

## Case Study 3: Community Pharmacist



### Rashid

Rashid is a 30-year-old community pharmacist who qualified in 1996. He lives with his wife and child in the West Midlands. Rashid works for a large multiple and has done since registering.

His CPD entry was initiated when he received a letter inviting him to a training event run by the local PCT. The PCT was training community pharmacists to take part in an Emergency Hormonal Contraception (EHC) Patient Group Direction (PGD). Rashid had not previously thought about being involved in such a PGD. The training was in his local vicinity and at a time that was convenient to him so he decided to go along for his own interest and to see what was involved. He also felt that the knowledge he gained would be useful when he was asked to sell EHC.

Rashid often undertakes his learning through distance learning packages. He finds them easy and usually relevant. He also enjoys the fact that he can undertake them at a convenient time for him and at his own pace.

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### Record Sheets

#### reflection

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

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

I need to update my knowledge about the supply of EHC; the legal requirements, counselling points and contraindications especially. I also need to understand how the PGD for EHC is going to work in this area so I'm able to decide whether to participate or not.

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

I received a letter inviting me to attend a training evening on the subject by the health authority and thought that this would provide the ideal opportunity to review my knowledge on the subject

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

Audit  
Reading  
Feedback  
Peer review  
Personal interest

**Who is driving this?**

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

I'm basically looking for knowledge; about the PGD and EHC in general. I also need to revisit how to counsel patients.

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

Staff training and development  
Communication: verbal, non-verbal and written  
Counselling  
Effective gathering of information and distribution to relevant parties  
Terms of service  
Returns and claims to pricing authorities

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planning

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

14/1/2003

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

Impact on you: 1 2 3 4 5  
      
 Moderate

Impact on the users of your services/products: 1 2 3 4 5  
      
 Low

Impact on colleagues: 1 2 3 4 5  
      
 Low

Impact on organisation: 1 2 3 4 5  
      
 Low

**What activities could you undertake to meet this objective?**

Description	Action Category	Advantages/Disadvantages	Selected
Attend training evening	Short courses	Will be provided with specific information on the service will have the opportunity to liase with other pharmacists involved in the scheme however may not be able to discuss my concerns on a one to one basis	<input checked="" type="checkbox"/>
Read emergency hormonal contraception information booklet provided by CPPE	Structured reading	Will be able to review the course that i completed in february 2001 and assess the advice that i have been providing to my clients compared to the ideal standards it will also provide an opportunity to delve deeper into certain areas eg drug interactions	<input checked="" type="checkbox"/>
Read pj practice checklist on otc emergency contraception	Structured reading	It will provide a lot of information in a clear concise form but will not be too time consuming an activity to do	<input checked="" type="checkbox"/>

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### action

Description	Date completed	Time taken	Add to CE record
Attend training evening	11/12/2002	2h 30min	<input checked="" type="checkbox"/>
Read emergency hormonal contraception information booklet provided by CPPE	8/12/2002	3h 0mins	<input checked="" type="checkbox"/>
Read pj practice checklist on otc emergency contraception	7/12/2002	0h 40mins	<input checked="" type="checkbox"/>

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

I have improved my knowledge on the advice that should be provided to clients and the importance of client confidentiality. I have also realised that i will have to discuss some of these points with my staff particularly with respect to confidentiality.

### 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

I have decided not to participate in the scheme as I feel that implementing the scheme would be very time consuming. I estimate that the counselling and record keeping would require at least 25 minutes per consultation and this will not be practical in the busy environment in which I work. However, my increased knowledge on the subject has resulted in my dealing far more confidently with respect to enquiries regarding the purchase of otc hormonal contraception.

#### 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

One of the clients that I provided advice to was very thankful that she could speak to someone that was able to provide her with clear advice about the use and safety on the product particularly the fact that there was no evidence that the drug would harm the foetus if she was already pregnant.

