

Case Study 7: Hospital Pharmacist



Asif

Asif is 58 years old and is Patient Services Manager at a DGH in the Midlands. He is married with three children, all of whom have moved away from home. He has always worked in secondary care and has been in his current post for 15 years. He is starting to plan his retirement.

Although he sees the benefits of CPD both to the individual and the profession, Asif finds recording his CPD laborious. He is used to making quick decisions and is frustrated by the level of detail required in the reflection and planning stages.

He has access to a trained CPD facilitator in his department, who has helped him to interpret feedback on his submitted CPD. This has enabled him to recognise that most of his learning is unplanned. His department has recently introduced a CPD buddying scheme.

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Record Sheets

reflection

Name of entry: **Date Identified:**

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

Implement a self-medication scheme

How have you identified this learning objective?

Self Medication was identified as a development at regional level. Audit Commission use it as one of their measures in a Spoonful of Sugar.

What methods did you use to identify this objective?

Competencies
Feedback from colleagues
Talking to colleagues/peers/peer review

Who is driving this?

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

To which areas of competence does this learning objective relate?

Political, economic and managerial aspects of the NHS
Management of time and resources, including stock control
Staff training and development
Management of change
Other forms of professional and multi-professional audit

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planning

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

31/3/2003

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

Identify key issues to support effective implementation of self medication. Will then inform appropriate business cases and the Trust Executives.

Impact on you:

1 2 3 4 5

 Moderate

Impact on the users of your services/products:

1 2 3 4 5

 Very high

Impact on colleagues:

1 2 3 4 5

 High

Impact on organisation

1 2 3 4 5

 High

What activities could you undertake to meet this objective?

Description	Action Category	Advantages/Disadvantages	Selected
Establish local pilot		Local ownership, local data , may generate local head of steam ahead of any cases made. Info from study may be viewed as bias - look at independant data collector	<input checked="" type="checkbox"/>
Visit successful implementers		Can find out detail. However will lack local ownership across professions involved	<input type="checkbox"/>

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action

Description	Date completed	Time taken	Add to CE record
Establish local pilot	5/11/2003	6h 0mins	<input type="checkbox"/>

What have you learnt as a result?

Have established project - prepared project brief, gained approval of Trust Board, obtained funding, identified a project lead. Project now running with data collection for base line and remodelled service running on 3 pilot wards. Pilot completed , using Audit Administrator to collect and analyse data

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 results of the work have been collated, presented to pilot ward staff who support continuation. This came by finding and cultivating product champions in nursing. This overcame the notion that this was a pharmacy idea. Pharmacy Techs have been accepted on the wards to support self med and have proved effective at assessing patients for admission to self med as well as imparting information.

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

Nursing staff overcame their fears of loss of control and realised the benefits to the patients/Change of attitude generated. However despite support of very senior nurses in the organisation, as well as the enthusiasm of ward based staff there are still significant issues with middle level or directorate nurse managers changing thinking. Will now present to the Trust Board and propose that pilot is extended in Surgical Directorate. Arrange for Directorate Nurse Management to visit another hospital to talk with their equivalents

Mark entry as completed

Discussion

Although on first inspection Asif's CPD record appears to contain most of the required elements, there is a fundamental problem with it in that there is no actual learning need. The information which Asif is seeking to establish is not for his own development but contributes towards a work project. The format of Plan & Record can be an effective tool in project management, but undertaking a project successfully does not necessarily mean that learning has taken place. It is essential to establish a true learning objective before embarking on a CPD cycle, otherwise it is not CPD.

This is not to say that projects have no place in CPD. If Asif had found a particular aspect of the project difficult, the work might have served as a means of identifying a learning need, such as how to write a business case or managing change. He may have learnt a new skill or acquired further knowledge in carrying out the project. He could have applied learning from previous CPD work in carrying out the project, thus providing a practical example towards evaluation of learning.

If the project had not delivered the outcomes he had expected, Asif could have used this as a critical incident to reflect upon and identify areas in which he might improve, such that future projects would be completed more successfully. It is worth noting that "critical incidents" are not necessarily perilous situations. In the context of CPD they are simply events from which one can learn, either by identifying areas for improvement or by recognising strengths which might be useful in the future.

Remember

- **Although projects can be useful in the course of undertaking CPD, their execution does not necessarily result in learning and they should not be the focus of CPD.**
- **Critical incidents are a valuable way of generating learning objectives. Anything that makes you 'stop and think' can be considered a critical incident.**