

# PSI Information Meetings for Pharmacists on Pharmacy Education Reform Programme: *Progress to date and Planning for the Future*

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AN RIALTÓIR CÓGAIŚÍOCHTA  
THE PHARMACY REGULATOR

# Key Messages

- From Pharmacy Act 2007 to *Pharmacy Ireland 2020*
- Pharmacy Education and Training Reform Programme:
  - Core Competency Framework for Pharmacists in Ireland
  - Five-year fully integrated Masters degree
  - Continuing Professional Development (CPD) model & new Irish Institute of Pharmacy

Where we're at?

Where we're going?

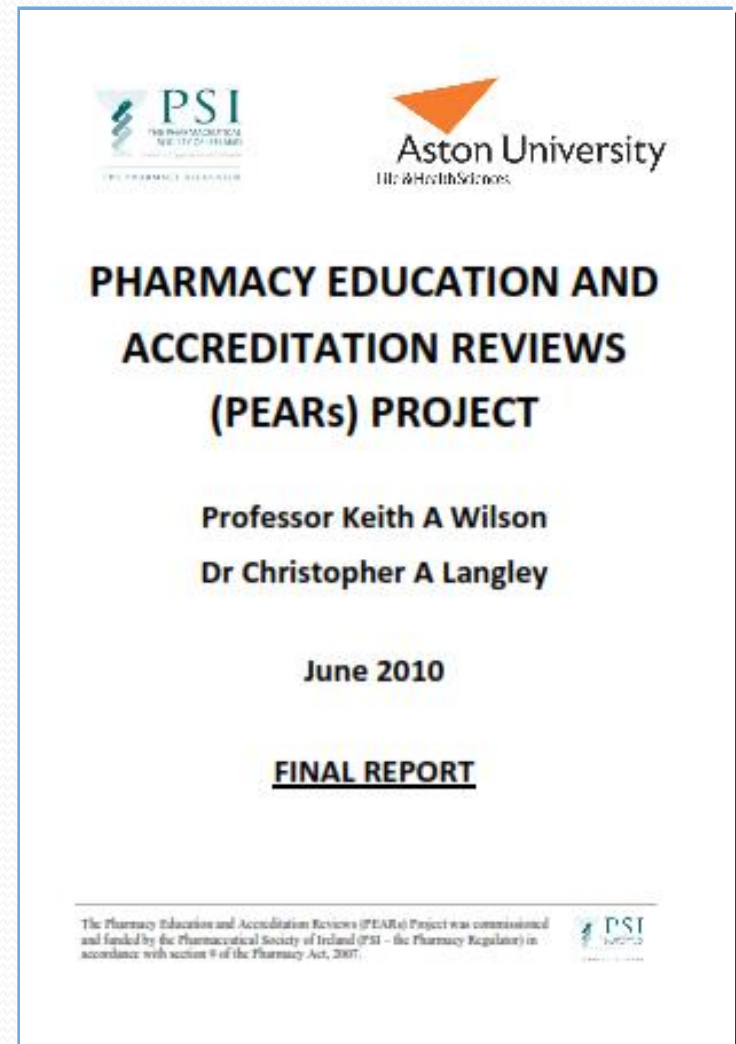
What does it mean for you, and your profession?

## Platform for development of profession

- Pharmacy Act 2007 as enabler: new robust regulatory environment means scope of pharmacy practice and services in Ireland can be developed in line with international evidence base and patient/health system needs
- *Pharmacy Ireland 2020*: initiative to advance clinical practice and services and enhance integration into wider healthcare system – ‘future-proofing’ of the profession
- Reform of pharmacy education and training identified as a key priority and lynchpin of development of profession – importance of a fit-for-purpose educational model and its role in effective regulation and ongoing re-invigoration of the profession

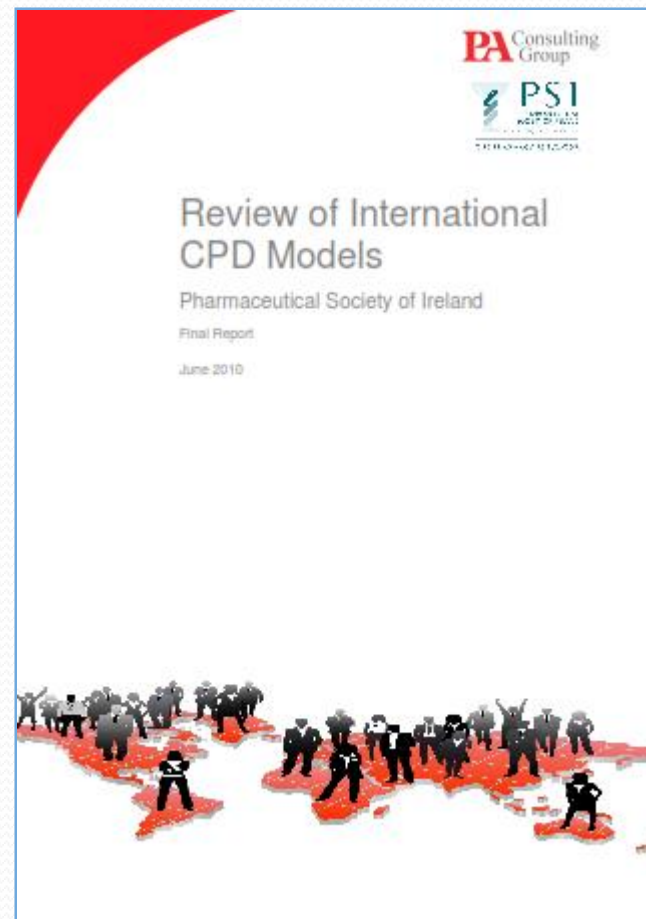
# Developments in Education and Training

- Review of five-year programme of education, training and accreditation (PEARs Project)
- Implementation of recommendations from 2010 with the assistance of a National Forum of all stakeholders
- Degree for Qualification is now a Masters degree but in a 4+1 structure – National Pharmacy Internship Programme (NPIP) – enabling the move to the **5-year fully integrated Masters**



