



Professional Development Log (PDL) for 2024-2025 Renewal

Name: _____ Anonymous Tester _____ SCPP Member #: _____ A1000 _____

Use this form to provide a summary of your continuing professional development and learning activities completed **between April 1, 2023, and June 1, 2024**, to renew for the 2024-2025 licensing year. See [saskpharm.ca](https://www.saskpharm.ca) for member requirements.


Reflect on your personal pharmacy practice (e.g., your practice area, patient population, your role, responsibilities, career goals). Consider your knowledge, skills, experiences, abilities, etc., and how you may expand on these to impact your practice. Complete and record the learning activities that are applicable.

Before submitting, calculate and enter totals for the entire period.


Accredited CEUs _5_

Non-Accredited CEUs _10_


Total CEUs _15_


Learning needs	Learning Activity	NAPRA SOP Domain	Date(s) of learning	CEU	Key learnings	Application
Based on your reflection, which areas of your knowledge, skills, and abilities did you identify that require further development?	Report the activity: Title or Topic, Format, Provider or Reference, and Method of Selection.	Select the most applicable <u>domain</u> that relates to your learning.	Provide an exact date or date range. (Month-Day-Year).	Accredited or Non-Accredited learning and total CEU.	Note a few key points or learnings you found most valuable.	Share your approach to implementing this into your practice. How did the learning activity relate to your learning needs, and help you improve or impact your practice? Who has benefited and how?
I identified a gap in my therapeutic knowledge in relation to type 2 diabetes treatment when a physician called for more information regarding GLP-1 RAs.	Topic/Title: Optimizing pharmacists' management of GLP-1 RA therapy	Providing care	Start date: 9/11/2023 End date (if needed): 9/11/2023	Accredited CEUs: 1.25	I can identify how patients with type 2 diabetes may benefit from therapy in relation to CV risk reduction, weight, and diabetes management. Of note: the max dose of semaglutide in T2D is 2.0 mg SC once weekly and 2.4 mg SC once weekly for obesity. A figure in the article includes a helpful stepwise approach to optimizing treatment. Also, valuable counselling points provided for nausea, constipation & diarrhea.	Printed the stepwise approach figure and included in reference binder near pharmacist computer for quick access when needed. I have incorporated the recommended counselling points into my practice and can also answer questions from patients and physicians effectively.
	Format: Reading (Article + Quiz)			Non-Accredited CEUs: #		
	Provider or Reference: Example Online Learning Platform			Total CEUs:  1.25		
	How did you select this activity? Identified gap in practice If other, describe here.					

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I am new to this pharmacy location, where tobacco cessation is a priority for our team and the local community. I have had little prior experience talking with patients about tobacco cessation, and would like to better understand my role in this as a pharmacy technician.	<p>Topic/Title: Pharmacy Technicians Making a Difference in Tobacco Cessation Strategies</p> <p>Format: Course (written)</p> <p>Provider or Reference: Example Online Learning Platform</p> <p>How did you select this activity?</p> <p>Other, please describe Employer encouragement</p>	Providing care	<p>Start date: 10/5/2023</p> <p>End date (if needed): 10/5/2023</p>	<p>Accredited CEUs: 1.25</p> <p>Non-Accredited CEUs: #</p> <p>Total CEUs: (1.25)</p>	<p>1 in 2 smokers die prematurely from tobacco-related illnesses. Smoking or Tobacco Use Disorder is an addiction to nicotine. About 62% of smokers want to quit, but only ~25% in the next 30 days. The ASK, ADVISE, ACT is a clinical intervention that can be easily incorporated into the pharmacy workflow. Simply introducing the topic may increase quit likelihood later on even if the patient isn't ready to commit now. Pharmacotherapies increase success rates by 2-3x.</p>	<p>Throughout the week of October 8-13, I asked patients about their use of tobacco, and invited them or their families to attend an upcoming education session. Six attended and two decided to book appointments with the pharmacist to develop quit plans.</p>


