OBJECTIVES
To describe the development and ongoing implementation of a six-semester continuing professional development (CPD) course series designed to meet ACPE Accreditation Standards 2016 related to:
- Co-curricular involvement
- Interprofessional education (IPE)
- Introductory pharmacy practice experiences (IPPE); and
- Personal and professional development.

METHODS
A task force consisting of faculty, staff, and students was created to determine the best process to meet these requirements. Focus groups of students were conducted to gain feedback on proposals. The six-semester course series was designed by adding one credit hour to the curriculum while realigning the IPE and IPPE components of the curriculum, moving information from an existing Introduction of Pharmaceutically Care course, and combining a two-semester pre-APPE preparatory course series.

Learning objectives and assessment processes were developed across the series. Standard assignments were created across the series, which are housed in electronic portfolios.

Core Assignments in E-Portfolio Each Semester
- Professional Goals
- Personal Learning Plan
- Faculty Advisor Meeting and Reflection
- Curriculum Vitae
- Co-curricular Documentation and Reflections
- Co-curricular Self-assessment
- IPE Reflections
- IPPE Reflections
- IPPE Preceptor Assessments of Students
- Co-curricular Development Summary (Spring semester only)

UNIQUE THEMES BY COURSE

LEARNING OBJECTIVES BY COURSE WITH COURSE SERIES THREADS
- Co-curricular involvement
- Interprofessional education (IPE)
- Introductory pharmacy practice experiences (IPPE)
- Personal and professional development

CPD I
- Discuss how curricular, co-curricular, interprofessional, experiential, and other developmental opportunities contribute to personal and professional development.
- Define the domains of the Interprofessional Education Collaborative Core Competencies.
- Demonstrate achievement of the learning objectives for the introductory pharmacy practice experiences (IPPE) required for this course.
- Apply the introductory principles of continuing professional development.
- Create a professional Curriculum Vita.

CPD II
- Develop plans for curricular, co-curricular, interprofessional, experiential, and other developmental opportunities to contribute to personal and professional development.
- Discuss issues regarding the domains of the Interprofessional Education Collaborative Core Competencies.
- Demonstrate achievement of the learning objectives for the introductory pharmacy practice experiences (IPPE) required for this course.
- Develop self-awareness through exploration of personal strengths and preferences.
- Compare and contrast the history of the pharmacy profession and the predicted future of the pharmacy profession.

CPD III
- Refine plans for curricular, co-curricular, interprofessional, experiential, and other developmental opportunities to contribute to personal and professional development.
- Develop professional goals at various stages of their career along with strategies to meet these goals.
- Demonstrate achievement of the learning objectives for the introductory pharmacy practice experiences (IPPE) required for this course.
- Engage in the processes used for professional advocacy and policymaking.
- Explore professional roles of pharmacists in the context of personal strengths and preferences.

CPD IV
- Reforms plans for curricular, co-curricular, interprofessional, experiential, and other developmental opportunities to contribute to personal and professional development.
- Develop professional goals at various stages of their career along with strategies to meet these goals.
- Critique Curriculum Vitae of pharmacy students and pharmacists.
- Articulate Drake University Doctor of Pharmacy program requirements regarding APPE placements.
- Select preferences for APPE placements to meet stated professional goals.

CPD V
- Select preferences for APPE placements to meet stated professional and personal goals.
- Apply skills and behaviors consistent with the domains of the Interprofessional Education Collaborative Core Competencies.
- Demonstrate achievement of the learning objectives for the introductory pharmacy practice experiences (IPPE) required for this course.
- Identify development opportunities through self-reflection and continuing professional development.
- Develop professional goals at various stages of their career along with strategies to meet these goals.
- Critique Curriculum Vitae of pharmacy students and pharmacists.
- Articulate Drake University Doctor of Pharmacy program requirements regarding APPE placements.
- Select preferences for APPE placements to meet stated professional goals.

CPD VI
- Select preferences for APPE placements to meet stated professional and personal goals.
- Apply skills and behaviors consistent with the domains of the Interprofessional Education Collaborative Core Competencies.
- Demonstrate achievement of the learning objectives for the introductory pharmacy practice experiences (IPPE) required for this course.
- Identify development opportunities through self-reflection and continuing professional development.
- Develop professional goals at various stages of their career along with strategies to meet these goals.
- Critique Curriculum Vitae of pharmacy students and pharmacists.
- Articulate Drake University Doctor of Pharmacy program requirements regarding APPE placements.
- Select preferences for APPE placements to meet stated professional goals.

LEARNING OBJECTIVES BY COURSE
- Articulate Drake University Doctor of Pharmacy program policies and procedures for advance pharmacy practice experiences (APPE).

RESULTS
The course series was implemented in Fall 2017. Following each semester, students were asked to rate their confidence related to 15 course series objectives on a scale of 1-5 (1 = Not at All Confident, 2 = Somewhat Confident, 3 = Close to Confident, 4 = Confident, and 5 = Very Confident).

After the initial semester (n = 98), the highest confidence areas were:
- Meeting IPE Expectations
- Working with Your Faculty Mentor
- Reflecting on Academic Progress
- Planning Personal Development Activities
- Developing Your Personal Brand

After the second semester (n = 93), the highest confidence areas were consistent with those in the first semester. Areas with less confidence included:
- Developing Your Personal Brand
- Reflecting on Academic Progress
- Planning Personal Development Activities
- Writing SMART Goals
- Applying CPD

Students’ mean ratings from semester one to semester two are shown below. Ratings trended up in all objectives. Thirteen of 15 comparisons were statistically significant.

<table>
<thead>
<tr>
<th>Course Series</th>
<th>Objective</th>
<th>CPD I</th>
<th>CPD II</th>
<th>CPD III</th>
<th>CPD IV</th>
<th>CPD V</th>
<th>CPD VI</th>
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<tbody>
<tr>
<td>Core Assignments</td>
<td>Reflection Skills, Professional Organizations, Personal Brand, StrengthsFinder</td>
<td>3.7</td>
<td>3.9</td>
<td>3.8</td>
<td>3.9</td>
<td>3.8</td>
<td>4.2</td>
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<td></td>
<td>History of Pharmacy, Future of Pharmacy, H-PLIS Learning Styles</td>
<td>3.8</td>
<td>4.2</td>
<td>3.8</td>
<td>4.2</td>
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<td>4.2</td>
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<tr>
<td>Leadership Development, StandOut, Career Exploration, Communication</td>
<td>Defining CPD*</td>
<td>3.8</td>
<td>4.2</td>
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<td>4.2</td>
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<tr>
<td></td>
<td>Meeting IPE Expectations**</td>
<td>3.8</td>
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<td>4.2</td>
<td>3.8</td>
<td>4.2</td>
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<tr>
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<td>Writing SMART Goals***</td>
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<td>APPE Selection, APPE Preparation</td>
<td>Applying CPD</td>
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<td>4.2</td>
<td>3.9</td>
<td>4.2</td>
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<tr>
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<td>Working on an Interprofessional Team***</td>
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<tr>
<td></td>
<td>Maintaining a CV**</td>
<td>3.7</td>
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<td>3.7</td>
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<td>4.0</td>
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<tr>
<td>Communication Skills, APPE Preparation, Post-Graduation Preparation</td>
<td>Developing Your Personal Brand*</td>
<td>3.9</td>
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IMPLICATIONS
A six-semester CPD course series was developed and implemented to meet Standards 2016 requirements. Students are gaining confidence in course-related objectives. Confidence has progressed in strength during the first two semesters of the series.