



**COLLEGE OF  
PHARMACISTS  
OF MANITOBA**

**Professional Development  
Pharmacist Independent Study  
Self-Accreditation Package**

**Approved June 14, 2021**

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## *Acknowledgment*

Some of this information was adapted from the Newfoundland and Labrador Pharmacy Board Standards of Practice Professional Development for Pharmacists and Pharmacy Technicians. September 2015.

## *Introduction and Overview*

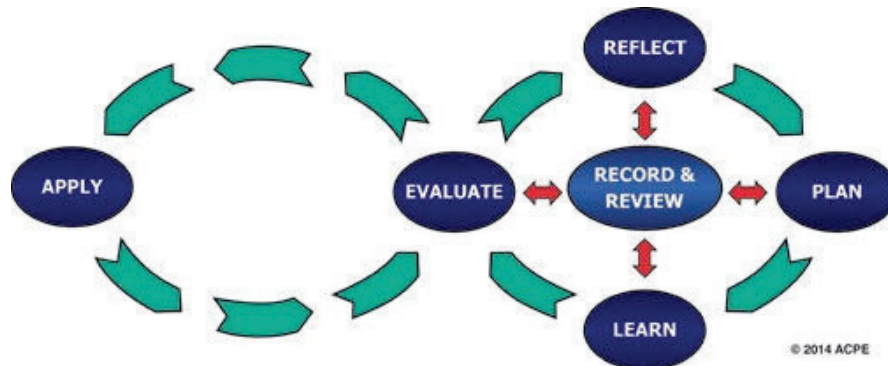
Life-long learning is crucial for healthcare professionals wishing to maintain their competence. The College of Pharmacists of Manitoba (CPhM) requires continuous development of knowledge and skills through continuing professional development. To be eligible for licence renewal, pharmacists are required to participate in a minimum of 25 hours of professional development learning activities between November 1<sup>st</sup> and October 31<sup>st</sup> of each year. Of the 25 hours, a minimum of 15 hours must be from accredited learning with a balance of 10 hours of participation in either accredited or non-accredited learning activities.

For more detailed information, please see the CPhM website: <https://cphm.ca/practice-education/continuing-competency/>.

The Continuing Professional Development (CPD) Cycle aims to enhance learning by creating a cycle of personal reflection, planning, action and evaluation. The Accreditation Council for Pharmacy Education (ACPE) defines CPD as a self-directed, ongoing, systematic and outcomes-focused approach to lifelong learning that is applied into practice. Members must use the principles of the CPD cycle to seek out and pursue areas of learning that directly apply to their professional practice and goals.

## Continuing Professional Development Cycle

Taken from: <https://www.acpe-accredit.org/pdf/CPDGuidance%20ProfessionPharmacyJan2015.pdf>



Some members may have difficulty accessing 15 continuing education units (CEU) of accredited learning activities in order to meet their specific learning needs, especially for pharmacists who may be in specialty practice.

In 2018, CPhM developed a guidance document for members who wanted to have their independent study activities accredited for professional development purposes. In 2021, self-accreditation of independent studies was introduced. In 2022, CPhM will cease the provision of local CPD accreditation services.

**It is the responsibility of the pharmacist who is self-accrediting their independent studies to ensure that the activity meets ALL the criteria outlined in this document and that the learning experience is applicable to pharmacy practice. Due of the limitations in how pharmacy technicians are currently regulated in Manitoba, pharmacy technicians are not able to self-accredit their own learning.**

**The required Independent Study Self-Accreditation Form is found at the end of this document and must be completed in its entirety in order for a pharmacist to claim accredited hours in their online Professional Development Log for an independent study. These forms and supporting documents (certificates, statements of participation, notes, etc) must be kept for a minimum of three years and can be requested by CPhM at any time during this period, such as during the Annual Learning Portfolio Review.**

Please click [here](#) to view sample completed Independent Study Self-Accreditation Forms.

## *Criteria for Independent Study Self-Accreditation*

In order to meet self-accreditation guidelines for independent study, the following learning principles must be present:

- Learning objectives need to be personalized according to the pharmacist's own learning needs. They should be specific, with measurable outcomes, attainable goals, containing relevant subject matter and within an appropriate timeline.
- The activity should enhance your skills or knowledge as a healthcare practitioner and be relevant to your pharmacy practice.
- The content includes an analysis of the current best practices.
- The learning activity directly addresses patient care and/or practitioner learning needs.
- The learning activity has a minimum of 2 resources/references. **Even if a course or learning activity involves multiple resources (e.g. online modules and textbook readings), the course only counts as one resource.**

Examples of resources or learning activities that can be used as part of an independent study would be: journal readings, study/research involved in preparing a presentation, study/review completed as a candidate for a certification program, courses relevant to pharmacy practice and/or attendance of a non-accredited pharmacy/health related education program.

