

Newfoundland and Labrador Pharmacy Board Standards of Practice



**Professional Development
for Pharmacists and Pharmacy Technicians**

updated September 2015

Table of Contents

1) Introduction and Overview.....	3
2) Learning Portfolios	3
3) Professional Development Audit	4
4) Annual Professional Development Requirements	4
5) Special Allowances for Professional Development Credit.....	4
6) Categories of Professional Development	4
a) Accredited	4
b) Self-Directed Learning	5
7) Right of Appeal.....	6
APPENDIX A – Glossary of Terms	7
APPENDIX B – Professional Development Audit Process.....	8
APPENDIX C – Guidelines for Self-Assignment of Continuing Education Credits.....	10

1) Introduction and Overview

All professionals are expected to maintain their competency through continuous development of knowledge, skills and attitudes. Pharmacists and registered pharmacy technicians (“registrants”), in particular, must commit to life-long learning by maintaining competency to practice. Some learning occurs incidentally through dealing with the many practice problems that registrants face every day. However, planned, intentional learning is also necessary as it can have a powerful influence on your practice by initiating positive changes more quickly than would occur through experience alone. A registrant wishing to keep abreast of current practices and advances occurring in the profession, must realize that learning and education are never-ending processes. Active participation in continuing professional development is an essential component of the maintenance of professional competency.

The *Pharmacy Act, 2012* establishes a quality assurance program that includes mandatory continuing education and professional development that is designed to promote continuing competence and quality improvement. Section 7. of the *Pharmacy Regulations, 2014* goes on to specify the minimum requirements for registrants under this program.

2) Learning Portfolios

A Learning Portfolio is a collection of evidence kept by an individual to document his or her learning.

Learning Portfolio systems not only help demonstrate a professional’s commitment to maintaining and enhancing professional development, but can also help the person understand his or her personal learning processes and enhance his or her satisfaction and motivation with practice-related learning. Over time, a Learning Portfolio will help illustrate growth as both a learner and a professional.

The Newfoundland and Labrador Pharmacy Board requires the following documentation be kept as part of a registrant’s Learning Portfolio for a minimum of two years:

- A Learning Portfolio Record for each professional development program completed that includes the Learning Objectives for the program, the registrant’s personal take home messages as well as an evaluation on whether or not the program was relevant and applicable to the registrant’s practice.
 - Take home messages should describe what was actually learned from the program. These statements should be specific and reflect the Learning Objectives for a given program. For example, an acceptable statement would be “Because vaccines are sensitive biological products, maintaining and monitoring the proper storage and transportation temperature is very important.” not, “storage of vaccines”
 - In the evaluation section, registrants are asked to indicate whether or not the learning was applicable to his or her practice and, if so, how he or she intend to incorporate the learning into practice. If the registrant feels that the activity was not necessarily applicable to their practice, they are still expected to indicate what benefit was gained by completing the activity. For example, “This program was very relevant as we are planning to implement injection services at our pharmacy in the near future.” Or, “While this program was not particularly relevant to my current practice, it was a great overview and update of this practice area.”
- Supporting Documentation for each program completed including records of participation, statements of completion, program brochures, presentation outlines or any other materials that reflect the content of the learning activity. Activities without supporting documentation should not be recorded in the registrant’s Learning Portfolio.

Registrants maintain their Learning Portfolios in the NLPB online Registrant Portal. Registrants can access this system by using the Registrant Login available on the [Homepage](#) of the NLPB website. Once logged in, registrants can complete Learning Portfolio Records for each professional development program completed or attended. The

information on this Record then automatically populates the registrant's Learning Portfolio which is retained as part of the registrant's profile in the system.

3) Professional Development Audit

Each year a select number of registrants will be chosen, on a random basis, for an audit of their professional development documentation to ensure compliance with these Standards. Audited registrants will be directed to submit their documentation for review within a given timeframe. Failure to meet the requirements of the audit may result in referral to the Complaints Authorization Committee and possible disciplinary action. See **Appendix B** for a more detailed overview of the Professional Development Audit process.

4) Annual Professional Development Requirements

- a) The Professional Development year is December 1st to November 30th.
- b) All registrants must complete a minimum of 15 continuing education units (CEUs) in each Professional Development year, where at least 7.5 CEUs must be from "accredited" programs.
- c) Practicing registrants who fail to meet the annual requirements by November 30th of any calendar year will be ineligible for registration in the following calendar year.
- d) Registrants are encouraged to use a variety of providers and delivery formats to fulfill their professional development requirement in each year.