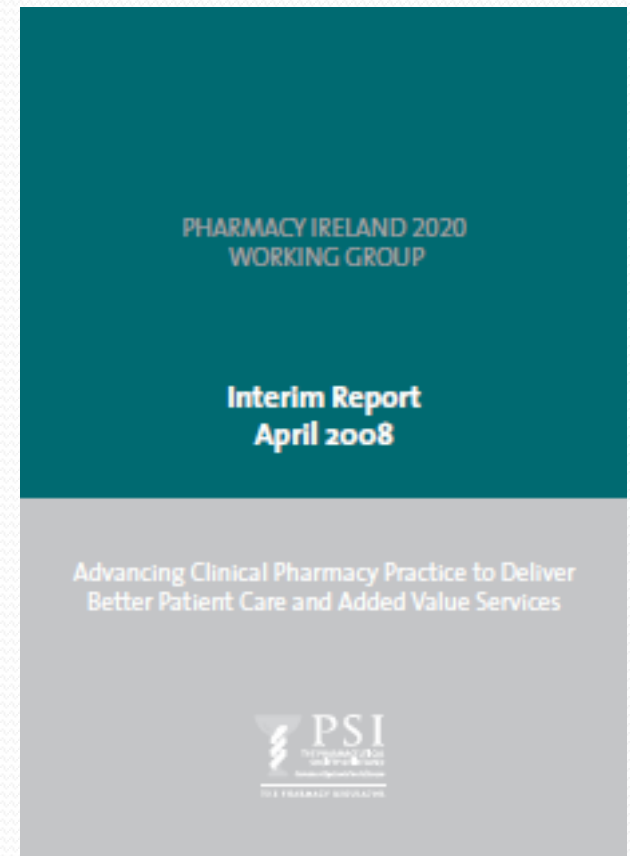
# Developments in Education and Training

- Mandatory CPD – transition of the profession to lifelong learning
- Self reflective model linked to a **core competency framework** for pharmacists, recognising range of learning activities through portfolio
- **Irish Institute of Pharmacy** being established to manage CPD



# *Pharmacy Ireland 2020*

- Interim Report to advise Minister in 2008
- Developing clinical pharmacy practice and services
- Looked at evidence based practice in other countries – what could pharmacists/pharmacy be doing in Ireland?
- Examples: chronic disease management; health screening; re-classification of medicines; vaccinations; prescribing



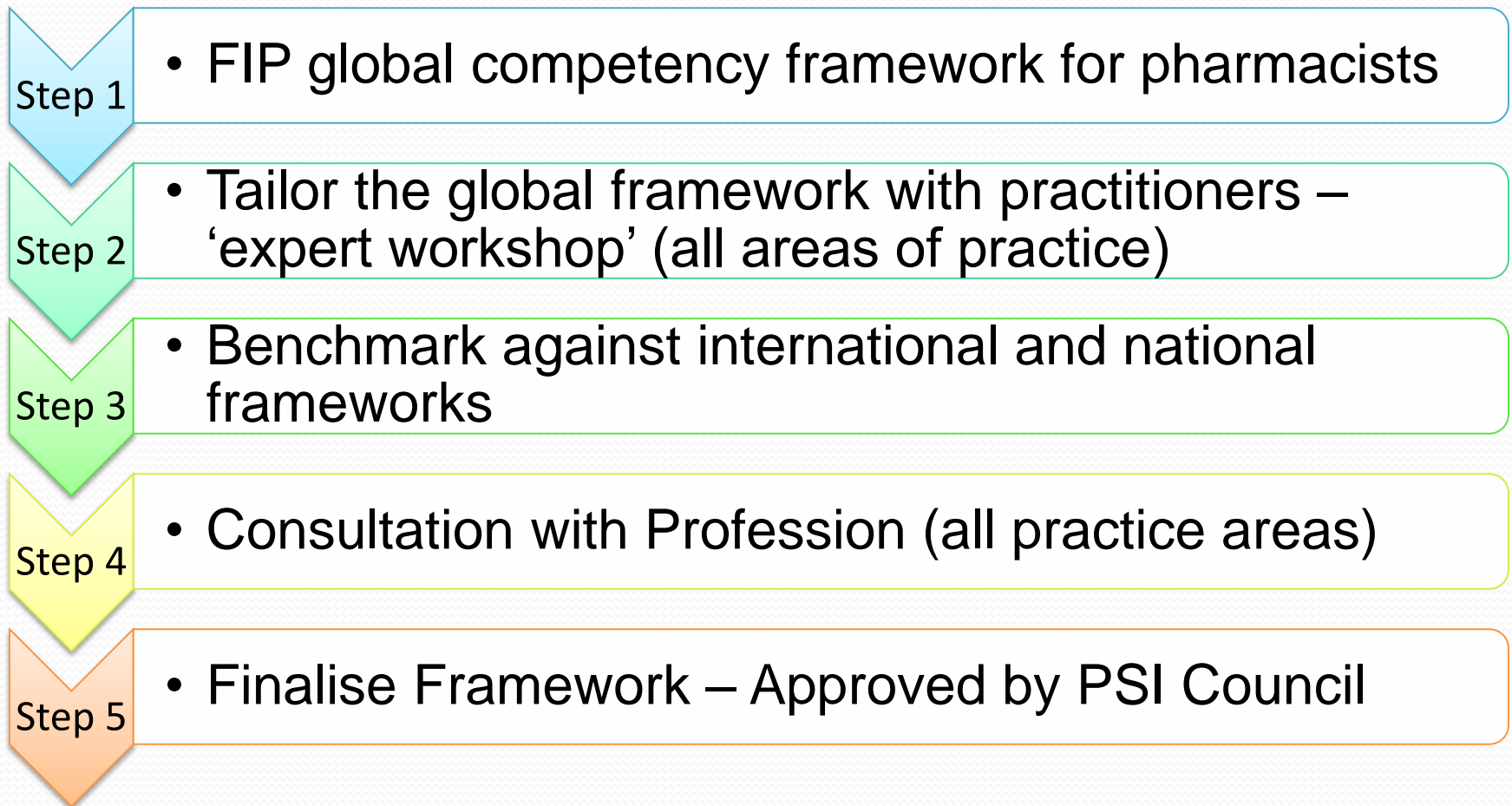
# Core Competency Framework for Pharmacists in Ireland

# Irish Competency Framework for Pharmacists

- Competency framework identified as key requirement for educational reform programme
- Inform the educational standards, curriculum development and learning outcomes for undergraduate students
- Support implementation of new CPD structures for pharmacists
- Assist pharmacists to enhance their practice and patient outcomes through self reflection and assessment to define learning needs
- Provide a platform for development of advanced/specialist practice frameworks

