

Case Study 4: Community Pharmacist



Brian

Brian is a 50-year-old pharmacist who works for a small chain of pharmacies in the south of Wales. He is married with two children, one who lives at home and the other who has recently moved out.

He is currently working in the head office where he is responsible for the business and professional development. As well as developing new services he is responsible for planning rotas for relief staff and facilitating the CPD of pharmacy employees. He tries to remain abreast of community pharmacy issues by working, on average, one day a week in a store. Essentially, as he working in a different store each time, he acts as a locum pharmacist.

Prior to his job, Brian started out as a pharmacist working for a large multiple. He progressed to store manager, then area manager, and then regional manager before leaving, after 24 years of service, to join this smaller chain.

Brian understands the principles of CPD well and has used the competences of a pharmacist to help him identify his most urgent and important learning needs. He looked at the competences required of a community pharmacist and judged himself against them. He decided if he was below average, average or above average for each. This process is called self-audit and can be a very useful tool. He then looked at all the competences for which he judged he was below average. He went through each, carefully deciding which ones had the greatest degree of relevance to his role(s) (which were encountered regularly and which had the greatest risk associated with them). From this he was able to identify his first five key areas to work on. One of these was to increase his knowledge of medication used in the treatment of respiratory disease.

When he saw that the Welsh Centre for Pharmacy Postgraduate Education (WCPPE) was running an update workshop on treatment of respiratory disease it was easy for him to identify it as a useful learning event to help achieve this goal.

Case Study 4: Community Pharmacist

Action

Name of entry:

Please describe the activity you have undertaken

Attended a WCPPE Training Evening on the above.

Which action category best describes this activity?

To which areas of competence does this learning objective relate?

Appropriate management of common symptoms by the pharmacist:
advice, referral or treatment
Effects of lifestyle on health
Health education and promotion
Management of symptoms
Asthma patients

Date Undertaken

27/2/2003

Time Taken

2h 0mins

Added to CE Record



What have you learnt as a result?

The importance of ensuring an accurate asthma/COPD diagnosis. A Further appreciation of the 'Step-Wise' approach and the need to move up and down the steps as the condition changes. The change in guidance that adds a long acting B2 agonist before increasing the dose of the steroid inhaler above 800 mcg/day (adult - beclamethasone dose).

evaluation

Please describe an example of how you have applied this learning

I now check prescriptions where steroid doses are above 800 mcg/day and discuss with the patient if a long acting B2 agonist has not been prescribed and symptoms are not well controlled. I was able to explain to a patient who was prescribed oral steroids for the first time the nature of the step-wise approach.

Describe any feedback from those on whom this learning has had an impact

Patients have thanked me both for my advice and for my interest in their condition.

Have you identified any learning needs as a result of undertaking this activity?

Yes No

Mark entry as completed

Case Study 4: Community Pharmacist

Reflection

Although Brian's learning actually started at Reflection he recorded it as if he started at Action. As a result he did not complete the Reflection or Planning sections of his CPD entry.

Starting a CPD cycle at action is really useful for those situations where you spontaneously learn something. You may not have gone out of your way to learn it, or you may not have been aware that you needed to know it. Examples of this include discussing something with a colleague, learning something unexpected at a training event (you may have gone to a training event to learn about drugs used in children but also learnt something about drugs used in pregnancy), learning something from a documentary on television or the radio, or picking something up whilst reading a book or journal.

If, on the other hand, you have identified something to learn, you are encouraged to start at Reflection. This enables you to decide specifically what you want to learn and choose the most appropriate way of achieving your learning objective.

With hindsight Brian felt that if he had reflected prior to the training event he would have achieved more. He would have been able to ask questions relating to his requirements. This would also have encouraged him to do some background reading and prepare more fully prior to going to the workshop.

About a year before the workshop Brian had undertaken a distance learning package relating to Respiratory medicine. He had enjoyed this and learnt a lot. If he had revisited his notes he would have been reminded of the important issues and would have had good background knowledge. This proactive approach would have helped him identify his own learning needs that needed to be addressed at the workshop.

Planning

Not recorded.

Brian could have benefited from some planning. For example, he could have given some thought to actions that would help him meet his learning objectives, such as reading through his notes from his previous workshop.

Action

Brian was able to describe exactly what he had learnt at the workshop. It is clear what he had learnt and how he would be able to apply his learning in his role. This was well done. The only possible thing missing is the fact that it is not clear whether he learnt what he needed to learn because he didn't reflect before attending the workshop.

Evaluation

Brian also evaluated this CPD entry well, describing clearly how he had applied his learning and how his patients had benefited from it. He could have been more specific about the nature of the feedback he had received from patients.

Summary

This is a good example of a CPD entry that would have benefited from starting at Reflection. However, the entry is still appropriate and describes Brian's learning and how he was able to apply it.

Remember

- **If possible, before undertaking a training event, always reflect and ask yourself 'What do I want to learn at this event?'**
 - **Before rushing into new training events - look back over your notes from previous ones – you may already have a lot of information that you have simply forgotten or it may remind you of the issues that you need to focus on.**
 - **Starting a CPD cycle at Reflection enables you to plan more than one action to achieve your learning objective and to make your objective as specific as possible.**
-