

## Case Study 6: Hospital Pharmacist



### Rebecca

Rebecca is 39 years old, single and lives in Wales. Her career has been purely within the hospital sector. Her role is split between medicines information and clinical work. She currently covers a gastroenterology and hepatology ward, although her background is in cardiology.

She was initially unsure of what was expected by the Society, but having attended a study day, she is now comfortable in using Plan & Record and has supported colleagues in using the Personal Development Plan as a means of getting started on recording CPD. Although confident in the use of the learning cycle, both personally and in training others, she feels she could benefit from discussing records with colleagues or a facilitator.

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### Record Sheets

#### reflection

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

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

To provide an effective clinical pharmacy service to patients with liver disease and liver transplant recipients.

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

My ward specialty has recently changed and I feel insufficiently prepared to deal with this

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

**Choose...**

Appraisal  
Personal Interest

**Who is driving this?**

By you

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

**Choose...**

Knowledge & interpretation of tests of liver function & the consequences for drug dosing  
Awareness of drugs causing liver disease  
Understanding of common liver diseases & complications and rationale for current management (Hep B, C, varices, ascites, fatty liver, cirrhosis)  
Confidence in dealing with pharmaceutical care issues affecting recipients of liver transplants

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

**Choose...**

General ward-based clinical pharmacy  
Specialist ward-based clinical pharmacy, e.g. renal, oncological, neonatal/ paediatric  
Clinical pharmacy teaching  
A pharmacist who has a broad perspective: keeps abreast of issues in pharmacy outside her own immediate sphere of interest  
A person who is continuing to develop: who reflects on work processes and outcomes, evaluates her own performance and takes action to develop her expertise and knowledge

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### planning

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

5/9/2003

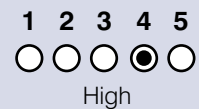
**Importance:** What will be the impact of your learning on you, users of your services, colleagues and organisations to whom you are contracted?

To provide a higher quality of service to ward and to improve my teaching of other trainee pharmacists and pre-reg students

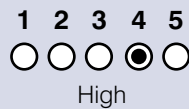
Impact on you:



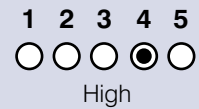
Impact on the users of your services/products:



Impact on colleagues:



Impact on organisation



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

Description	Action Category	Advantages/Disadvantages	Selected
Advances in Therapeutics in Liver Disease Royal College of Physicians Oct 16th 2003		Improve understanding of pharmacological and non-pharmacological treatments of various conditions affecting the liver	<input checked="" type="checkbox"/>
Reading- Davidson's Principles and Practices of Medicine 19th Edition pages 848-854 on cirrhosis, portal hypertension, variceal bleeding			<input checked="" type="checkbox"/>
Read article in Hospital Pharmacy May 2002 on acute and chronic liver disease		Getting the information to stick	<input checked="" type="checkbox"/>
Courses Royal Society of Medicine on Adverse Drug Reactions		Able to meet others doing similar work Able to do workshop learning Able to discuss with colleagues	<input checked="" type="checkbox"/>

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### action

Description	Date completed	Time taken	Add to CE record
Advances in Therapeutics in Liver Disease Royal College of Physicians Oct 16th 2003	16/10/2003	5h 0mins	<input checked="" type="checkbox"/>
Reading- Davidson's Principles and Practices of Medicine 19th Edition pages 848-854 on cirrhosis, portal hypertension, variceal bleeding	6/10/2003	1 hrs 0 mins	<input checked="" type="checkbox"/>
Read article in Hospital Pharmacy May 2002 on acute and chronic liver disease	1/6/2003	1 hrs 30 mins	<input checked="" type="checkbox"/>
courses Royal Society of Medicine on Adverse Drug Reactions	22/5/2003	0 hrs 30 mins	<input checked="" type="checkbox"/>

