EDUCATIONAL FORMAT: T21, Breakout

TIME/DAY/LOCATION: 1:15 - 2:15 pm, Thursday, 1/31/13, Yerba Buena 10-11/Lower B2

TITLE: The Impact of Practice-Based Assessments and Training

PRINCIPAL PRESENTER: Kristen Binaso, BPharm, RPH, CCP, ASCP
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PRINCIPAL PRESENTER: Victoria Chien, PhD, MBA
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CO-PRESENTER: Terry Dex, PharmD
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CO-PRESENTER: Tina Kehoe, MAEd, CCMEP
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COMPETENCY AREA: 2.10 - Emphasize problem-based/practice-based learning

CONTENT AREA: 6. Innovations to improve the provision of patient care will become the best practices of the future.

LEARNER PERCEIVED NEEDS: 4. Outcomes and Research – from data gathering and analysis to designing activities with outcomes in mind to understanding what Moore really means.

TARGET AUDIENCE: All

MEMBER SECTIONS: All

OBJECTIVES:
1. Outline the components of practice based assessments and training
2. Evaluate the programs for interactive activity that leads to quality improvement
3. Utilize an iterative assessment approach as a learning intervention
4. State the impact of the educational activities from the learners perspective
5. State the impact/outcomes of the educational activities on patient care and at the practice level

METHODS: This session will use case presentations and dialogue with participants to achieve its objectives.

KEY POINTS/STORY: Practice-based learning is best defined as work-based learning, in contrast to classroom or theory-based learning, and typically includes a combination of theory and experience-based strategies. The literature reflects the limitations of just theory or observational training and the Accreditation Council for Graduate Medical Education (ACGME) has added practice-based learning and improvement as one of its core competencies. This session will discuss how to engage in practice-based quality improvement for healthcare providers, including pharmacists, through two case examples relating to diabetes and obesity health care. It is designed to offer participants a sense for the spectrum of processes involved in practice-based quality improvement; including needs assessment, implementation of educational activities, evaluation of outcomes/impacts, and sustainability of quality improvements. Participants will be provided with an opportunity to reflect on how the practice-based strategies discussed can translate into their own areas of work.

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RECOMMENDED READING:

PARTICIPANT NOTE SPACE: