

Drifting in practice: A framework to develop competence and remediate practice behaviours of pharmacy professionals.

Pamela Timanson¹

¹ Alberta College of Pharmacy; University of Alberta

Abstract

Background

Continuing professional development (CPD) is a learner-driven, quality improvement approach that assumes a practitioner can self-appraise and address practice gaps, but this is not always the case. A competence program based exclusively on CPD is limited in its structure to support the remediation of pharmacy professionals. The purpose of this research was to develop a conceptual framework that could be implemented to identify and support pharmacy professionals experiencing competence drift.

Summary

This research utilized a basic qualitative approach and design methods. These included a literature review, environmental scan, and discussion with and review by experienced colleagues. The theoretical basis for the framework is informed by workplace learning, informal and formal professional learning, knowledge cultures, collaboration, competence development, reflective practice, and remediation.

Results

The constructed practice improvement framework (PIF) provides a variety of educational activities (e.g., peer coaching, workshops). Learning is strategically supported formally and informally through collaboration and defined milestones and assessments. Participants are identified from prior competence assessments, inspections/investigations, or complaints processes.

Discussion

The PIF recognizes the value of situated workplace learning, collaboration, and engagement. Through a learner-centred approach, pharmacy professionals are supported in changing practice behaviours or developing competence. These changes are evaluated through periodic assessments (e.g., practice visits, practice reviews).

Conclusions

Implemented as a pilot program in 2021, the PIF has demonstrated benefits in supporting practitioners (e.g., community pharmacists) to change practice behaviours and develop competence. Limitations of this framework include dedicating sufficient resources and grouping participants with similar practice or competence deficiencies.

The PIF is a necessary, useful, and novel approach to facilitate the remediation of sub-optimal performance in practitioners as an augmentation to CPD. Further research is needed to evaluate the pilot program (e.g., interviews, program data) and validate the framework. This framework could be adapted by other healthcare professional regulatory bodies or educators.

References (maximum three)

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