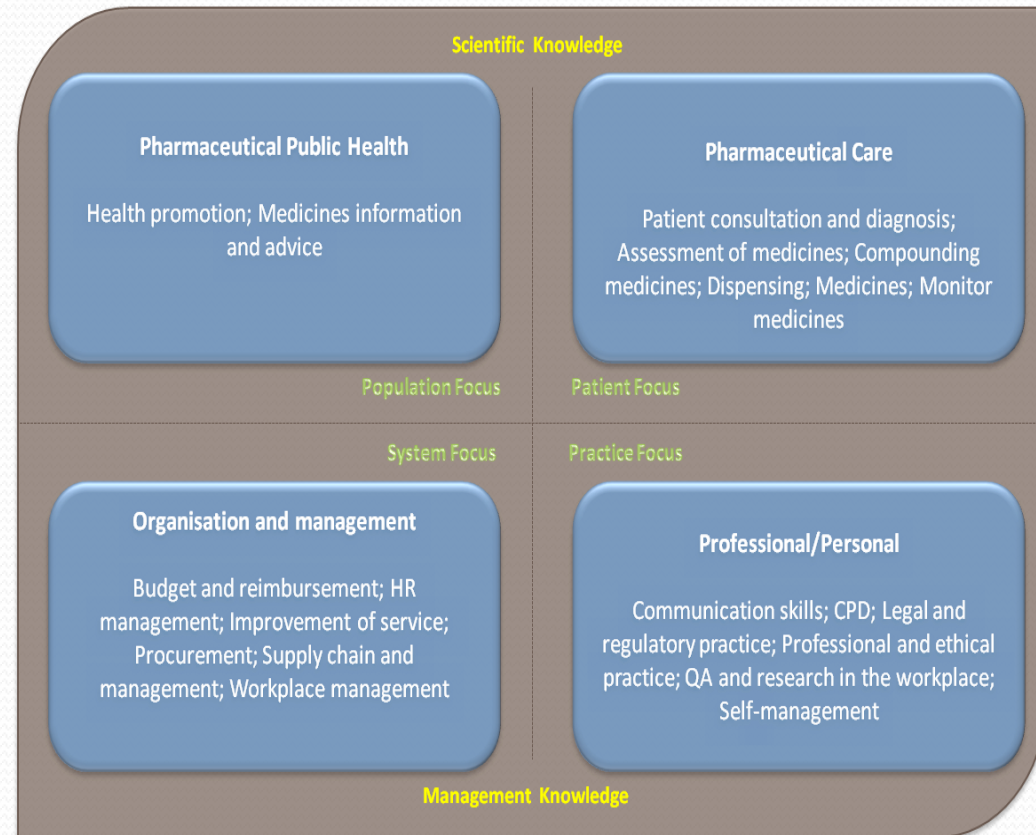


# Development of Irish Competency Framework



# FIP Global Framework Structure

- Competency Clusters (Domains) – 4
  - Competencies – 20
    - Behaviours

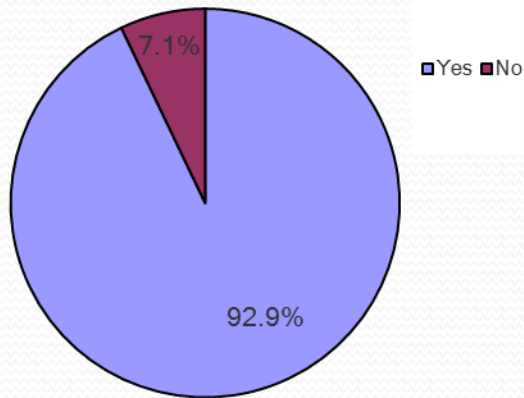


# Draft Irish Framework

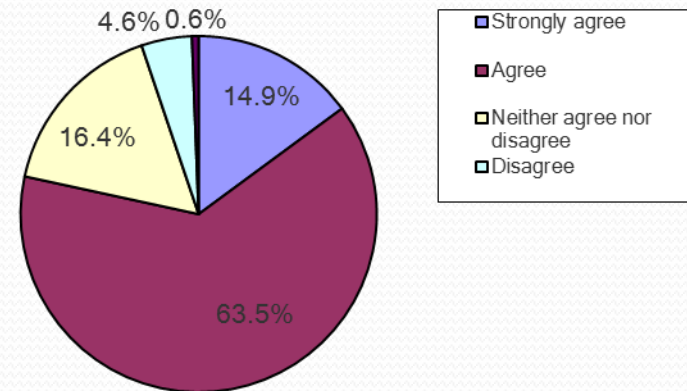
- Restructured framework to six (6) Domains:
  - ***Professional Practice***
  - ***Personal Skills***
  - ***Supply of Medicines***
  - ***Safe and Rational Use of Medicines***
  - ***Pharmaceutical Public Health***
  - ***Management and Organisation Skills***
- Additional Competencies identified
  - Medication Safety; Patient-Centred Practice;
  - Population Health; Leadership skills;
  - Decision making skills; Team working skills

# Step 4: Consultation With Profession

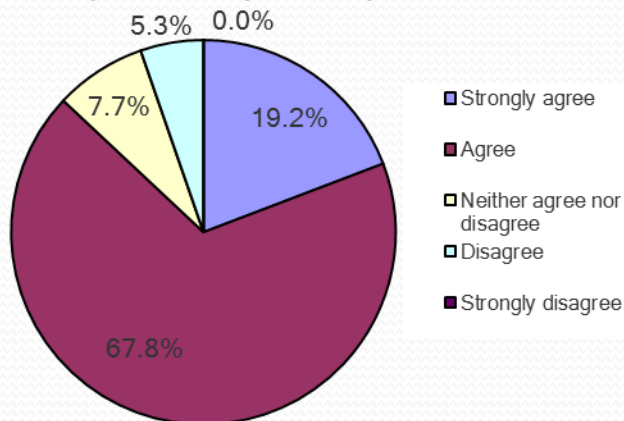
Q: Is the framework clear and easy to understand?