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

Mode of action of glypressin Main markers of liver disease and what investigations are done and why the cause and treatment of oesophageal varices, ascites Knock on effect to kidney is renal failure and need to watch pharmacokinetics of these drugs too.- Which drugs can cause ADR in the liver eg. paracetamol methotrexate Background on some common conditions affecting the liver, in readiness for planned course Course was excellent and unfortunately ver few non-medical staff Aware of treatment of fatty liver, cirrhosis, HCC, secondary prevention of oesophageal bleding, Hepatitis C and hepatitis B treatments. Couse dealt with therapies under development and prognosis and morbidity

### 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

Now able to read and assess medical notes and investigations better than before. May be more aware of drugs that should be avoided, those likely to induce coma including reduced sodium requirements and low protein requirements Understand the haemodynamic problems in liver disease (eg reduced blood volume and it effect on sodium excretion), where some treatments are invaluable ( need for antibiotics to prevent sepsis following GI bleed) and use of non-pharmacological methods (TIPSS, sclerotherapy and banding)

#### 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

good feedback from pre-registration student during teaching session at ward level

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

Would like to get more information on future therapies and drugs used after transplants

#### Explain the reasons why your learning objective was not fully met

Need to find a course or article that covers this area

#### What are you going to do next?

Review my options for activities to meet the need

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### Reflection

Rebecca has identified a good practical learning need with clear relevance to her professional role. She may have found it easier to manage by breaking it up into a few smaller objectives. She has clear goals in terms of knowledge, skills, attitudes and behaviours. Note her use of the word “confidence”. Consideration of emotions can be very useful when undertaking CPD; recognition of negative feelings can in itself help to identify learning objectives, or it can highlight barriers to tackling important learning needs.

### Planning

Rebecca has set a reasonable timescale, given the breadth of her learning objective. She has perhaps underestimated the impact of her objective. Given that she has recognised she is the main driver behind this CPD, she probably should be more descriptive of the way her learning will impact on herself, particularly as she has rated personal impact as very high. She has stated how this work will affect the ward and trainees, but could also acknowledge its impact on patients. She has also rated the impact on the organisation to be high; if this is so, some justification for this assessment would be helpful. When managing a number of concurrent CPD cycles, this process can be instrumental in ensuring sound judgements on priorities are made. It can also be very helpful to describe your CPD in terms of impact if you are trying to obtain resources for a project or need to justify the appropriateness of your learning objective to others.

Rebecca has focused on courses and reading to fulfil her learning need. Prioritisation of learning activities may be difficult as Rebecca has given only very brief attention to the advantages and disadvantages of each, and this would be more so had she considered other options, such as discussion with practitioners with more experience in this field. The listing and consideration of all possible actions helps you choose the most appropriate action(s) to undertake to achieve your learning.

Rebecca has recorded accurate details of the specific courses and reading she has undertaken. This may prove useful for future reference.

### Action

Rebecca has been careful to record specific details of what she has learnt in a similar format to her summary of desired knowledge, skills, behaviours and attitudes. By doing this it is easy to see which of her learning objectives she has successfully met. This will make evaluation straightforward and clearly demonstrates the value of the activities Rebecca has undertaken.

## Evaluation

Rebecca has easily identified an area not yet covered by her action plan. Although she has indicated numerous areas in which she has improved her understanding, she could have indicated a specific event in which she has used this to give a more concrete example of application of learning.

It is interesting to note that Rebecca's plan to deal with the part of her learning need not yet covered is to find an appropriate course or article. Here again, alternative activities might be considered to deliver more relevant and practical learning.

## Summary

Rebecca has used the CPD cycle to excellent effect. She has set clear objectives and recorded specific details of her learning allowing straightforward evaluation and identification of further requirements.

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## Remember

- **Make honest and realistic assessments of the impact of learning. This will make prioritisation of learning much easier.**
- **Give careful consideration to the advantages and disadvantages of potential learning activities. A wide range of options will be more readily rationalised in this way.**