**Design, development, and evaluation of continuing professional development modules for community pharmacists**

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**Introduction.** While the number of oral anticancer agents (OAAs) has increased exponentially, dispensing and patient management has devolved to community pharmacies, despite a lack of dedicated guidelines and educational materials for the community setting. Community pharmacists have identified a lack of knowledge and confidence in dispensing OAAs, creating challenges for, and barriers to professional practice and potentially, patient outcomes.

**Aims**. To create continuing professional development (CPD) modules on a set of common OAAs intended to augment community pharmacist’ drug knowledge and risk awareness; and to obtain their feedback for module optimisation.

**Methods**. The Pharmaceutical Society of Australia’s online compendium of CPD modules and the published literature were scrutinised to inform best practice in module design, format, depth and breadth of content, and duration. Once the preliminary modules had been created, community pharmacists were recruited using convenience sampling (UNE HREC Approval HE23-020). Interviews were then conducted as the pharmacists worked through and assessed the modules. With participants’ permission, sessions were recorded, transcribed, and de-identified for inductive thematic analysis. Recruitment continued until saturation of opinion was achieved. Common themes that arose were critically evaluated and used to optimise the final version of each module.

**Results.** Four CPD modules were created in PowerPoint that included drug mechanisms, counselling points, risks to staff and patients, and links to additional resources. A total of 21 pharmacists across 3 states were recruited for module assessment. Unanimously, pharmacists found that the module they reviewed was an appropriate length, engaging, and relevant to their practice. Additionally, they thought the module would be of benefit to their colleagues if it were made available. By contrast, there was no consensus on the section of the module that was considered the most engaging, although the preference aligned with the range of their professional experience.

**Discussion.** Feedback from participating pharmacists demonstrated that the modules may assist in upskilling their colleagues to meet the changing demands of their practice, although no particular section was thought to have primacy. UNE Pharmacy students gained valuable insight into the creation of CPD modules and their benefit to the profession, with some expressing an interest in contributing to the creation of other modules once registered.