5) Special Allowances for Professional Development Credit

- a) Completion of the Pharmacy Examining Board of Canada Qualifying Examination for pharmacists or pharmacy technicians.
 - i) 15 CEUs upon successful completion of Parts I and II
 - ii) 5 CEUs upon successful completion of Part II only
- b) Registrants transferring from other jurisdictions shall, upon application for registration to practice pharmacy in Newfoundland and Labrador, be considered on an individual basis with respect to credit for CEUs obtained in the previous jurisdiction.
- c) Registrants who are unable to complete the minimum 15 CEUs in any given year may apply to the Board for consideration of extenuating circumstances.

6) Categories of Professional Development

a) Accredited

The following are considered acceptable accredited professional development activities:

- Attendance at or successful completion of programs accredited by:
 - the Newfoundland and Labrador Pharmacy Board (NLPB);
 - the Canadian Council for Continuing Education in Pharmacy (CCCEP);
 - the Royal College of Physicians and Surgeons of Canada (MOCOMP);
 - the College of Family Physicians of Canada (Mainpro);

- the Accreditation Council for Pharmacy Education (ACPE). (0.1 CEU credit as assigned by ACPE is equivalent to 1 CEU); or

PLEASE NOTE: A maximum of 5 CEUs per year may be claimed for completion of the *Pharmacist's Letter "CE-in-the-Letter."*

- another Canadian Regulatory Authority.
 - Successful completion of a course related to pharmacy practice* from an accredited university to a maximum of 5 CEUs per course (e.g. Pharm.D.). Documentation of successful completion of the course must be provided.
 - Pharmacy Resident post-graduate studies up to a maximum of 15 CEUs per year. Documentation of successful completion must be provided.
 - Other programs upon prior approval by the Professional Development Review Committee.
- b) Self-Directed Learning

Self-directed learning may also be included in a registrant's Learning Portfolio. Registrants should ensure that this learning is at a level consistent for the health care professional and not intended for the general public. Learning considered part of a registrant's professional obligation or employment, is not acceptable. When documenting self-directed learning, registrants should ensure that supporting documentation for the activity (an agenda, invitation, program, etc.) is retained for two years in case of audit.

Examples of activities acceptable for the self-assignment of CE credits include but are not be limited to:

- Registrants may self-assign 0.5 credits per week for service as a preceptor up to a maximum of 6 credits per year.

PLEASE NOTE: Preceptors must complete the form, *Documentation of Credits for Service as a Preceptor* (available on the [Professional Development page](#) of the NLPB website) for each student, intern or technician candidate for whom he or she acted as a preceptor and retain it as supporting documentation.

- Submission of Health Canada Adverse Drug Reaction reports documented by including a copy of the submitted form. (1 CEU per report to a maximum of 2 CEUs per year)
- Completion of CPR or First Aid courses (1 CEU total per year)
- Miscellaneous professional activities from which the registrant derives educational benefit:
 - Preparation and presentation / publication of professional development programs (2 CEUs for preparation and 1 CEU for presentation to a maximum of 6 CEUs per year)
 - Preparation and publication of pharmacy-related journal articles (3 CEUs each to a maximum of 6 CEUs per year)

* Pharmacy practice in this context may be beyond the definition in the Act and may include but not be limited to:

- the properties and actions of drugs and dosage forms
- the etiology, characteristics, therapeutics, and prevention of disease states
- the pharmaceutical monitoring and management of patient therapy
- information unique to specialized types of pharmacy practice
- the social, ethical, behavioural, legal, pharmacoeconomic, administrative, and managerial aspects of pharmacy practice and health care

- Expert- or peer-review of professional development programs or journal articles (2 CEUs to a maximum of 6 CEUs per year)
- Participation in pharmacy-related research activities (to a maximum of 3 CEUs per year)
- Acting as a PEBC OSCE assessor (1 CEU per year)

For more information on documenting self-directed learning activities, see the Guidelines for Self-Assignment of Continuing Education Credits in **Appendix C**. Registrants are also welcome to seek guidance from the Professional Development Review Committee regarding the acceptability of self-directed learning or other educational experiences.

7) Right of Appeal

- a) A registrant wishing to appeal a refusal of registration as a result of non-compliance with the Professional Development requirements may do so in writing to the Board within 30 days of notification.
- b) The Board or a committee thereof, shall consider such an appeal and shall make a decision on the matter within 30 days of receiving the appeal.
- c) The Board may set any rules of procedure, as it deems advisable, with respect to the hearing of such appeals.
- d) The registrant appealing has the right to appear before the Board, or committee designated to hear the appeal, and to be represented at the said hearing.
- e) A registrant may appeal to the Board if extenuating circumstances prevent a registrant obtaining the required CEU's.