Mark entry as completed

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### Reflection

Rashid was able to write a very good learning objective. He was able to describe what he wants to learn at the PCT meeting in order for him to make a decision about the EHC PGD.

In the section that asks Rashid how he has identified his learning objective he chooses several options. The reason for this question is to feed back to the pharmacist how, over a period of time, they identify their learning needs. There is no right or wrong answer here and it's not necessary to pick as many as you can. The information can be useful if you fail to use certain methods, eg appraisal or audit. By being made aware of this in your feedback you might consider that you would benefit from using these methods in the future. At this stage the method used by Rashid may simply be personal interest as this is partly a fact-finding event for him.

Rashid is also asked "Who is driving this?" This is an optional question in CPD online aimed to get you thinking about why you are undertaking the learning. If you are aware where the driving force is coming from it helps you anticipate the endpoint. In this example Rashid is driving this. He has been offered an opportunity which he is deciding about personally. The situation could be very different though if, for example, his head office had previously written to him explaining that they had a target for 80% of the pharmacies to be involved in EHC PGDs within six months, or if the local GP had asked the PCT for this service in their area. In those instances Rashid would have external pressures to consider and his approach and objectives may be different.

### Planning

In the planning section of his entry Rashid described the impact of this learning to be either moderate or low for all four groups. His reasoning was that he didn't really believe that he was going to take part in the PGD. He thought therefore that the training event, although providing him with some useful information, wasn't really applicable for his role. At this point he should have thought very hard about undertaking the training. If the impact for everybody is minimal he needs to decide on the appropriateness of undertaking this training. His time may be spent more productively elsewhere.

The planning stage of the entry asks the pharmacist to describe in writing the impact that the learning will have on four people or groups; yourself, the users of your service, your colleagues and your organisation. Rashid didn't fill this section in. It may have helped him to think about the impact for each of these. He may have underestimated how useful this learning may be to, for example, the users of his service who require EHC. If these descriptions didn't make a difference to the way he felt it may have helped him decide not to undertake this training. It is important to remember the pharmacist needs to describe the full impact of their learning objective, not just of the training event.

At this stage, Rashid should have considered the time and resources he was prepared to put into this learning.

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### Action

As part of the pre-course work for the training event Rashid had to undertake the distance learning pack for EHC produced by CPPE and read the PJ practice checklist on EHC. He did this prior to the training event and it provided him with all the information he required to make him feel more competent and confident when selling EHC over the counter. In effect this had been sufficient to meet his objective at that point.

Rashid nonetheless decided to go ahead and undertake the PCT training in order to help him decide if he wanted to take part in the PGD and give him the information he needed if he went ahead. Training events such as these are often extremely useful. They may encourage you to reflect upon your current situation and help develop new learning needs; they are also useful to network to gain other professionals' opinions and to share ideas and experiences.

### Evaluation

Although Rashid decided not to take part in the PGD he was able to use the knowledge he had gained in other ways, specifically when selling EHC. He was able to describe feedback he had received from patients which he attributes to the learning he had done.

### Summary

This record describes how Rashid responds to a learning opportunity offered by the PCT. The record shows how the questions in the Plan & Record can help you prioritise your learning and reflect on how relevant your learning needs are. In a profession where we are often struggling for time and resources for training it's useful to be able to target these commodities to the most relevant learning objectives.

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## Remember

- **The questions in the ‘reflection’ section of the Plan & Record are designed to make you think carefully about what it is you want to achieve and the approaches that may be taken.**

The information will help you make your learning needs specific and make your planning more relevant. Time spent at this stage can save time later on and makes your learning more appropriate to your needs.

- **If the impact of your CPD is going to be very low for all concerned ask yourself ‘Should I be doing this?’ and if so ‘Where does it come in my priorities?’**

These questions help you decide if the learning to be achieved justifies the likely expense and investment of time.

- **You may find yourself using your learning for something that you didn’t intend to do.**

That’s fine – it’s all about applying learning to whatever is appropriate.

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