

Case Study 19: Academic Pharmacist



Sarah

Sarah is a full-time lecturer in clinical pharmacy in a school of pharmacy. She qualified in 1992 and completed a PhD and has worked in community and hospital pharmacy in her career. She has just started using the Plan & Record website to record her CPD entries.

Her CPD entry arose in response to deciding to develop a new way of assessing her 3rd year students. She had previously used a method of assessing their clinical work which was time-consuming and didn't provide effective feedback to her students. Sarah thought it was important to ensure her educational skills were up to date, in addition to her knowledge of the clinical topics she was teaching.

She decided that she needed to research some new methods of student assessment and see how these could be applied to her particular course. As there are entire reference sources written on student assessment she needed to be specific about what would best meet her learning needs.

Sarah chose a variety of methods to meet her learning needs as she was not sure how much time she would be able to devote to meeting her learning needs. She thought that if she chose a number of activities she would be able to select the most time-efficient methods.

She spoke to colleagues who have more experience in similar assessment methods and in particular a colleague with an educational background. She also read a selected journal article and relevant chapters from a teaching and learning textbook. From these activities she was able to develop a new multiple choice method of marking and is looking forward to trying it out on her students. The next step will form the basis of a further CPD entry.

Sarah has a busy job but felt that devoting some time to learning a new assessment method would save her time in the long-term and be beneficial to her students.

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Record Sheets

reflection

Name of entry: Date Identified:

What do you want to learn to be able to do?

Develop an assessment method for 3rd year students that is time efficient but gives useful feedback to students.

How have you identified this learning objective?

Discussion at Unit Board meeting: identified need to improve assessment method but not one that uses masses of time. Spent AGES marking 100 x 4 careplans so did not get much else done for a month. This is unacceptable to research/dept.

What methods did you use to identify this objective?

Reading Journals
Talking to colleagues/peers/peer review
Feedback from users of services/products
Staff Development Course
Feedback from colleagues

Who is driving this?

Bottom up: users of your services/products
Laterally: colleagues/peers
By you

What skills, knowledge, attitudes and behaviours will you need to develop?

Skills: identify an appropriate assessment method, learn how to apply the assessment method.

To which areas of competence does this learning objective relate?

Plan and implement effective assessment methods

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planning

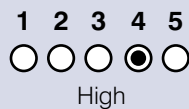
Urgency: By when will you need to meet this learning objective?

1/6/2004

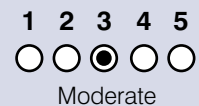
Importance: What will be the impact of your learning on you, users of your services, colleagues and organisations to whom you are contracted?

Quicker assessments for students (me & colleagues) Constructive and useful feedback during course (students) Share good practice (academic community)

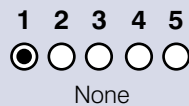
Impact on you:



Impact on the users of your services/products:



Impact on colleagues:



Impact on organisation



What activities could you undertake to meet this objective?

Description	Action Category	Advantages/Disadvantages	Selected
Speak to postgraduate course team		On site Previous experience Educational expert	<input checked="" type="checkbox"/>
Teaching & Learning Textbooks		Can refer back to at later date	<input checked="" type="checkbox"/>
Web search for practice of others		Easy to do, can do in own time. Difficult to sift through to find relevant info	<input checked="" type="checkbox"/>
Speak to colleagues in other SOPs		Got outside ideas Need to know who to contact Might not be willing to share Might not be appropriate for 3rd year care plans	<input checked="" type="checkbox"/>
Read PJ article. 271:86-88 (Perrie, Y).		Can do in own time Can pick up and put down easily Can refer back to Dis: not comprehensive, only some ideas.	<input checked="" type="checkbox"/>

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action

Description	Date completed	Time taken	Add to CE record
Speak to postgraduate course team	27/5/2004	1h 0mins	<input checked="" type="checkbox"/>
Teaching & Learning Textbooks	27/5/2004	2h 0mins	<input checked="" type="checkbox"/>
Web search for practice of others	18/3/2004	3h 0mins	<input checked="" type="checkbox"/>
Speak to colleagues in other SOPs	12/3/2004	2h 0mins	<input checked="" type="checkbox"/>
Read PJ article. 271:86-88 (Perrie, Y).	31/7/2003	1h 0mins	<input checked="" type="checkbox"/>

What have you learnt as a result?

Overview of various ways to conduct assessment Use of MCQs to mark care plans Application of optical scanning of MCQs

evaluation

Has your learning objective been met?

Fully

Partly

Not at all

Please describe an example of how you have applied what you have learnt

Revised assessment method. Prepared a MCQ style marking framework which can be shared with students and completed quickly. Can be optically scanned to give results and show which areas causing most problems. Space for written comments too.

Please describe any feedback you have had from those on whom your learning was to have an impact or those who have been able to observe your performance

Colleagues have looked at the marking scheme and think it will work and save time. Haven't tried it on the actual work yet as course due to start in Oct 04

Please describe what part of your learning objective you did not achieve

The practical application

Explain the reasons why your learning objective was not fully met

Need to try it out. Will apply it to the first cohort of students in October 04 and review the feedback

What are you going to do next?

Nothing, the need is sufficiently met

Mark entry as completed

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Reflection

This is a good example of an entry from an academic pharmacist that is relevant to their teaching role. Sarah has a very specific objective that is clearly achievable and measurable. She has also been able to describe the relevance of her learning. By doing this Sarah has been able to explain why of all the CPD she could undertake she is undertaking this CPD now.

Planning

She has considered the priority of her learning by providing a target date and by considering the importance of her objective in terms of its impact. She has rated the impact of her learning as high on herself and on her employer. Given that at least half of her objective is to provide more meaningful feedback to her students, it is surprising that she has rated impact on the users of her services as moderate. It may be that Sarah does not see her students as users of her services. In recognising users of your services it may be helpful to think about internal users (within your organisation/team) and external users.

Sarah has identified a large number of options for meeting her learning need, suggesting that she has thought this through thoroughly.

Action

Given the number of activities and the amount that Sarah has learnt, she is unduly non-specific about this. It's not that large amounts need to be recorded but instead about pulling out the few key specific points that are going to be most useful. So, rather than record 'overview of various ways to conduct assessment' she could have recorded the advantages/disadvantages of the assessment methods that seemed most relevant to meeting this objective (keeping it to a few key points).

Evaluation

Sarah has evaluated her learning very well. There is a clear demonstration of application of what she has learnt and some feedback. Feedback can help to gain a measure of the success of your learning. Sarah rightly recognises that she needs to wait for student feedback before she will get a fuller picture.

Summary

Overall Sarah has undertaken and recorded a very good example of CPD. It demonstrates clear thinking and how it has made a difference to work she undertakes as an academic.

Remember

- **Explain what you are doing and why you are doing it.**
 - **It may help to think about users of your services in internal and external terms.**
 - **Be specific and focus on what was most relevant to your objective when recording what you have learnt.**
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