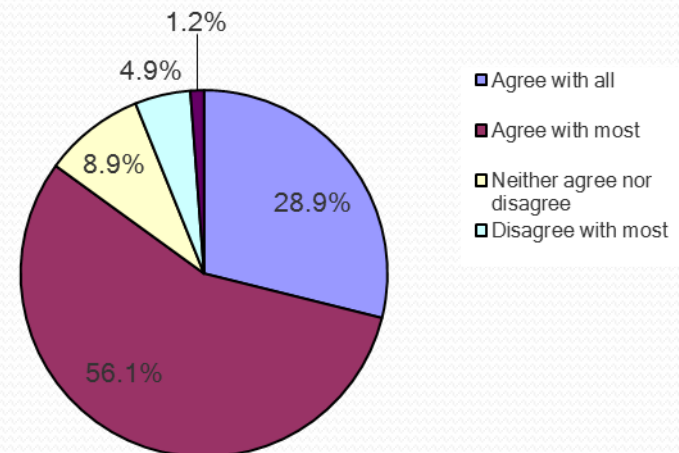
Do you agree with the structure of the framework?



Q: In general, do you think this framework reflects the core competencies required of a pharmacist?



Q: Do you agree that the Domains and Competencies (not behaviours) of this draft framework would apply to your current area of practice and stage of career?

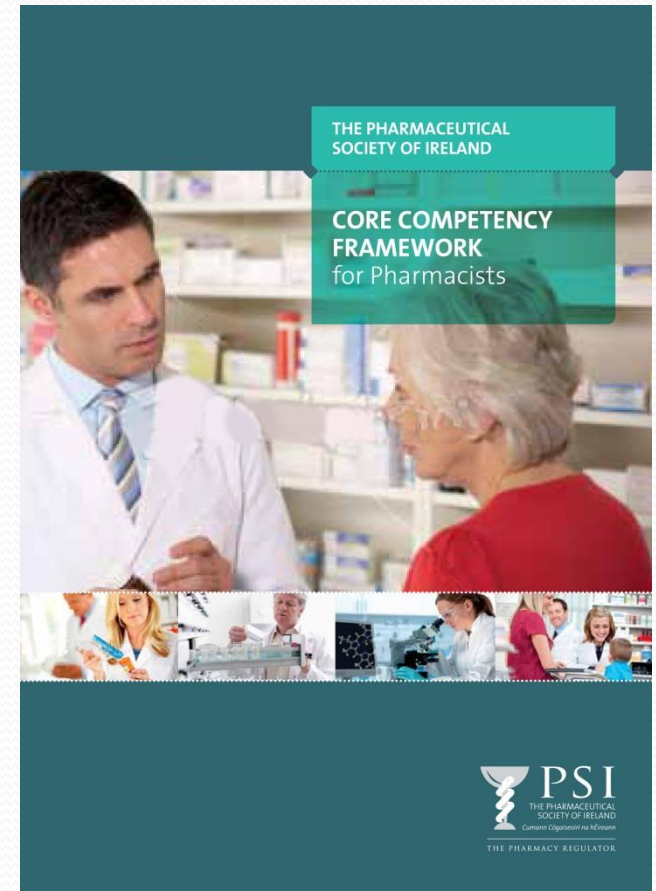


# Irish Core Competency Framework

Domain	Competency
Professional practice	<ul style="list-style-type: none"> <li>Practises patient-centred care</li> <li>Practises professionally</li> <li>Practises legally</li> <li>Practises ethically</li> <li>Engages in appropriate continuing professional development</li> </ul>
Personal skills	<ul style="list-style-type: none"> <li>Leadership skills</li> <li>Decision making skills</li> <li>Team working skills</li> <li>Communication skills</li> </ul>
Supply of medicines	<ul style="list-style-type: none"> <li>Manufactures and compounds medicines</li> <li>Manages medicines supply chain</li> <li>Reviews and dispenses medicines accurately</li> </ul>
Safe and rational use of medicines	<ul style="list-style-type: none"> <li>Patient consultation skills</li> <li>Patient counselling skills</li> <li>Reviews, monitors and manages medicines</li> <li>Identifies and manages medication safety issues</li> <li>Provides medicines information and education</li> </ul>
Pharmaceutical public health	<ul style="list-style-type: none"> <li>Population Health</li> <li>Health promotion</li> <li>Research skills</li> </ul>
Management and organisation skills	<ul style="list-style-type: none"> <li>Self-management skills</li> <li>Workplace management skills</li> <li>Human resources management skills</li> <li>Financial management skills</li> <li>Quality assurance</li> </ul>

# Final Competency Framework

- Standard set by agreement with profession - 85.0% agreed domains and competencies would apply to their current area of practice and stage of career
- Core framework - generic skills identified (0-3 years/entry to register) but platform for advanced and specialised practice
- Framework will be key self-assessment/self-reflection tool for CPD



# **National Forum for Pharmacy Education and Accreditation**

**National Forum Chair: Marian Shanley**

# Education Reform

- PEARs Report recommendation: Five Year Fully Integrated MPharm Degree
- National Forum for Pharmacy Education and Accreditation established
- Progress to date



# Preparing for the Next Ten Years ... and Beyond

- Education reform is occurring in the context of a fundamental review of pharmacy practice and services
- Reforms are designed to prepare the pharmacist for an enhanced role in front line health care delivery.
- To enable pharmacists take a leadership role in health care, their training needs to become more patient focused. This will achieve two things:
  - Increase public confidence in the expertise of the pharmacist
  - Offer policymakers a real alternative to traditional healthcare solutions.

# What is Integrated Education and how does it differ from the current model?

- Integrated Education means contextualising learning into real life situations from the beginning. Everything the student learns is placed into the perspective of pharmacy practice; material is sequenced and delivered in context of real-life, patient-focussed practice
- Integrated education is already the preferred model for most medical and allied health professions
- The 4+1 model – four years in academia and one year on placement - does not allow for on-going contextualisation of the knowledge being acquired

# How will this impact on me as a pharmacist?

- All pharmacists will benefit from the development of a front line health care role. It will link pharmacy practice into community care and will ensure that services and procedures that can be safely entrusted to pharmacists are appropriately assigned
- It will give pharmacists a leadership role and a stronger voice in the development of government strategies and policies that impact on front line health care

