

*Facilitate engagement & behaviour change*
Based on the Hersey/Blanchard Model of Situational Leadership – Image by Penn State University
Coaching

“Coaching is face-to-face leadership that pulls together people with diverse backgrounds, talents, experiences and interests, encourages them to step up to responsibility and continued achievement, and treats them as full-scale partners and contributors. ... It is about really paying attention to people—really believing them, really caring about them, really involving them”

(Tom Peters’ 1985)
Coaching Principles

• A commitment to support
• Relationships are built on truth, openness and trust
• Responsibility lies with the “client” – pharmacist/profession
• Belief in the “client” and it’s potential
• Coaching conversations are based on equality

We need to get to a place where the coaching “profession” is redundant and this just becomes the normal way that we interact with each other

Julie Starr
(Dublin 2016)
COACHING STYLE - SKILLS

Building rapport or relationship

Giving supportive feedback
Different levels of listening

Asking questions
Using intuition

Coaching skills

And Feedforward!

Julie Starr 2011
Benefits of a coaching approach

• Increased engagement
• Deeper level of learning
• Builds personal awareness
• Builds self-reliance
• Take greater responsibility and accountability for actions and commitments
• Sense of achievement
A Case Study of the Irish Institute of Pharmacy (IIOP)
**GOAL – 2016**
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Pharmacists using the ePortfolio to record CPD

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**HOW?**

**Establish IIOP infrastructure**

**Facilitate engagement & behaviour change**
Steering Group

IIOP
INSTITIÚID CÓGAISÍOCHTA NA hÉIREANN
IRISH INSTITUTE OF PHARMACY
A commitment to support

- Our vision is for pharmacists, individually and collectively, to realise their potential in creating a healthy Ireland

- Our Values: We will be a supportive and enabling organisation, building synergies within the profession

- Our Relationships: We work on behalf of patients, pharmacists, the regulatory system and the healthcare system
Central support team
Peer Support Network

Recruited through an Expression of Interest Process
Training focussed on empowerment
- Facilitation skills
- Communication
- MBTI
- CPD system

- Year 1 – Delivered 60 events face-to-face
- Years 2-4 – 60 webinars/face-to-face events
- Two way process of information giving and listening
- Important conduit between IIOP & profession(two-way)
Getting the right tools of the job - ePortfolio

1) The profession told us what they needed ... and we listened

2) We surrounded ourselves with vehement detractors from the start

3) We developed with pharmacists’ present and future needs in mind .... which meant that we had to compromise on things that we would “ideally” want
### LLNP 2018 WORKSHOP - 09/06/2018

- **Edit Cycle Title**
- **Self Appraisal**
- **Develop a Personal Plan**
- **Action**
- **Document Your Learning**
- **Evaluate Impact on Practice**

#### Domains and Competencies

<table>
<thead>
<tr>
<th>Domain</th>
<th>Competency</th>
</tr>
</thead>
</table>
| Professional practice| - Practises patient-centred care  
                       |   - Practises professionally  
                       |   - Practises legally  
                       |   - Practises ethically  
                       |   - Engages in appropriate continuing professional development |
| Personal skills      | - Leadership skills  
                       |   - Decision-making skills  
                       |   - Team working skills  
                       |   - Communication skills |
| Supply of medicines  | - Manufactures and compounds medicines  
                       |   - Manages the medicines supply chain  
                       |   - Reviews and dispenses medicines accurately |
| Safe and rational use of medicines | - Patient consultation skills  
                                   |   - Patient counselling skills  
                                   |   - Reviews and manages patient medicines  
                                   |   - Identifies and manages medication safety issues |
Call for Expressions of Interest (EoI) for Pharmacists to Participate in the Development and Piloting of the IIOP ePortfolio Review Process

Queries relating to this EoI should be addressed to info@iop.ie

About the IIOP
The Irish Institute of Pharmacy (IIOP) has been established by the Pharmaceutical Society of Ireland (PSI), The Pharmacy Regulator, to oversee the implementation of the new continuing professional development (CPD) system in Ireland. The Royal College of Surgeons in Ireland (RCSI) has been awarded a four-year contract by the PSI to manage the IIOP on its behalf.

About ePortfolio Review
New rules relating to pharmacists’ CPD will require that one-fifth of the pharmacists on the PSI register be selected annually for ePortfolio review. Those selected will be asked to electronically submit an extract from their ePortfolio to the IIOP. The rules also require the IIOP to establish guidelines relating to this review.

ePortfolio Review Pilot
The IIOP intends to develop and pilot the ePortfolio review process over the coming months. The purpose of the pilot is to trial a draft process to determine its acceptability and feasibility. In addition, the IIOP hopes to use this pilot to identify the supports needed to assist pharmacists in preparation for the review, throughout the review process and following completion of the review. Therefore the IIOP is now seeking pharmacists to express interest in participating in this ePortfolio Review pilot.