The following resource can be reviewed for information on how to write SMART learning objectives:

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[https://www.cccep.ca/pages/information\\_and\\_resources\\_for\\_providers.html?page=program\\_provider#SMART%20objectives](https://www.cccep.ca/pages/information_and_resources_for_providers.html?page=program_provider#SMART%20objectives)

## *Assignment of Continuing Education Units*

- One Continuing Education Unit (CEU) is equivalent to one contact hour (60 minutes) and is awarded in 15-minute (0.25 CEU) intervals. The minimum contact time accepted is 15 minutes and does not include breaks, time to make slides/notes, or non-educational activities.
- A maximum of 50 CEU can be assigned for any activity. Time assigned must be reasonable and must be claimed in the PD year that it was completed in.
- A maximum of 10 accredited CEU relating to learning activities in business or personal development relevant to pharmacy practice may be recorded in any 3 consecutive year period.

Please see the CPhM website for information on how pharmacists can claim accredited learning for CPR/First Aid training and preceptorship: <https://cphm.ca/practice-education/continuing-competency/> . An independent study accreditation form does not need to be submitted for these activities.

## *Examples of Eligible Learning Activities*

The following are some **examples** of acceptable learning activities that would qualify for consideration under independent study accreditation:

### Example

As a Certified Diabetes Educator, you identify a deficiency in your knowledge base when providing patient care to individuals with schizophrenia that have either pre-diabetes or diabetes. You create a learning plan that involves reading articles, a planned literature search, and a planned discussion with a colleague working in the mental health field. These learning methods will be utilized to gain a better understanding of patients with these co-morbidities, as well as developing a teaching guide for patients with mental illnesses and diabetes.

### Example

As a community pharmacist, you have recently encountered numerous patients being treated for external hemorrhoids. You identify that your pharmacotherapy knowledge base is lacking. You conduct an in-depth literature review, and attend a non-accredited session on hemorrhoids.

### Example

During your process of self-reflection, you identify that you are increasingly seeing patients that are older and are on multiple medications. You want to learn more about polypharmacy and how to play a more active role in deprescribing. You spend an afternoon researching the topic and call a pharmacist with additional training in geriatrics to discuss a few questions that have arisen from your research.

### Example

As an EPPh in specialty practice, you are asked to prepare a presentation for other hospital pharmacists. You research the current evidence and articles on the topic for the presentation (but do not include the time spent creating the presentation itself in the accreditation time).

## *Examples of Ineligible Activities*

The following activities are **not** considered eligible for accredited learning:

- **Committee/Board/Association Meetings.** Participation in committee or board meetings or related activities does not qualify.
- **Work Experience.** On-the-job training and other work experience does not qualify for accredited learning unless the work experience is structured as part of a planned and supervised continuing education experience that meets the professional development (PD) requirements. Continuing education typically is defined as learning that takes place outside one's typical employment responsibilities.
- **Entertainment and Recreation.** Attendance 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 PD 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 basic equipment demonstration are not acceptable for accredited learning.
- **Orientation programs.** A program designed to introduce employees to the philosophy; goals, policies, procedures, role expectations and physical facilities of a specific workplace are not acceptable for accredited learning.
- **Courses.** Content which focuses upon overall self-improvement, self-therapy, personal weight loss (with the exception of weight loss management strategies to be applied to your practice), and yoga are not acceptable for accredited learning.



## Entering Self-Accredited Independent Studies in your Online PD Log

Statements of completion are not given out when a pharmacist self-accredits an independent study. The form at the end of this package must be completed in its entirety and kept with any supporting documentation for a minimum of three years as proof of completion. The completed forms can be requested by CPhM at any time during this period, such as during the Annual Learning Portfolio Review.

When entering self-accredited independent studies in your online PD Log as an accredited learning activity, fill out the information in the PD Log as you normally would.

My continuing education	
Registration year	
2023/2024	>
2022/2023	>

- Type of Activity: **Accredited**
- Accrediting Body: **Self-Accredited Independent Study**
- Accreditation Number: **SA**
- Activity Description: **CPhM Self-Accredited Independent Study**

## Continuous Professional Development

**Add** Click to add a new professional development credit (PD)

### PD Activity

* Type of Activity	* Accrediting Body	Accreditation Number
Accredited	Self-Accredited Independent Study	SA
* Activity description ?	* Completion Date	* Units ?
CPhM Self-Accredited Independent Study	2024-03-01	4

\* What are your key ideas or thoughts as a result of this learning activity?

This is a sample entry

\* What was the outcome of having done this activity (ie. what did you learn; provide an example of how this might be integrated into your practice)?

This is a sample entry

### Supporting Documentation



Click here to upload document

Submit

Save for later

<b>Licence #:</b> 12345	<b>Name:</b> Test Pharmacist	
<b>Address:</b> 1 Street Road		
<b>Email:</b> test@email.com	<b>Phone #:</b> 204-123-1234	<b>Fax #:</b> 204-123-4321

### Pharmacist Independent Study Self-Accreditation Form

It is the responsibility of the pharmacist who is self-accrediting their independent studies to ensure that the activity meets ALL the criteria outlined in the Pharmacist Independent Study Self-Accreditation Package and that the learning experience is applicable to pharmacy practice.