APPENDIX A Glossary of Terms

CEU

Continuing Education Unit

Accredited Professional Development Program

Organized programs targeting competencies required for effective pharmacy practice that have been accredited by a recognized pharmacy organization. Recognized accrediting organizations include the Newfoundland and Labrador Pharmacy Board, Canadian Council on Continuing Education in Pharmacy (CCCEP), American Council on Pharmacy Education (ACPE) and other Pharmacy Regulatory Authorities, among others.

Professional Development

Activities registrants undertake to gain competencies that are necessary for effective pharmacy practice and/or supplemental competencies that can be applied to improve practice. It includes organized programs and independent learning activities. It is broader than continuing pharmacy education.

Delivery Formats

- **Independent Study Program**

Learner works independently without interacting directly with a presenter or facilitator. The program may be delivered using a variety of media such as:

- (a) Print (e.g., sent by mail, included in a print journal, downloaded from the Internet and printed)
- (b) Audio (e.g.: CD/DVD, internet, tapes)
- (c) Video (e.g.: CD/DVD, internet), and
- (d) Interactive multimedia (e.g.; CD/DVD, internet, podcast) - "Interactive" in this context refers to how the learner uses the program, not that they "interact" with the presenter

- **Live Program**

Learners and presenters interact in real time. They usually take place with the presenter and learner in the same room e.g.: lectures, workshop, symposia, conferences) but may also be delivered using distance education technology such as audio- or video-conference, internet webcast or synchronous internet conferencing

- **Blended Programs**

Those programs that combine some self study activities by the learner with one or more interactive sessions with an instructor. The interactive sessions may be a live program or may take place using another interactive distance learning technology such as asynchronous internet discussion board or e-mail.

APPENDIX B

Professional Development Audit Process

Selection of registrants for audit

Each year, a select number of registrants will be chosen for audit.

The audit period will usually be the previous registration year, although the time period may vary, if necessary.

Generally, there are two ways for a registrant to be selected for audit:

1. A percentage of registrants will be randomly selected. Note that this may lead to a registrant being audited in consecutive years, or a registrant not being audited for a number of years.
2. A registrant who has been non-compliant in the previous audit year may be audited again in the current audit year.

Notification to audited registrants

Registrants selected for audit will be notified of such by the end of January. This notice will include a request to acknowledge the receipt of the notice.

Registrants will be asked to submit copies of all supporting documentation (including certificates, agendas, etc.) related to professional development programs recorded in their Learning Portfolio. The requested documentation must be provided within fourteen (14) days of notification. If, due to extenuating circumstances, the registrant is unable to comply with the audit requirements within this timeframe, the registrant apply, in writing, to request extra time to submit the documentation.

Failure to notify the Board of any change in address does not absolve the registrant from audit requirements, and may inadvertently result in disciplinary action by the Board for failure to respond to requests related to this process.

Review of submissions from audited registrants

Once submitted, the Professional Development Review Committee, or designated reviewers, will examine the documentation to evaluate:

- the completeness of the documented information
- the number and type of CEUs documented (a minimum of 7.5 CEUs must be accredited)
- the variety of topics, delivery formats and program providers
- the registrant's comments or notations including stated learning objectives, take-home messages and relevance to practice
- the acceptability of the supporting documentation

Once the review is completed, a determination will be made as to whether or not the documentation meets the requirements of the Standards or whether there are discrepancies or deficiencies that require further action.

Action taken based on results

If the submitted documentation is deemed to be compliant and acceptable, the registrant will be notified and a copy of the results will be retained in the registrant's file.

If the submitted documentation is deemed **not** compliant and acceptable, the registrant will be notified and given fourteen (14) days from the date of notification to respond to the noted discrepancies or deficiencies. This notice will include a request to acknowledge the receipt of the notice.

- Once received, the response will be assessed and a determination made as to whether or not the response is acceptable.
 - If the response is acceptable, the registrant will be notified and a copy of the results will be retained in the registrant's file.
 - If the response is **not** acceptable, the registrant will be contacted and may be referred to the Complaints Authorization Committee for further action. This referral could potentially result in disciplinary action, which in turn could result in the imposition of a fine, requirement to complete additional Professional Development programs, suspension of registration, or any combination thereof. A registrant has a right to appeal any such referral to the Complaints Authorization Committee by making an application of appeal to the Board within thirty (30) days of notification.