Pilot Participant Group
Pharmacists can contribute to the development and piloting of the ePortfolio by participating in one of three groups:

A. Guideline development group

B. ePortfolio review group

C. Pharmacist group

1 Pharmaceutical Society of Ireland (Continuing Professional Development) Rules 2015
Honest conversations

Who do you think you are? Pharmacists’ perceptions of their professional identity
Rebecca Elvey, Karen Hassell and Jason Hall
School of Pharmacy & Pharmaceutical Sciences, University of Manchester, Manchester, UK

Abstract
Objectives The aim of this study was to examine pharmacists’ perceptions of their professional identity, both in terms of how they see themselves and how they think others view their profession.
Methods A qualitative study was undertaken, using group and individual interviews with pharmacists employed in the community, hospital and primary care sectors of the profession in England. The data were recorded, transcribed verbatim and analysed using the framework method.
Key findings Forty-three pharmacists took part in interviews. A number of...
Other approaches used

Kotter’s Change Model

Myers-Briggs Type Indicator

Adaption Curve

THE FIVE DYSFUNCTIONS OF A TEAM
**GOAL – 2016**
Implementation of SI 553/2015

*CPD that’s “systematic, self-directed, needs-based and outcomes-focused, based on a process of continual learning and development”* (SI 553/2015)

Pharmacists using the ePortfolio to record CPD

ePortfolio review for all pharmacists every five years

**REALITY - 2014**

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**HOW?**

Establish IIOP infrastructure

Facilitate engagement & behaviour change

**Did we manage it?**

ePortfolio Review

Practice Review

Practice review for 5% of patient-facing pharmacists annually
ePortfolio Review

- CPD that’s “systematic, self-directed, needs-based and outcomes-focused, based on a process of continual learning and development” (SI 553/2015)
## ePortfolio Review Standards 2017/18

The IIOP ePortfolio system checks that the following MINIMUM standards are met in your submitted ePortfolio extract:

<table>
<thead>
<tr>
<th>Requirement Description</th>
<th>Minimum Number Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPD cycles which you created in the current year (i.e. 2017- to include cycles created up until the end of the submission period)</td>
<td>4</td>
</tr>
<tr>
<td>CPD cycles which you created in the previous four years (2013- 2016 inclusive)</td>
<td>1</td>
</tr>
<tr>
<td>CPD cycles which originated from your self-assessment(s) against the PSI Core Competency Framework in the current year (i.e. 2017- to include cycles created up until the end of the submission period)</td>
<td>1</td>
</tr>
<tr>
<td>CPD Cycles that you started at the Self- Appraisal stage</td>
<td>2</td>
</tr>
<tr>
<td>Different ways in which you identified your learning needs* (Self- Appraisal stage)</td>
<td>2</td>
</tr>
<tr>
<td>Different learning resource types that you used* (Action stage)</td>
<td>3</td>
</tr>
<tr>
<td>Different practice impact types that you identified* (Evaluate Impact on Practice stage)</td>
<td>2</td>
</tr>
<tr>
<td>Different Core Competency Framework domains that you addressed*</td>
<td>2</td>
</tr>
</tbody>
</table>

*Please note that these criteria apply to the submitted extract as a whole and not to individual CPD cycles
If referred to a peer reviewer, the reviewer will review a SAMPLE of your ePortfolio extract to ensure that a systematic approach has been adopted in recording your CPD in line with the standards outlined below. Your description for each cycle stage should be in your own words.

Please ensure that you can answer YES to each of the following for EACH CPD cycle submitted:

- Are the contents of each stage relevant to the overall topic of your CPD cycle?
- Have you described the ways in which you identified your learning needs? *(for each CPD cycle starting at the Self-Appraisal stage)*
- Have you described your plan for your learning? *(for each CPD cycle that contains a Develop a Personal Plan stage)*
- Have you described the actions you took? *(Action stage)*
- Have you described what you learned? *(Document your Learning stage)*
- Have you described the impact(s) on your practice, which may include identification of future action(s)? *(Evaluate Impact on Practice stage)*

*Please note that duplicated CPD cycles will be disregarded*
## ePortfolio Review Outputs

<table>
<thead>
<tr>
<th>Year</th>
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<td>2017/18</td>
<td>1246</td>
<td>1217 (98%)</td>
<td>29 (2%)</td>
<td>1202 (96%)</td>
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<td>99%</td>
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<tr>
<td>2018/19</td>
<td>1400 TBC</td>
<td></td>
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Q20 Has participating in the ePortfolio Review altered your perception of CPD?

