

Case Study 8: Hospital Pharmacist



Catherine

Catherine is 41 years of age and lives in the north of England with her partner and young family. She has been working in hospital pharmacy for six years, having previous experience of several other branches of the profession, including community and academia. Her main area of interest is in the provision of clinical services to a mental health unit.

Although she found recording CPD a chore at first, she now finds it very useful in identifying and tackling learning needs. She currently works on her CPD unsupported but feels that she would benefit from some facilitation.

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Record Sheets

reflection

Name of entry: Date Identified:

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

To be competent in the day to day running of the aseptic unit, and be able to support the senior technician in the absence of the service manager and his deputy

How have you identified this learning objective?

I have been asked to deputise in the unit when sickness and annual leave left the department with out a "qualified "person

What methods did you use to identify this objective?

Choose...

Appraisal
Competencies
Talking to colleagues/peers/peer review

Who is driving this?

Top down: NHS or other employing or contracting organisation
Laterally: colleagues/peers
By you

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

Choose...

Skills related to running a technical service. Also clinical competence in TPN and CIVAS including a service to paedts and SCBU. I also need an understanding of chemotherapy both clinically and from a health and safety perspective

To which areas of competence does this learning objective relate?

Choose...

Production of sterile medicinal products
Quality assurance of medicines, appliances and reagents
Therapeutic drug monitoring
Specialist ward-based clinical pharmacy, e.g. renal, oncological, neonatal/ paediatric

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planning

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

10/5/2002

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

To effectively manage the unit in the short term would relieve pressure on the other pharmacists and allow the service to continue. This would make it safer on the wards in terms of sterile preparation of IV antibiotics

Impact on you:

1 2 3 4 5

 Very high

Impact on the users of your services/products:

1 2 3 4 5

 Very high

Impact on colleagues:

1 2 3 4 5

 Very high

Impact on organisation

1 2 3 4 5

 Very high

What activities could you undertake to meet this objective?

Description	Action Category	Advantages/Disadvantages	Selected
Practical work based	Mentoring	Advantage is that it gives me actual experience, but the time scale was very short before the initial period when I was on my own. However it was arranged for me to have regular sessions after the event to maintain my competence	<input checked="" type="checkbox"/>
Formal training	Postgraduate Certificate/Diploma/ Degree	The advantage is that I will have formal training recognised by the NHS. The disadvantage is that the course had already run in 2002 and so I would have to wait till 2003.	<input checked="" type="checkbox"/>
Appraisal and validation	Colleagues	This was the regular review and appraisal of pharmacists working in aspetic. The advantage is that the programme is recognised by region, the disadvantage was that it had to happen when the manager returned from sickness as he was the only person able to complete the appraisal	<input checked="" type="checkbox"/>
Talk to colleagues	Colleagues	The deputy has extensive knowledge clinically and technically in this area and he was able to give me sufficient information to allow me to manage the service in the short term	<input checked="" type="checkbox"/>

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action

Description	Date completed	Time taken	Add to CE record
Practical work based	21/5/2003	30h 0mins	<input checked="" type="checkbox"/>
Formal training	10/4/2003	30h 0mins	<input checked="" type="checkbox"/>
Appraisal and validation	21/3/2003	3h 0mins	<input checked="" type="checkbox"/>
Talk to colleagues	1/5/2002	8h 0mins	<input checked="" type="checkbox"/>

What have you learnt as a result?

I have learnt the basic skills to enable be to manage the aseptic unit on a day to day basis.

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 was able to manage the unit including a period when there was an equipment failure and all the expiries had to be altered.

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 staff in aseptic appear confident when I am working up there and come to me with problems. I have also had positive feedback from the wards.

Mark entry as completed

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Reflection

Catherine has identified a learning need through being asked to take on a new responsibility. Situations such as this provide an ideal opportunity to commence a CPD cycle. Catherine's overall aim is quite appropriate but is lacking a little in definition. She does add some detail when specifying skills, knowledge, attitudes and behaviours (optional question only available online), but even here she could make the evaluation stage easier by identifying objectives with easily measurable outcomes. She would probably benefit from specifying the technical service skills she requires, the means by which she can show clinical competence in TPN and CIVAS, and specifically which aspects of chemotherapy she needs to understand. Since this could potentially produce a substantial number of specific objectives, Catherine might find the CPD process easier to manage by splitting her learning into three separate cycles under the headings she has already identified.

Planning

Catherine considers her learning in this area to have a very high impact in all respects. She gives an excellent example of how her learning affects patients, service users and the organisation.

She has identified a range of activities which she could undertake, both formal and informal and she has recognised the importance of learning from colleagues and from hands-on experience – areas which are sometimes overlooked when planning learning.

Catherine has identified some advantages and disadvantages of her options, making it easier for her to prioritise her learning activities and identify which would be the most appropriate to choose.

Action

Catherine eventually carried out all her potential actions. She undertook several after the deadline for her objective, due to time pressures and so she could have considered redefining her learning need with a more achievable time schedule.

Considering the wide range of activities she engaged in, Catherine has given quite a brief summary of her learning, which may make the evaluation stage difficult. You are encouraged to describe in some detail what you have learnt in relation to your learning need. By doing this you are given the opportunity to:

- reiterate the key things you want to remember from your learning
- review the learning and what it may mean for you and your practice
- think about the learning needs that have not been met and why
- summarise the information that may be used at a later date
- demonstrate understanding.

Evaluation

Catherine has identified excellent examples of how she has applied her learning to her practice and of feedback from service users. As her learning objectives and her record of learning were rather vague, however, it is difficult to ascertain whether her learning objective has been fully met. Although she coped with running the unit in the example she gave, there may be other occasions where she will come across more problematic situations. By defining her learning in more detail, she may have concluded that there were areas in which she still required further work to fulfil her overall aim.

Summary

Catherine used the CPD cycle appropriately and effectively to achieve some positive outcomes relevant to her practice and which have clear benefits for patients and for the service as a whole.

Remember

- **Be as specific as possible when identifying what you want to learn to be able to do. Consider breaking it up into a number of objectives.**
- **Also be specific when stating what you have learnt from carrying out your action plan.**