#### INSTRUCTIONS:

This form **must** be completed in its entirety in order for a pharmacist to claim accredited hours in their online Professional Development Log for an independent study. All questions must be completed. These forms must be kept for a minimum of three years and can be requested by the CPhM at any time such as during the Annual Learning Portfolio Review. Please attach any applicable information or sheets as needed, including any statements of participation or supporting documents.

Please see the Professional Development Pharmacist Independent Study Self-Accreditation Package for more information on how to enter a self-accredited independent study in the Online PD Log.

1. Identify the title of your independent study.

Injectable Treatments for Diabetes

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2. List the current learning need(s) in your pharmacy practice that you have identified that are related to this independent study.

More research and understanding on the current and new injectable treatments available for diabetes are necessary for my pharmacy practice. I have had an increase in the number of diabetic patients recently and need to find out more information on injectable diabetic treatments to provide the best quality of patient care.

3. Based on the learning needs identified above, identify at least three learning objectives that are personalized according to your learning needs for this independent study.

1. To examine current and new injectable treatments for diabetes.
2. To summarize how to prepare and administer the injectable treatment so as to better counsel patients.
3. To examine the guidelines and recommendations for the treatment of diabetes apart from oral medications in order to make appropriate recommendations to patients and other health care providers.

4. Describe the learning activities and resources (minimum of two) that you participated in or completed in order to meet your learning objectives. Even if a course or learning activity involves multiple resources (online modules and review of external websites), the course only counts as one resource.

January 5 – 10, 2020 – Reviewed Diabetes Canada website and the 2018 clinical practice guidelines.

- February 3 – 7, 2020 – Discussions with endocrinologists about the appropriate administration of injectable treatments and completed rounds with them.
- March 24, 2020 – Read study “Efficacy and safety of liraglutide versus placebo added to basal insulin analogues (with or without metformin) in patients with type 2 diabetes: a randomized, placebo-controlled trial”.
- March 27, 2020 – Read part of the study “A comparison of adding liraglutide versus a single daily dose of insulin aspart to insulin degludec in subjects with type 2 diabetes”
- April 21, 2020 – Attended drug manufacturer webinar on advances in injectable therapy (see Statement of Participation attached)
- May 1, 2020 – Read study on “Prandial Options to Advance Basal Insulin Glargine Therapy: Testing Lixisenatide Plus Basal Insulin Versus Insulin Glulisine Either as Basal-Plus or Basal-Bolus in Type 2 Diabetes: The GetGoal Duo-2 Trial”.

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5. Include the amount of time spent on each activity or resource listed in #4 (do not include time spent creating presentation slides or breaks).

Diabetes Canada 2018 clinical practice guidelines – 6 hours

- Discussions and rounds with endocrinologists – 3 hours
- “Efficacy and safety of liraglutide versus placebo added to basal insulin analogues (with or without metformin) in patients with type 2 diabetes: a randomized, placebo-controlled trial” journal paper – 1 hour
- “A comparison of adding liraglutide versus a single daily dose of insulin aspart to insulin degludec in subjects with type 2 diabetes – 0.5 hour
- Drug manufacturer webinar on advances in injectable therapy - 1 hour
- “Prandial Options to Advance Basal Insulin Glargine Therapy: Testing Lixisenatide Plus Basal Insulin Versus Insulin Glulisine Either as Basal-Plus or Basal-Bolus in Type 2 Diabetes: The GetGoal Duo-2 Trial” journal paper – 0.5 hour

6. Evaluate the independent study by assessing whether your learning needs and objectives were met. If the learning objectives were not met, what could have been done differently?

My learning needs were met. I now feel more confident on my understanding regarding the injectable treatments as well as when and how to administer them to diabetic patients.

7. How will you apply your learning to your practice? What are next steps? Have any additional learning needs been identified?

I will apply my learning to practice by confidently providing recommendations and answering any concerns or queries that a patient may have regarding injectable treatment in diabetes. The next step would be for me to keep myself constantly updated on the evolving guidelines on this form of treatment and to also attend more rounds. I will be providing presentations on injectable therapies for my colleagues so that they can make more informed decisions and provide better quality of healthcare for patients. Additional learning needs that were identified include learning more about the new glucose monitors that are now available on the market. A patient asked me a question about their new monitor, and I wasn't very familiar with how it worked.

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8. Date(s) of completion:

January 5 – May 1, 2020

9. Total CEU (add up the time from #5 and convert to CEU [1 hour = 1.00 CEU]):

12 hours = 12 CEU

I acknowledge and agree that if i submit this document electronically and insert my name below, it is equivalent to my original ink signature.

Test Pharmacist

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