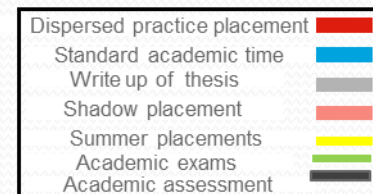
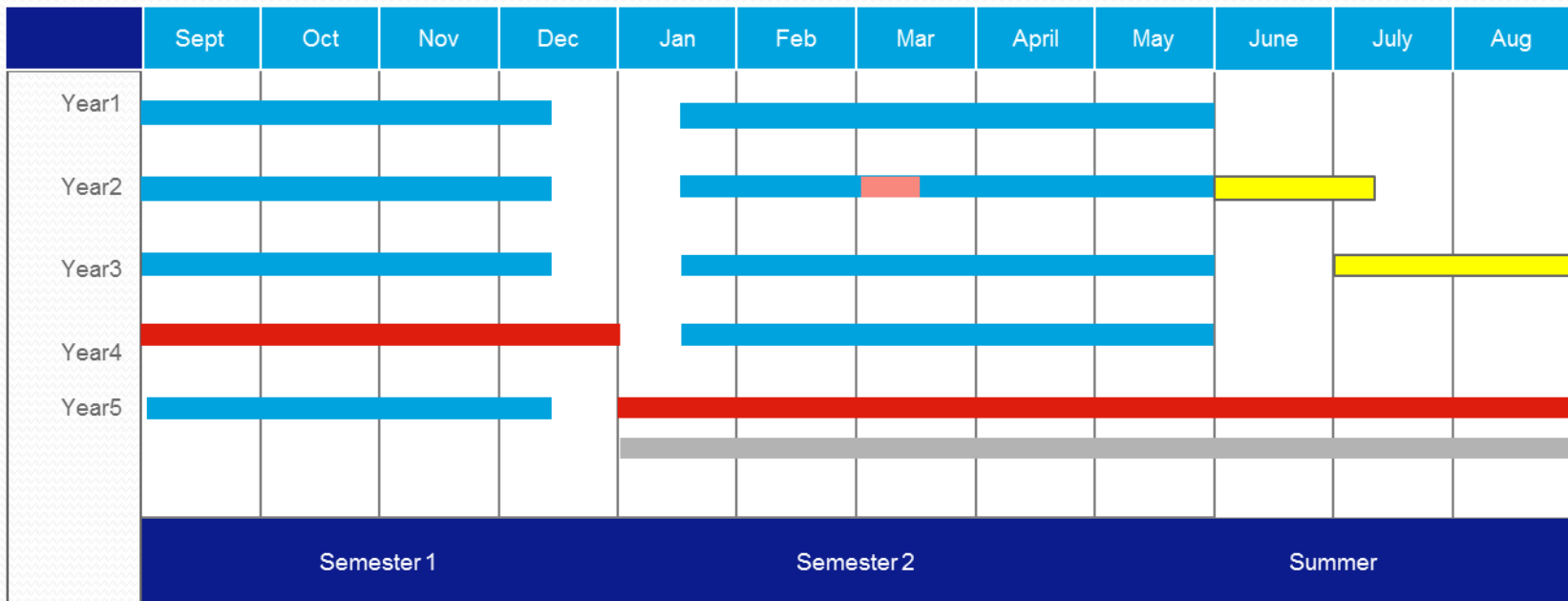
# How will this impact on me as a pharmacist?

- Integrated education will challenge all pharmacists to accept their responsibility for mentoring the next generation and for ensuring that the profession offers the best possible opportunities for all practitioners
- It will bring pharmacists into the heart of universities and Higher Education Institutes and will allow them to influence curriculum design and development

# How will this impact on me as a tutor?

- Integrated education requires the distribution of practice placements throughout the five years of undergraduate education
- Students will enter all placements as students not as employees, and there will be no expectation of payment to them

# Proposed distribution of practice placements



# How will this impact on me as a tutor?

- Tutors will be asked to mentor students more closely and to ensure that they get the opportunity to experience all available aspects of pharmacy practice. The relationship will be fundamentally different from that of an employer/employee
- Tutors will be offered increased support through a centralised office called the Office of Experiential Learning (OEL) and they will be offered a more structured and clearly defined programme for their students
- The role of the tutor will be more clearly recognised under the new system with a number of incentives and recognition being considered

