

## Case Study 1: Community Pharmacist



### Sandra

Sandra is a 36-year-old community pharmacist who works for a large pharmacy multiple. She has worked for them for seven years and prior to that, since registering in 1991, she worked for an independent. Sandra currently lives in a flat near the coast with her partner.

In her first years, after registering, she always felt the best way for her to learn new things was to read about them. She didn't participate in study days much. As she grew more experienced she started going to events such as CPPE workshops and found that she got a lot from them. She now likes to use a variety of methods to learn by.

Sandra has been secretary for the local pharmacy forum for the last two years. She enjoys the position (except for writing the minutes!) and uses the meetings to keep herself up to date with local and national pharmacy initiatives. It was through the local pharmacy forum that her CPD entry arose.

A parliamentary adviser was on a fact-finding mission. He was working on the very early stages of the new pharmacy contract for England and Wales. Part of his role was to find out from community pharmacists the issues that affected them, and that were going to affect them in the future. He asked for a meeting to be set up to discuss these issues. The chairman of the local pharmacy forum was asked to chair the meeting, but was on holiday at the time. Sandra, as secretary, was asked to step in and given just two days to prepare.

Sandra decided to find out as much as she could about how the new pharmacy contract was shaping up so far. She had not chaired a meeting before so wanted to be as prepared as she could be.

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### Record Sheets

#### reflection

**Name of entry:**  **Date Identified:**

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

Chair meeting with parliamentary adviser to discuss ideas and opinions on drawing up the new pharmacy contract.

**How have you identified this learning objective?**

Parliamentary adviser approached a local independent pharmacist and asked him to set up a meeting with local pharmacists to help him to understand our needs and concerns over the setting up of the new contract. As I am secretary of the local Pharmacy Forum, I was asked to chair the meeting.

**What methods did you use to identify this objective?**

[Choose...](#)

Critical Incidents  
Personal Interest

**Who is driving this?**

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

[Choose...](#)

**To which areas of competence does this learning objective relate?**

[Choose...](#)

Political, economic and managerial aspects of the NHS  
DoH policies  
NHS reimbursement systems  
Effective gathering of information and distribution to relevant parties  
Terms of service  
A pharmacist who has a broad perspective: keeps abreast of issues in pharmacy outside her own immediate sphere of interest

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## planning

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

4/9/2003

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

If we can have an influence over the parliamentary adviser we could have a true impact on the shape of the new Pharmacy contract, thus influencing the future of community pharmacy for the whole country. This in turn would have a high impact for our customers, as it could affect the range of products and services on offer. The more I understand about it, the more confident and professional I will be in the meeting and the better the quality of the meeting.

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
Look at PSNC website at <a href="http://www.psn.org.uk">www.psn.org.uk</a>		Easy to access. They should be the experts in this matter.	<input checked="" type="checkbox"/>
Read ' framework for a new pharmacy contract'		Critical for understanding of what is going on. It is what the political adviser will be familiar with.	<input checked="" type="checkbox"/>
Read "vision for pharmacy" at <a href="http://www.doh.gov.uk">www.doh.gov.uk</a>		Easy to access Long document (not got much time)	<input checked="" type="checkbox"/>
Phone PSNC for info		Quick. They are experts at negotiating with government. However, they didn't want to help me as they didn't know the parliamentary adviser! Said they were working on it themselves!	<input type="checkbox"/>
Phone NPA, see if they can send info		NPA are always really helpful. Not enough time for anything to arrive before meeting.	<input type="checkbox"/>

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### action

Description	Date completed	Time taken	Add to CE record
Look at PSNC website at www.psn.org.uk	3/9/2003	1 hrs 0 mins	<input checked="" type="checkbox"/>
Read ' framework for a new pharmacy contract'	3/9/2003	1 hrs 0 mins	<input checked="" type="checkbox"/>
Read "vision for pharmacy" at www.doh.gov.uk	2/9/2003	2 hrs 0 mins	<input checked="" type="checkbox"/>

#### What have you learnt as a result?

That future contracts will focus on extra services, not on prescription volume. That there will be opprtunities to expand our roles as pharmacists and be renumerated accordingly. Improved understanding of how government works ie using advisers to talk to the people the legislation will affect. That I am capable of effectively chairing an important meeting!