APPENDIX C

Guidelines for Self-Assignment of Continuing Education Credits

Many professional development programs have been accredited and assigned CEU value. However, registrants may also self-assign CEU value to professional development activities which have not been accredited. The following guidelines will assist the registrant in determining an appropriate value for such learning:

One hour of contact time (e.g. a live presentation, correspondence, or web-based activity) is assigned a value of 1 CEU. CE is determined in increments of 0.25 units. The minimum contact time accepted is 15 minutes. The contact time does not include breaks, but does include a reasonable period of time for questions and discussion.

Example 1

A presentation lasting 45-50 minutes with an additional 10-15 minutes of discussion should be assigned a value of 1 CEU. The registrant documents the activity in their online Learning Portfolio Record and retains any handouts, brochures, and notes taken etc. in case of audit.

Example 2

A journal club presents and discusses an article. There is a presentation of the article, its premise, rationale, results, validity etc and discussion by the participants lasting for 30 minutes. This should be assigned a value of 0.5 CEU. The registrant documents the activity in their online Learning Portfolio Record and retains any handouts, brochures, and notes taken etc. in case of audit.

Example 3

A registrant identifies a deficiency in their knowledge base when providing patient care. The registrant researches various sources for information on the disease, drug treatment or other options, information to provide to the patient, etc. This takes 45-50 minutes. This should be assigned a value of 0.75 CEU. The registrant documents the activity in their online Learning Portfolio Record and retains copies of any relevant information obtained (e.g. drug information request) and a synopsis of the findings.

Example 4

A registrant attends a workshop on diabetes management presented by another health discipline. The presentation and discussion period lasts 90 minutes. This should be assigned a maximum of 1.5 CEU. The registrant documents the activity in their online Learning Portfolio Record and retains any handouts, brochures, and notes taken etc. in case of audit.

Example 5

A registrant prepares and presents a health information program for seniors. It takes 4 hours to research and prepare the material and 2 hours to deliver the presentation. This activity should be assigned a maximum of 2 CEUs for preparation and 1 CEU for presentation. The registrant documents the activity in their online Learning Portfolio Record and retains supporting documentation of the program in case of audit.

Example 6

A registrant reads a peer reviewed journal article that is related to their practice. The relevance to practice must be documented in the registrant's Learning Portfolio Record. A maximum of 1 CEU per article can be claimed. A complete reference to the journal article such as title, year, volume, issue and page number must be included on the Learning Portfolio Record.

To determine if an activity meets the requirements, the following checklist is provided. If you can answer “yes” to most of the following questions, the activity would probably be acceptable:

- Does the activity enhance your skills as a registered health professional?
- Is the activity related to the practice of pharmacy?
- Is the activity related to your area of practice?
- If the activity was a home study activity, was there an assessment component to evaluate knowledge learned?
- If the activity was via teleconference, was there an opportunity for you to interact?

The following activities are **not** normally considered eligible for CE credit:

- **Association Membership and Leadership Activities.** Holding membership or serving in some leadership capacity in an association or society does not qualify.
- **Committee/Board/Association Meetings.** Participation in committee or board meetings or related activities does not qualify.
- **Some Meetings, Conventions, Exhibitions.** Meetings, conventions, and exhibitions that attract large numbers of participants, involve different activities, which are conducted primarily for information-sharing purposes generally do not qualify for CE credit. Planned learning programs within such events that meet the CE credit requirements are eligible for CE credit.
- **Work Experience.** On-the-job training and other work experience does not qualify for CE credit unless the work experience is structured as part of a planned and supervised continuing education experience that meets the CEU requirements. Continuing education typically is defined as learning that takes place outside one's typical employment responsibilities.
- **Entertainment and Recreation.** Attendance at cultural performances or at entertainment or recreational activities does not qualify
- **Travel.** Travel or participation in a travel study program does not qualify, unless the educational component of the travel study program meets the CE credit requirements.
- **Employer/Administration programs.** Programs sponsored by the employing agency to provide specific information about the work setting and orientation or other programs which address the institution's philosophy, policies and procedures; on-the-job training; and equipment demonstration are not acceptable for CE credit.
- **Orientation programs.** A program designed to introduce employees to the philosophy; goals, policies, procedures, role expectations and physical facilities of a specific work place are not acceptable for CE credit.
- **Courses,** which focus upon self-improvement, changes in attitude, self-therapy, self-awareness, weight loss, and yoga are not acceptable for CE credit.

During the audit process, the Professional Development Review Committee will review the registrant's self-assignment of CEUs and determine the appropriateness of the activities and/or the number of CEUs assigned.