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I would like a better understanding of quality improvement (QI) strategies in healthcare and how I can use them in my day-to-day work to improve patient care in our outpatient clinic.	Topic/Title: Introduction to Quality Improvement	Knowledge & expertise	Start date: 8/25/2023 End date (if needed): 8/25/2023	Accredited CEUs: #	The course highlighted the importance of QI within the health care system with respect to patient safety. Points of interest from the presentation included: - key components of Patient-Family Centered Care (PFCC), - the 7 types of “waste” in healthcare, - the PDSA (Plan-Do-Study-Act) cycle, and - How to make small changes in my practice that can lead to improvements.	Recently, my team implemented regular huddle meetings to discuss workload pressures. I can use the PDSA cycle to evaluate some of the changes discussed during our meetings. We will review the findings as a team and determine the most appropriate way to address workload and workflow pressures while keeping patient care and safety a priority.
	Format: Course (recorded)			Non-Accredited CEUs: 2		
	Provider or Reference: Saskatchewan Health Quality Council			Total CEUs:		
	How did you select this activity? Area of interest If other, describe here.					

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I was asked to give a presentation to pharmacist colleagues about the use of triple therapy in COPD, due to the introduction of new inhalers and changes to GOLD guidelines.	<p>Topic/Title: COPD Triple Therapy</p> <p>Format: Reading (Guidelines)</p> <p>Provider or Reference: GOLD guidelines and associated landmark trials</p> <p>How did you select this activity?</p> <p style="padding-left: 40px;">Area of interest</p> <p>If other, describe here.</p>	Leadership & Stewardship	<p>Start date:</p> <p>9/4/2023</p> <p>End date (if needed):</p> <p>10/25/2023</p>	<p>Accredited CEUs: #</p> <p>Non-Accredited CEUs: 4</p> <p>Total CEUs: 4</p>	<p>There are new recommended COPD treatment pathways that differ from previous approaches, such as considering triple therapy sooner for certain patients.</p> <p>I can also describe the different options for triple therapy (one inhaler vs multiple inhalers) and have updated my knowledge on medical coverage criteria based on the updated recommended treatment pathway.</p> <p>While reading the landmark trials, I came up with a list of key takeaways regarding external validity and patient-centered outcomes that I will include in the presentation.</p>	I created a presentation to discuss the main highlights and clinical tips for pharmacy practice. I will deliver this presentation to my colleagues.

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This activity is to address the yearly commitment all pharmacy professionals have to EDI & person-centered care. I recognize that my current knowledge of Canada's historical treatment of Indigenous peoples is limited. By reducing this knowledge gap, I aspire to act with more understanding and empathy towards my Indigenous patients.	<p>Topic/Title: "21 Things You May Not Know About the Indian Act"</p> <p>Format: Reading (Book or Chapter)</p> <p>Provider or Reference: Bob Joseph (Author)</p> <p>How did you select this activity?</p> <p style="padding-left: 40px;">Identified gap in practice</p> <p>If other, describe here.</p>	Professionalism	<p>Start date: 9/11/2023</p> <p>End date (if needed): 9/25/2023</p>	<p>Accredited CEUs: #</p> <p>Non-Accredited CEUs: 3</p> <p>Total CEUs:  3</p>	Important terminology to use in Canada (reserve, band, etc.). History of Canadian government's intention to limit mobility through reserve policies. The band council system was implemented to be part of the assimilation process (against true self-governing). Many cultural practices (regalia, potlatches, language, etc.) were forbidden for many years. Voting rights were established for some communities as recently as 1961.	With more information, I am able to better understand the perspectives of my Indigenous patients. This has improved my empathy for people who appear to be struggling by helping my understanding of the factors that may have contributed. I have been able to recognize mistrust that my patients are feeling in government and colonial systems and understand better why this mistrust may exist.