### 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

The meeting went well, and I felt we made a good job of representing our profession.

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

The parliamentary adviser was most interested in what we had to say, and said he'd learnt quite a lot about issues he hadn't appreciated existed. We invited him to attend our next forum in October for further discussions, and he accepted. My colleagues thanked me for successfully chairing the meeting.

Mark entry as completed

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### Reflection

The first question asks Sandra what she wants to learn to be able to do. She describes what she wants to be able to do, ie chair the meeting, but not what she needs to be able to learn in order to do that effectively. Sandra wanted to learn about the new pharmacy contract; specifically about what had been discussed so far and what other interested parties had to say about the process. If you read the first statement you might believe that her CPD record was only about learning how to chair a meeting.

It's really important to get this first stage of the process as specific as possible. That way you inform the rest of the record.

Sandra was then asked to choose the methods she had used to identify her learning objective. She chose critical incidents (she had been asked at short notice to chair a meeting that she had to prepare for) and personal interest (she knew the pharmacy contract was going to be big news in the future and wanted to prepare herself for it; she also wanted an opportunity to participate in these preliminary discussions as fully as possible). Both of these are reasonable. By recording methods used to identify learning objectives it's easy to see, over a period of time, how you usually identify your CPD topics. Sometimes we rely too much on one method and deliberately choosing other methods can vary what and how we learn.

The questions that ask "Who is driving this?" and "What knowledge, skills, attitudes or behaviours do you want to develop?" are optional questions (they will only appear if you have the optional fields 'on' in CPD online). Sandra didn't answer these questions, but they may have helped her. Recognising who is driving your learning helps you decide on your endpoint and describing what you want to develop (ie knowledge of the pharmacy contract so far) can help you make your learning need more specific (see first paragraph above). If Sandra had wanted to learn about chairing a meeting, in this section she would have been describing the particular skills that she wanted to obtain.

### Planning

Sandra used this section well to plan the activities that she wanted to undertake. It helped her decide which were more achievable in the short timescale that she had.

### Action

In the description of her possible actions Sandra didn't fill in the box describing the action categories. Once again this is an optional question on CPD online. To do this you need to click on the box and a menu appears with a list of action categories (eg structured reading, workshops, talking to colleagues). It's not essential to fill in these boxes but they can help in identifying how you usually choose to learn.

Sandra chose reading and looking at a website as her actions for this learning objective. In the timescale they were very reasonable ways of obtaining the information she required. She added all of these to her CE record. Traditionally CE records are a summary of taught courses or workshops and do not usually contain lists of reading you have done. If all of these are included the CE record would become very long indeed. The RPSGB are no longer looking for evidence of 30 hours continuing education (as they did in the past) but some other organisations, eg CPP do like to see evidence of hours of CE. Plan & Record (online) gives a facility for this to be recorded and printed off.

## Evaluation

In the evaluation section of her CPD record Sandra initially describes how the meeting went. This implies that her preparation had been useful but the reviewer is not told in what way the learning had been applied. Sandra needs to be more specific here giving some detail as to how she had used what she had learnt. It would also be relevant to communicate what she did differently or what she will do differently. This makes clear to the reviewer that her practice has changed.

## Summary

Overall Sandra's CPD record is very good and would satisfy the Society. Reading the entry you can see how the preparation that Sandra did enabled her to fulfil her duty as chairperson. She felt it was invaluable, enabling her to contribute effectively to the discussions and not look foolish or out of touch.

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## Remember

- **Make your learning objective as specific as possible.**

- **Write so the reviewer can tell exactly:**

- 1 What you wanted to learn
- 2 What you learnt
- 3 How you put your learning into practice

- **Use the drop down boxes as often as you can.**

You can gain information about the way you like to learn or the way you plan your learning by reviewing these after a number of entries are completed. It will make your feedback more informative.

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