# Continuing Professional Development (CPD) & the Irish Institute of Pharmacy



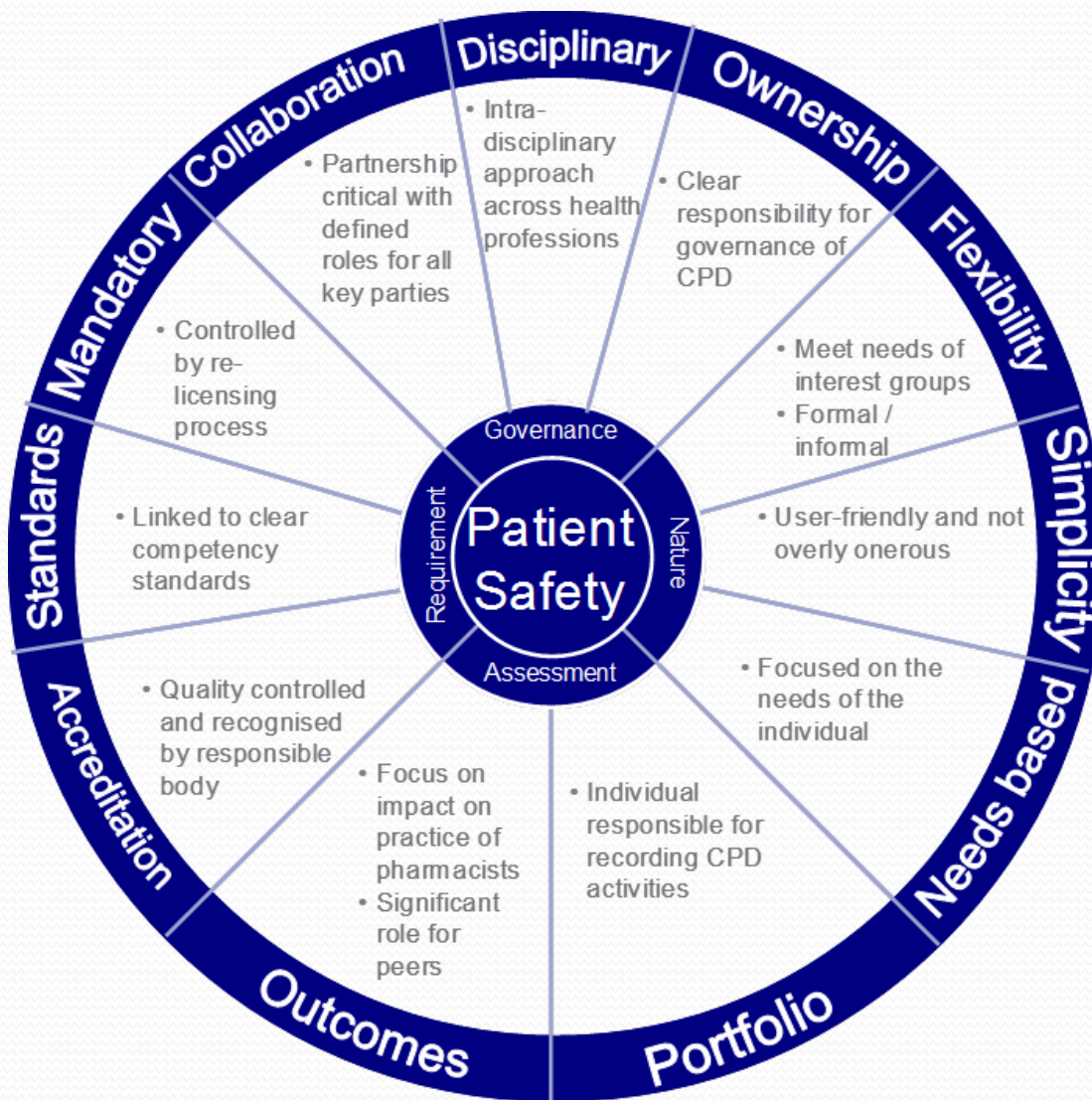
# CPD: Legislation

- **Pharmacy Act 2007** – Section 7(1)(d) ... *“ensure that pharmacists undertake appropriate continuing professional development, including the acquisition of specialisation ...”* Section 7(2)(a)(vii) ... *“take suitable action to improve the profession of pharmacy.”*
- **Code of Conduct for Pharmacists: Principle Five**  
*“A pharmacist must maintain a level of competence sufficient to provide his/her professional services effectively and efficiently”*

# CPD: Legislation

- **Continued Registration** as a pharmacist statement setting out how the applicant ensures that he or she -
  - (a) maintains appropriate experience in the practice of pharmacy, and*
  - (b) keeps abreast of continuing education and continuing professional developments in the profession of pharmacy*
- **Retail pharmacy business registration:** statement by owner setting out arrangements in respect of pharmacists to ensure obtain and maintain experience; undertake appropriate CE and CPD
  - ... with a view to protecting, maintaining and promoting the health and safety of the public.*

# CPD Model



# CPD model – key points

- **Reflective practice/outcomes focussed:**

*What are my learning needs? What benefits am I getting from my learning? What benefits are my patients getting? How will I use what I'm learning in my practice? What impact is it having?*

- **Portfolio-based:**

Recording reflections; Recording learning goals and plans; Recording learning activities; Planning practice change; Planning future learning; Evaluating how I am developing

- *Not accumulation of 'points' or 'hours'*

# CPD model – key points

- **Peer-supported:**

Sharing learning and experience with peers; supporting colleagues in learning and development

- **Meeting pharmacists' needs:** both collectively as a profession and for individual practitioners; user-friendly system; flexible approach recognising a wide range of learning activities

- Potential for interprofessional learning opportunities

# CPD – you're already doing it!

- Most pharmacists already doing some CPD
- As healthcare professionals interested in learning, in keeping up to date, improving practice
- Continuing Education (CE) lectures; post-graduate programme in universities and Schools of Pharmacy; online/distance learning; Masters degrees
- CE is important as you are acquiring new knowledge/skills but CPD is a broader concept, more structured but also more flexible, focus on value and application of learning
- Includes non-formal learning – in the workplace, interaction with peers
- Includes attending or presenting at conferences, teaching, mentoring, research

# Learning Spectrum

- Interactive **on-the-job** learning
- **intentional or non-intentional**
- **directly relevant** to professional's everyday circumstances
- **Not structured**
- **Unplanned** - the learner sets the goals and objectives

- **Organised**, intentional, systematic educational activity
- Outside framework of formal education
- Someone **outside of a validated programme** or a learning department may set the goals or objectives (eg superintendent or manager)
- Typically **does not lead to certification** but is...
- **Structured** (in terms of objectives, time or support)

- Intentional learning in **formal, non-practice setting** (delivered by an education or training institution) - trainers or specialists set goals and objectives.
- **Assessment** of learning
- **Structured** (in terms of learning objectives, learning time or learning support) and leading to **certification**.