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I registered for the conference from Example Organization because I saw multiple sessions that apply to my practice as a hospital pharmacy technician. I was interested in the burnout session because I have been concerned about this and was looking for tips to prevent it.	<p>Topic/Title: Preventing and Managing Burnout in Pharmacy</p> <p>Format: Course (live/interactive)</p> <p>Provider or Reference: Example Organization</p> <p>How did you select this activity? Convenience If other, describe here.</p>	Professionalism	<p>Start date: 11/18/2023</p> <p>End date (if needed): 11/18/2023</p>	<p>Accredited CEUs: 1</p> <p>Non-Accredited CEUs: #</p> <p>Total CEUs:  1</p>	Burnout is more than just being very tired or stressed; it affects motivation and can cause negative attitudes towards yourself and people around you. Communication is important to preventing burnout. Talking openly to colleagues and peers about difficulties at work reduces isolation and burnout. Building joy in work can also reduce burnout. Establishing clear boundaries and taking time away from work to refresh is another effective method.	After this course, I am more equipped to see signs of burnout before it happens to me and my close colleagues. I have been able to have a couple of discussions with my coworkers about burnout and how we can support each other. I am also going to pay more attention to the things about my work that bring me joy.

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Another session from Example Organization's conference that seemed very applicable to my practice was regarding interview techniques as I do perform Best Possible Medication Histories in my practice.	<p>Topic/Title: Effective Techniques for the Best Possible Medication History</p> <p>Format: Conference (live/interactive)</p> <p>Provider or Reference: Example Organization</p> <p>How did you select this activity?</p> <p style="padding-left: 40px;">Convenience</p> <p>If other, describe here.</p>	Providing care	<p>Start date: 11/18/2023</p> <p>End date (if needed): 11/18/2023</p>	<p>Accredited CEUs: 1.5</p> <p>Non-Accredited CEUs: #</p> <p>Total CEUs: <input type="text" value="1.5"/></p>	It's important to build relationships and trust, even in a short one-time interview like a BPMH. Showing empathy and concern for patients, and using active listening skills, can improve the quality of information gathered. Although open-ended questions are ideal, individual patients may need a different balance of open to close-ended questions depending on familiarity with their medications.	I have changed my introduction to the BPMH interview to prioritize building relationship with the patient, while not making it too long. I have been noting how often I sense frustration from patients with my questions and hope to see this frequency reduce as I implement these strategies. Patients will benefit from a more positive experience, my team will benefit from higher quality of information gathered, and I will benefit from less frustrated patients.

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I completed a self-reflection comparing myself to NAPRA Standards of Practice and want to improve my skills in the domain of Communication & Collaboration.	Topic/Title: Handling difficult conversations	Communication & collaboration	Start date: 9/1/2023 End date (if needed): Enter a date.	Accredited CEUs: #	Dr. Example provided some tips on defusing anger, and ethically communicating with patients who are difficult to deal with. – Everyone wants to feel heard – Professionals empathize rather than sympathize. – Team members can help, discuss in a team meeting	At my next pharmacy team meeting, I brought up the issue of dealing with frustrated patients and proposed some newly acquired phrases. I incorporated ideas from the team and updated our communication tools. These tools have also been useful in other situations involving different patients and I plan to further explore this topic with a book Dr. Example suggested.
	Format: Discussion with other experts			Non-Accredited CEUs: 1		
	Provider or Reference: 1 hour conversation with Dr. Example (Psychologist)			Total CEUs:		
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Click or tap here to enter text.	Topic/Title: Click here to enter text.	Choose a NAPRA Domain	Start date: Enter a date.	Accredited CEUs: #	Click or tap here to enter text.	Click or tap here to enter text.
	Format: Choose an item.		End date (if needed):	Non-Accredited CEUs: #		
	Provider or Reference: Enter text.		Enter a date.	Total CEUs:		
	How did you select this activity? Choose an item If other, describe here.			<input type="text" value="#"/>		

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Click or tap here to enter text.	<p>Topic/Title: Click here to enter text.</p> <hr/> <p>Format: Choose an item.</p> <hr/> <p>Provider or Reference: Enter text.</p> <hr/> <p>How did you select this activity?</p> <p>Choose an item</p> <p>If other, describe here.</p>	Choose a NAPRA Domain	<p>Start date:</p> <p>Enter a date.</p> <p>End date (if needed):</p> <p>Enter a date.</p>	<p>Accredited CEUs: #</p> <hr/> <p>Non-Accredited CEUs: #</p> <hr/> <p>Total CEUs:</p> <p><input type="text" value="#"/></p>	Click or tap here to enter text.	Click or tap here to enter text.
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