

Case Study 10: Hospital Pharmacist



Paul

Paul is 53 years old and lives in Scotland. He is married with two children who are both now working. Although he began his career in industry, he has worked for many years in secondary care and is currently a senior clinical pharmacist with an interest in general surgery. His job also involves a range of managerial responsibilities.

Paul enjoyed the novelty of using Plan & Record when he first received his pack but has recently found it more difficult to sustain his motivation. Although his department does not have a named facilitator, he does occasionally discuss his record informally with colleagues. He tends to set relatively short-term, straightforward clinical objectives and more substantial managerial objectives with a longer timescale.

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Record Sheets

reflection

Name of entry: Medication Errors **Date Identified:** 14/1/2003

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

To have an awareness of the issues surrounding medication errors, the national initiatives being taken to reduce them and medication errors occurring in my own hospital.

How have you identified this learning objective?

Been asked to give a talk to junior doctors on medication errors

What methods did you use to identify this objective?

Choose...

Critical Incidents
Feedback from users of services/products
Personal Interest

Who is driving this?

Top down: NHS or other employer or contracting organisation
Bottom up: Users of your services/products

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

Choose...

To which areas of competence does this learning objective relate?

Choose...

Legal and ethical requirements and considerations
Political, economic and managerial aspects of the NHS
DoH policies
Media and Public Awareness
Communication: verbal, non-verbal and written
Influencing and persuading
Legal and service requirements, including standards, specific to hospital or community health services

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planning

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

21/1/2003

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

Very topical subject at moment. Would like to increase junior doctors and my own awareness of the issues surrounding this subject in order to reduce the future occurrence of errors.

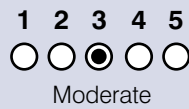
Impact on you:



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
Prepare talk and present to junior medical staff at educational meeting		Advantage - Enables me to draw together what i have learned and present it in a clear concise manner to other health professionals.	<input checked="" type="checkbox"/>
Read a selection of journal articles on medication errors in BMJ, The Pharmaceutical Journal, Hospital Pharmacist and EJHP.		Advantage - Should give an all round unbiased view Disadvantage - time consuming	<input checked="" type="checkbox"/>
Look at the National Patient Safety Agency Web Sit		Advantage - Quick to access, should give a clear picture of problems and initiatives being undertaken. Disadvantage - Will give official Do H view, does not apply to Scotland	<input checked="" type="checkbox"/>
Review medication error reports held on file in the hospital		Advantage - Gives a picture of actual errors occurring in my own hospital Disadvantage - Likely to be significant under reporting due to complexity of reporting form and could be biased as most reports are nursing or pharmacy initiated	<input checked="" type="checkbox"/>

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action

Description	Date completed	Time taken	Add to CE record
Prepare talk and present to junior medical staff at educational meeting	21/1/2003	1h 30mins	<input checked="" type="checkbox"/>
Read a selection of journal articles on medication errors in BMJ, The Pharmaceutical Journal, Hospital Pharmacist and EJHP.	14/1/2003	2h 0mins	<input checked="" type="checkbox"/>
Look at the National Patient Safety Agency Web Site	14/1/2003	1h 0mins	<input checked="" type="checkbox"/>
Review medication error reports held on file in the hospital	14/1/2003	1h 0mins	<input checked="" type="checkbox"/>

What have you learnt as a result?

I have learnt something about the national initiatives being taken to reduce medication errors and the background to these. I have also learned about various initiatives that have been taken in a number of places to record and analyse medication errors. I am also more aware of the barriers which prevent the recording of medication errors as well as possible reasons for medication errors occurring. I am also now familiar with the system in operation in my own Trust for recording medication errors (IR 1- in use nationally in Scotland) and i have reflected on its advantages and drawbacks.

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 used the knowledge that i had acquired to prepare a short presentation for the Junior Doctors education session.

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 feedback received was positive, considerable interest being shown in the topic with a number of relevant questions being asked and some discussion being stimulated.

Mark entry as completed

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Reflection

Paul has identified a broad learning objective. Learning based purely around knowing or understanding facts can be difficult to measure and it may be easier to evaluate learning if the objective is expressed as a practical way of applying new understanding. "Awareness" of a topic is difficult to quantify so Paul may have found it helpful to answer the optional question about skills, knowledge, attitudes and behaviours to clarify this (available online only).

Preparing and delivering teaching is an excellent means both of identifying and meeting learning objectives and Paul has seized an ideal opportunity to deal with a topical issue, whilst ensuring his learning is relevant to his own practice. He has avoided the mistake of updating his knowledge simply for the sake of it.

Planning

Paul has drawn up an excellent plan given the short timescale for his objective, with a range of resources identified and a balanced assessment of the advantages and disadvantages of each. In this instance the deadline for meeting his action plan was unavoidable due to the date set for the lecture he had been asked to deliver. Paul generally sets objectives with less pressured timing.

Action

Paul carried out all of the potential activities. He could have recorded details of the journal articles he actually read, for future reference. He has described a wide range of learning with clear relevance to his objective, although he could have given more detail, such as specific examples of NPSA initiatives or barriers to error reporting.

Evaluation

Paul's examples of application and feedback in his evaluation are good and he has clearly benefited from undertaking this CPD. Although he does appear to have broadly met his objective, his original objective was worded in quite general terms and so it is difficult to establish whether there may be aspects in which he might undertake further work.

Summary

Paul has used the CPD cycle to good effect with a clear practical demonstration of his learning by delivering a well-received lecture.

Remember

- **Try to avoid basing objectives around knowledge or updates of general topics. Learning through CPD is easier to evaluate when demonstrated in practical application.**
- **Avoid consistently setting objectives with very short or prolonged deadlines. Try to prioritise your learning appropriately.**