Informal Learning



Non-formal Learning



Formal Learning

# CPD – what will be different?

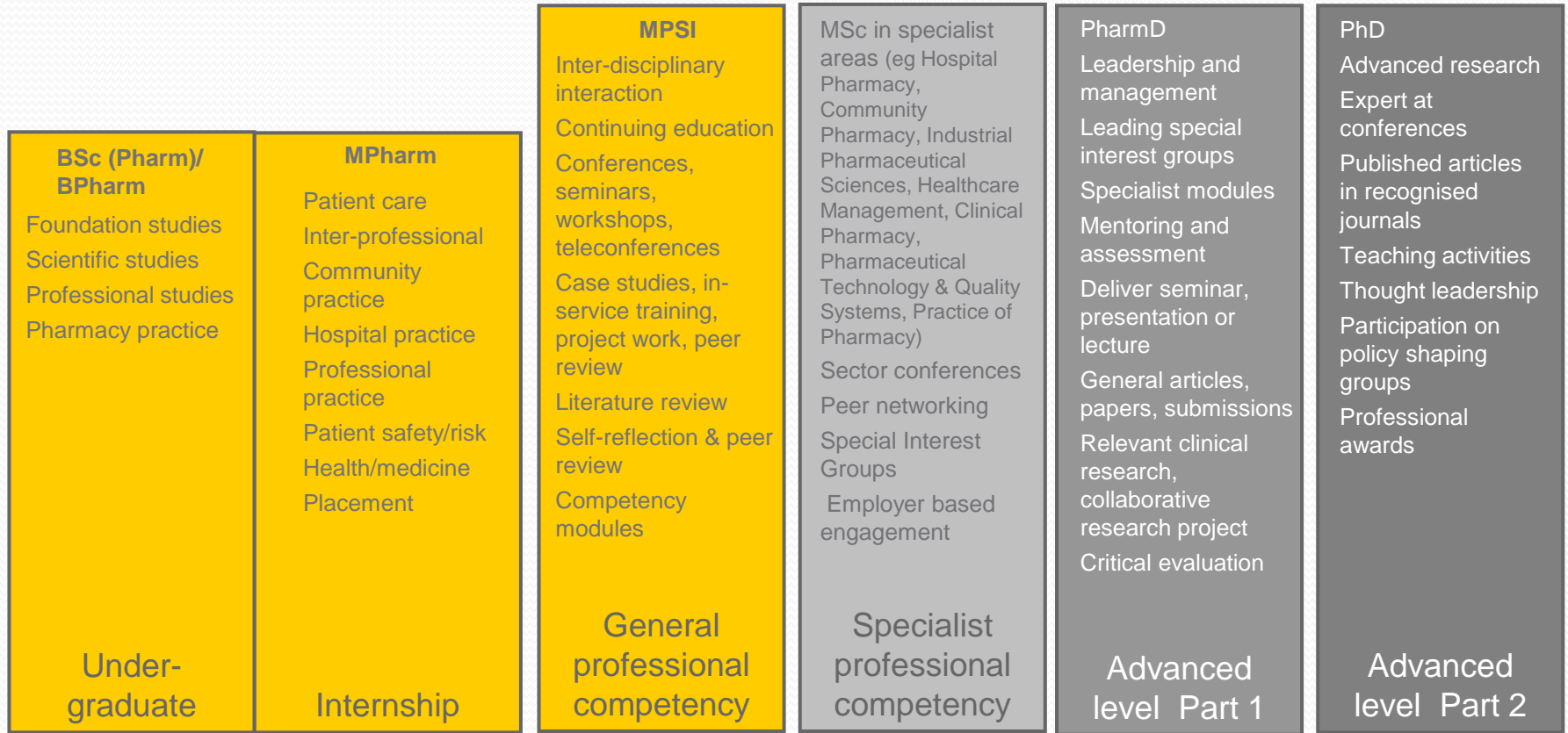
- Now we will be consciously ‘naming’ it, **recording** it, **reflecting** on professional development and education, and practice development; **tracking progress**
- Systematic and ongoing improvement of practice and competence – within a structured and supportive system
- Formal recognition of learning, including **assessment** and benchmarking – allows for acquisition of **specialisation** by pharmacists



# Recording CPD – *no pain, no gain*

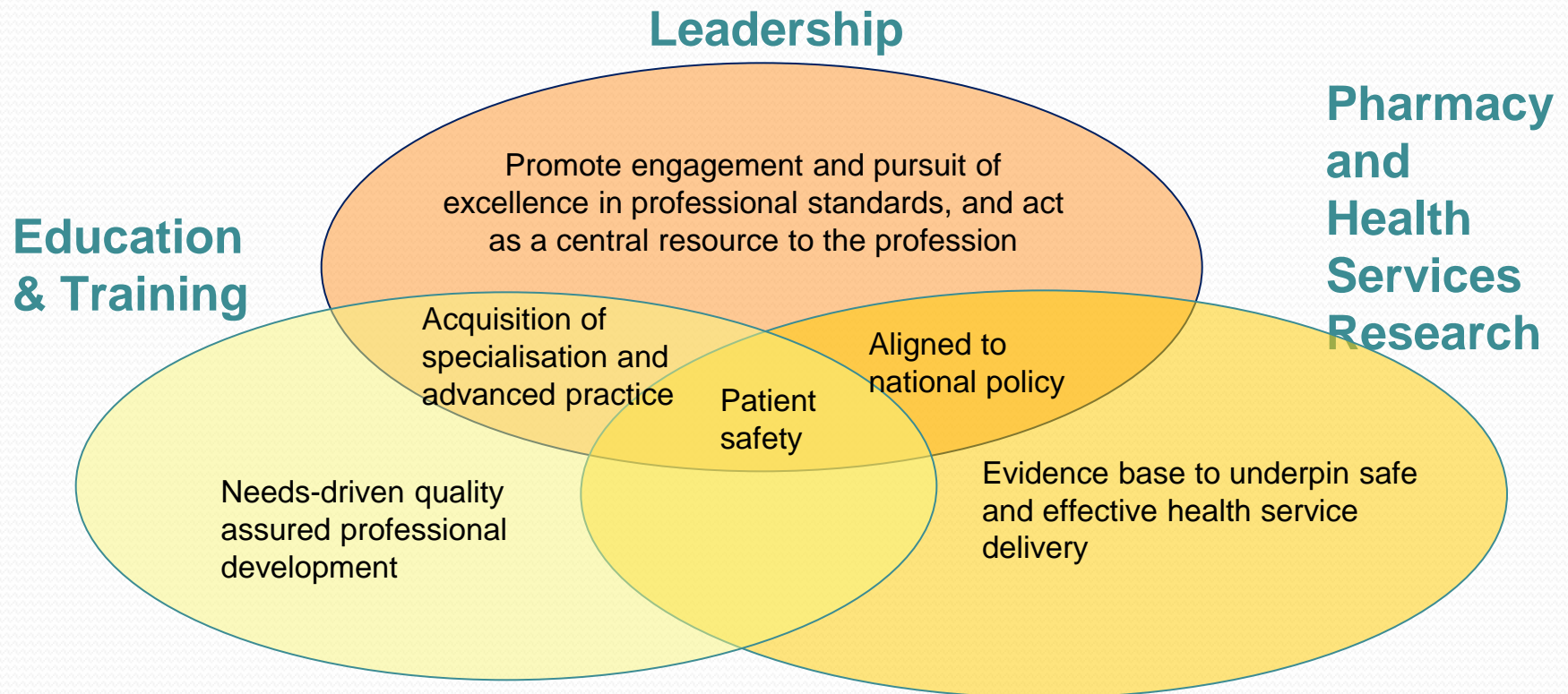
- Will take some time and effort in recording CPD portfolio, including planning and reflection
- Needs to be recorded to realise benefits and be systematic in analysing how you use what you learn and planning for future learning
- Recording ‘on the job’ learnings, such as unusual medical query or new drug, means you have record for future reference
- Records required for assessment (*“if it’s not written down it never happened”*)
- Documenting CPD: evidence to wider public, other professions, policymakers of commitment of profession to lifelong learning and development