Answered: 568   Skipped: 39

<table>
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<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
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<tbody>
<tr>
<td>Yes</td>
<td>57%</td>
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<tr>
<td>No</td>
<td>43%</td>
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TOTAL 568

<table>
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<tr>
<th>#</th>
<th>COMMENTS</th>
<th>DATE</th>
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<tbody>
<tr>
<td>1</td>
<td>Process was very clear and easy to use.</td>
<td>6/3/2018 8:07 PM</td>
</tr>
<tr>
<td>2</td>
<td>Reawakened my interest in studying for studies sake. Found the process less daunting when I made myself familiar with what was required.</td>
<td>6/2/2018 12:17 AM</td>
</tr>
<tr>
<td>3</td>
<td>I was initially intimidated by the website because I thought that the cycles to be completed would be a lot more complicated.</td>
<td>5/31/2018 12:59 PM</td>
</tr>
</tbody>
</table>
It has made me more aware of what I’m learning. I have to process the information more, but it makes me more confident in my job.

I found that a very useful activity that let me reflect on my professional development.

A more realistic approach to CPD in the work environment.

I would now put more thought into what I need to learn and how to use it.

Feedback from ePortfolio Review May 2018
Has participating in ePortfolio Review altered your perception of CPD?

Another red-tape exercise.

I believe there is no need to write a reflection on my learning... I have no issue with documenting and providing evidence for my learning but reflecting on this learning yields no extra benefit for me.

This model is a disgraceful waste of registration fees and those responsible should take a cold, hard look at themselves.
Initially you feel it's something daunting ....then you realise it's not an exercise or a test to see if you can still manage the role but rather an encouragement to participate in the newer way of learning and recording.

You must remember many of us came through currency changes..measurement changes .computerization...and much more ..I would say the difficulty will be in the (newly) qualified ...They have such a rigid approach to pharmacy practice ...I would like to see how they would manage the changes we have practiced through

Feedback ePortfolio review 2017/2018
Practice Review

Scope

Legislation lays out the requirements for Practice Review under four broad headings:

- Poor
- Competent
- Competent
- Competent

Communications Skills
Management Strategies
Gathering Information
Clinical Knowledge

Pharmacists are provided with opportunities to demonstrate competence during the two components of Practice Review - Standardised Pharmacy Interactions and Clinical Knowledge Review.

It is also important to recognise that pharmacists will naturally be at different levels in the continuum when it comes to professional practice. For example, some pharmacists will be stronger in some areas than others. Or some pharmacists may have an exemplary bank of knowledge, but perhaps don’t communicate this knowledge to patients in the best way. Others may gather information in great detail but may not always invest time into follow-up and educating patients.
Practice Review

An overview of your performance

The following four graphs represent your performance in each of the four competencies. You can see where your score lies in comparison to the average result (mean score) for all pharmacists who have undertaken the same Practice Review. This allows you to identify your areas of strength and areas for potential further development.

For example; if you are below the mean score of your peers in one particular competency area you may find it helpful to focus your learning and development on this particular area. Starting a cycle in your ePortfolio can be a useful way to develop a personal plan for your learning need.
Q6 My Performance Feedback Report has helped me to identify my areas of strength and areas for potential further development:

Answered: 31  Skipped: 2

<table>
<thead>
<tr>
<th>Label</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Total</th>
<th>Weighted average</th>
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</thead>
<tbody>
<tr>
<td>(no label)</td>
<td>0%</td>
<td>6%</td>
<td>26%</td>
<td>48%</td>
<td>19%</td>
<td>31</td>
<td>3.81</td>
</tr>
</tbody>
</table>
As many of our peers call this "the dreaded practice review" I have to say that now that it is tried and tested it should not be feared..... I have found the whole process beneficial in my day to day dealing with my patients.

I feel the practice review does make you more aware of how you go about you daily practice as a pharmacist, reminding you of things you probably do automatically but maybe have become laxed at.

The structure of patient interactions should be changed to mirror daily interactions we have in community pharmacy. I never get time to spend 8 minutes with each customer. Many of the clinical knowledge mcq were not a fair representation of my job. Asking to change a prescribed drug is not something i would ever do.

It was good to recap on important topics and I wouldn't be afraid of doing it again.

I do not see the benefit of such an exercise. Funding would be better spent on numerous other CPD activities, that would have a bigger impact on furthering the profession

I would like to get the correct answers for Clinical Review as I thought I answered all correctly but must have not as I was on mean line
Benefits of a coaching approach

• Increased engagement
• Deeper level of learning
• Builds personal awareness
• Builds self-reliance
• Take greater responsibility and accountability for actions and commitments
• Sense of achievement
Now what?

- Building robust evidence
  - Pharmacist involvement in CPD
  - Quality assurance of Practice

- How will we evolve from here?
If I have seen further it is by standing on the shoulders of giants.

Isaac Newton
Acknowledgements

• Pharmaceutical Society of Ireland
• Royal College of Surgeons in Ireland
• The Pharmacy Profession
• IIOP team
• Steering Group
• Peer support team
• Participants in ePortfolio development, pilot and implementation
• Participants in Practice Review development, pilot and implementation
• Pharmacists who engaged with us
• Representative bodies
• Universities

• Life Long Learning in Pharmacy friends ... for listening, and for future collaborations 😊
“It is about really paying attention to people—really believing them, really caring about them, really involving them”

(Tom Peters)

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