

Case Study 9: Hospital Pharmacist



David

David is 29 years old. He is single and works as a full-time locum, travelling around the country. He occasionally works in community pharmacies but most of his placements have been in hospital departments, usually involving dispensary and clinical activities.

David has found CPD useful in dealing with long-term learning needs but has found it frustrating in other ways given the constantly changing roles in which he practises. He feels he could benefit from peer discussion or facilitation of his CPD.

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Record Sheets

reflection

Name of entry: Pharmaceutical aspects of C/V system **Date Identified:** 30/9/2002

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

Implications of NSF for CHD, monitoring of heart medications

How have you identified this learning objective?

Doing ward pharmacy came across alot of interactions with heart medicines e.g.beta blocker and Calcium channel blocker and wasnot sure of clinical significance, arrythmias -unsure of treatments and aetiology

What methods did you use to identify this objective?

Choose...

Critical Incidents
Feedback from users of services/products
Reading Journals
Talking to colleagues/peers/peer review

Who is driving this?

By you

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

Choose...

Understand arrythmias and their treatments and improve my knowledge of C/V therapeutics especially interactions

To which areas of competence does this learning objective relate?

Choose...

Common disease states and their drug therapies
Drug therapies in the context of overall patient and disease management
Effects of lifestyle on health
Health education and promotion
CHD patients
Therapeutic drug monitoring
General ward-based clinical pharmacy
Specialist ward-based clinical pharmacy, e.g. renal, oncological, neonatal/ paediatric
Clinical pharmacy teaching
Literature evaluation
Other forms of professional and multi-professional audit

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planning

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

30/12/2002

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

I will be more confident in dealing with cardiac conditions/medicines

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
Read Pharmacology & therapeutics text book	Structured reading	adv:Comprehensive dis:Alot of irrelevant info.	<input checked="" type="checkbox"/>
reading relevant CE articles	Structured reading	adv:upto date info dis:No interaction and have to read series of articles	<input checked="" type="checkbox"/>
study day -cardiac diseases	Workshops	adv:interactive and complete dis:Too diverse to cover in 1 day	<input type="checkbox"/>

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action

Description	Date completed	Time taken	Add to CE record
Read Pharmacology & therapeutics text book	30/12/2002	40h 0mins	<input checked="" type="checkbox"/>
Reading relevant CE articles			<input type="checkbox"/>

What have you learnt as a result?

Treatment of AF, SVT. Monitoring and interactions of digoxin, amiodarone, beta-blockers, diltiazem

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

A patient on Amiodarone and thyroxine and showing symptoms of Hypothyroidism and hence recommended blood test t3 t4 and TSH which led to alteration of thyroxine dose

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

Ward staff more confident in taking my advice and senior pharmacy colleagues happier because less referral to them for complicated queries

Mark entry as completed

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Reflection

David has identified a clear and relevant learning objective. He has used appropriate methods to evaluate his own practice and specified areas requiring further development. The areas he has recognised as such and the knowledge, skills, attitudes and behaviours he has proposed do not, however, appear to be consistent with his learning objective. It then becomes difficult to establish whether the objective is worded incorrectly (ie it should relate to drug interactions rather than monitoring and the NSF) or whether David has lost sight of his intended learning objective and worked towards a different target.

David has related his learning objective to a very wide range of competences, not all of which will be demonstrated by undertaking this CPD. Although competences can be useful in identifying learning needs, he does not need to demonstrate all relevant competences throughout his CPD and David need not be too concerned at the number of competences he lists. It would have been more useful if he had listed those competences which related strongly to his learning.

Planning

David has indicated that his learning will have a very high impact on all parties but has not explained why this is so. Clearly he will be better equipped to provide pharmaceutical care for patients and may impact on the practice of colleagues, but the effect on the NHS or the Trust may, in fact, be negligible.

His potential action plan is very brief, although he has made a valid critical assessment of each activity. As with many of his other entries, his selections have focused almost exclusively on reading; a more detailed and imaginative plan might prove more effective and interesting. Although funding and opportunity to participate in courses will be difficult as a locum, David could make use of resources close at hand, such as colleagues or in-house teaching.

Action

David has recorded little in terms of the details of his actions. He could have noted the specific references he read and the time spent on each activity. It should be noted, however, that participation in CPD is not measured in terms of time spent. The emphasis is on quality not quantity and on engagement in the process of CPD, rather than collecting numerous certificates of attendance without clear application to personal practice.

David has made a good summary of his learning. Recording specific details can contribute towards balanced evaluation of learning.

Evaluation

David has provided an excellent example of how he applied his learning in a practical context and of feedback he has received. Clearly his learning has impacted on his colleagues!

His assertion that the learning cycle is complete is perhaps not strictly true. He originally included an appreciation of the implications of the NSF on Coronary Heart Disease in his objective but has not recorded any work or learning in this respect. It would appear that his objective did not accurately represent the learning he wanted to achieve.

Summary

David has undertaken some focused work which he has successfully applied in his day-to-day practice. His description of the CPD cycle has not been fully accurate. He may benefit from thinking more broadly in terms of learning opportunities.

Remember

- **To avoid a mismatch between your learning objective and the learning you actually achieve, it is worth spending time to carefully word exactly what it is you want to be able to do. Keep sight of this throughout the cycle.**
- **Do not be overly concerned with time spent on CPD work or on the competences demonstrated. The object of Plan & Record is for you to show engagement with the learning cycle and the process of CPD.**