# All aspects of CPD should contribute to an overall practitioner development pathway



# Mission of the Irish Institute of Pharmacy

*The mission of the Institute is to promote excellence in the areas of patient care, professional standards, education and research in pharmacy*



# So what will the Institute do?

- Oversee the management and delivery of CPD
- Ensure CPD programmes meet needs of pharmacists and wider health system, and that educational programmes are meaningful for pharmacists
- Promote engagement within the profession and between pharmacy and other professions
- Steering Group will comprise all stakeholders, including pharmacists from main practice areas

# So what will the Institute do?

- The **Institute** will provide:
  - an e-portfolio system where you can confidentially record reflections, plans and CPD
  - website/online support system and 'helpdesk'
  - Support materials and tools to guide you through reflection and planning processes, eg using the core competency framework to identify learning needs
  - Information about education and training courses available to pharmacists
  - Access to free programmes related to pharmacy profession and health service key priority areas

# So what will the Institute do?

- Once operational, the Institute will embark on a series of meetings nationwide with pharmacists to give you more detail on the systems and services available
- And to further consult with you to better understand your needs and on how the systems and supports developed are as 'user-friendly' as possible
- The Institute will also facilitate and support the setting up of local peer networks and 'special interest' peer groups
- The Institute will not be a 'provider' of CPD per se

# Wider roles of Institute of Pharmacy

- The Institute will also have a role in:
  - Commissioning and accrediting formal learning activities, such as those required to meet healthcare needs and new services from pharmacists (peer involvement in accreditation process)
  - Recognising formal education programmes provided by other academic institutions
  - Collaborating with other professional bodies on interprofessional learning initiatives
  - Awarding Fellowships
  - Further into the future – recognising specialisation and advanced practice; health services and pharmacy practice research

# Learning Portfolio

- Institute will provide an **e-portfolio** system
- Lots of guidance on how to use it
  - how to plan learning and identify learning needs
  - what and how to record
  - deciding to change practice or undertake a course
  - Self-assessment and evaluation
- Will be **piloted** with profession and developed/refined based on user feedback
- Confidential system to record CPD
  - NB to note that PSI will not see any individual portfolios – data will be aggregated and summarised to help inform, ongoing refinement of system and policy direction



# Learning Portfolio

- **Personal Details:** CV, my profile/job description/role, professional goals, my FAQs or interesting/complex medical queries, feedback (from audit, inspections, tutors, patients etc)
- **Reflective Diary:** recording a patient or practice situation or problem, reflecting on what happened, learnings from the experience, what do I need to change or do next?  
(the 'trigger' or 'inspiration' could come from reading an article, a conversation with a colleague or simply a thought that strikes you during the course of your practice)

# Learning Portfolio

- **Planning:**

- Learning plan – what are my learning objectives? How urgently do I need to learn? Where and from what activity/course will I learn?
- Changing practice – Is the change urgent? What exactly do I need to do (review SOP, train staff etc)?, What resources are needed to make the change?

- **Evaluation/Self-assessment:** Evaluate learning activities and/or changes in practice to see what impact on patients, and on my professional competence and/or confidence; Use competency framework as template for identify what to do next/more of

# Learning Portfolio

- What counts as CPD and how do I record it?
- Guidance/ peer input on what is 'norm' across learning spectrum over time
- I am a Tutor Pharmacist
- I am attending FIP 2013
- I have a patient on a new High Tech drug
- I want to introduce a new service for my patients

PLAN what I'm going to do, what I need to learn

RECORD what I've learnt

APPLY learning to practice and EVALUATE

REFLECT/PLAN what will I do next?

# Quality Assurance (QA)

- Important to assure competence and practice of registered pharmacists for public and patient safety reasons
- Important to have peer involvement so profession sets 'standards' in partnership with regulator
- As model based on system operating in Ontario, Canada since 1997, the QA system will mirror what they do (but will be refined and evolve to suit Irish context and needs as necessary)
- 'How to prepare for QA' guidance and supports, 'mock OSCEs'

# Quality Assurance (QA)

- What is QA likely to look like?
  - 20% of Register validated annually (probably from 2015)
  - This will involve a review of their portfolios and how developing and maintaining competence, hand-in-hand with advice, support and remediation where help is needed
  - Review and validation of portfolio will use algorithms/tagging to review types of activity recorded (*not your friends and colleagues looking through your portfolio*)

# Quality Assurance (QA)

- A smaller % will undergo a 2-part Practice Review
- (1) Clinical knowledge assessment (possibly MCQ type test)
- (2) Simulated standardised patient interview (to assess generic communication, consultation and decision-making skills)
- Practice Reviews **developed** and **assessed** by peers, so standard will be what profession expects as normal level of competence in day-to-day real-life practice
- (Note: in Ontario 90%+ pharmacists from range of practice areas and career stage pass 1<sup>st</sup> time)

# Benefits of new system

- For **individual pharmacist**:
  - Accessible learning and supports, tailored to meet needs
  - Formal recognition of professional development
  - Enhanced engagement with peers – opportunity to share experience, discuss issues, learn from each other and combat professional isolation
  - Recognition of specialisation and support for advance practice roles
  - Supported and enabled for new roles and services within changing healthcare environment

# Benefits of new system

- For **pharmacy profession**:
  - Advance and expand pharmacy practice and services
  - Enhance profile and reputation of profession
  - Leadership and 'voice' for the profession
  - Platform for enhanced integration and contribution of profession into wider health system
- For **patients and health service**:
  - Assurance of competence of pharmacists
  - Development of pharmacy practice to meet evolving patient and health service needs informed by research
  - Enhance inter-professional collaboration



# CPD – Nothing to Fear?

- New system and Institute are and will continue to be designed to support pharmacists and meet your needs
- Lots of guidance, support tools and information at every step over the next few years
- Ongoing consultation with profession to ensure system meets needs and is user-friendly
- Model recognises and trusts in professionalism and autonomy of pharmacists taking responsibility for their CPD: systems designed in partnership with profession

# Q and A/Feedback

- You have listened to us – now we want to listen to you
- Comments/questions/feedback – this will be documented by our on-site ‘reporter’ and will be fed back to the various implementation groups
- Also there are feedback sheets on your seats where you can also write your question or comment if you would prefer to do it that way
- You are also requested to indicate if you would like to participate in further focus groups on specific issues or pilots of aspects of the new CPD or tutor systems