

Case Study 12: Industrial Pharmacist



Sarah

Sarah is 35 and lives with her young family in the Midlands. Having completed a split pre-reg year, she took up a medical information post with a large company. She worked her way up through her section and took up a position managing the medical information department of a smaller firm three years ago.

Although she undertakes a lot of training, much of this is driven by her manager and so she does not record all of this as CPD using Plan & Record.

Case Study 12: Industrial Pharmacist

Record Sheets

reflection

Name of entry:

Antidepressant background

Date Identified:

10/12/2002

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

We're taking over a new antidepressant and I'll be expected to oversee cascading of product info. Not dealt with this class of drug before so need lots of background.

How have you identified this learning objective?

New line for production and marketing

What methods did you use to identify this objective?

Choose...

Self-appraisal

Who is driving this?

Top down: NHS or other employing or contracting organisation
By you

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

Choose...

Basic background on aetiology and diagnosis of depression Overview of treatment options - pharmacology, CI's, ADRs etc Detailed product-specific data

To which areas of competence does this learning objective relate?

Choose...

Case Study 12: Industrial Pharmacist

planning

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

30/4/2003

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

Whole department will be equipped to deal with enquiries. Will be able to liaise effectively with sales, pharmacovigilance & reg affairs.

Impact on you:

1 2 3 4 5

 High

Impact on the users of your services/products:

1 2 3 4 5

 High

Impact on colleagues:

1 2 3 4 5

 High

Impact on organisation

1 2 3 4 5

 Low

What activities could you undertake to meet this objective?

Description	Action Category	Advantages/Disadvantages	Selected
Deliver teaching	Teaching	Will need to research area thoroughly. Opportunity to identify knowledge gaps.	<input checked="" type="checkbox"/>

Case Study 12: Industrial Pharmacist

action

Description	Date completed	Time taken	Add to CE record
Deliver teaching	14/4/2003	2h 0mins	<input type="checkbox"/>

What have you learnt as a result?

Pathological processes in depression. Pharmacological basis for TCAs, SSRIs, and other classes. Typical ADRs, CIs, interactions Product-specific data incl trial data, comparative work

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

Delivered planned teaching session1

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 those attending teaching session

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

Need more specific pharmacovigilance data, esp in pregnancy/breastfeeding

Explain the reasons why your learning objective was not fully met

Hadn't anticipated questions on this so hadn't prepared

What are you going to do next?

Start a new cycle by redefining the need

Mark entry as completed

Case Study 12: Industrial Pharmacist

Reflection

Sarah has not clearly stated her objective. Her entry for the section on what she wants to learn to do is in fact a better explanation of how she identified her learning need. Although it is clear what subject area she needs to learn about, it is not clear whether the specific outcome she wants is simply to be able to deliver the teaching she describes or whether she has a longer term goal reaching beyond this. In other words, it is not clear whether the teaching session is the means to an end or the end itself. This may impact on the specific knowledge and skills she needs to develop as well as the activities she elects to undertake. She has however made a fairly detailed list of areas in which she wants to improve her knowledge. She may have found the learning easier to manage by splitting this cycle into two or three with a narrower range of objectives.

She has not entered any competences relevant to this CPD. There are now competences set up on Plan & Record for pharmacists working in industry, and there is the facility to set up a customised list; she could have set up a range based on her own job description.

Planning

Although delivering teaching is a useful means of learning, Sarah included rather more than just running the teaching session itself into this CPD cycle. This is not evident from the way in which she has recorded her plan and it would have added weight to the record if she had also considered the potential means of preparing herself for teaching, such as background reading and in-house and external training sessions.

Action

Sarah has only recorded the time taken to deliver the teaching session, whereas she actually spent a number of hours preparing for this. She used a colleague's teaching materials but had to read around the subject in some depth and attended a symposium on the management of depression to fill in her knowledge gaps. She recorded a fair summary of areas in which she has improved her knowledge and understanding, although she could have given more detail still to reassure herself that she had adequate coverage.

Evaluation

Sarah has used her learning activity as her example of application of learning; this underlines the confusion as to what Sarah wanted to ultimately achieve. It may be that this is an example of learning by doing, but this is not clear.

She could have been more specific about the feedback she received.

Undertaking the teaching did help Sarah identify an area in which she needed further work and she chose to deal with this by starting another CPD cycle. She may well find this one easier to manage as the scope is far more limited than the original cycle.

Summary

Sarah has engaged in a substantial learning project with benefits for her practice. She has not, however, recorded this valuable learning with sufficient attention to her overall objective or to the range of activities she actually carried out.

Remember

- **Make a clear statement of what you want to learn to do. This will help to maintain a focus on your specific goal.**
- **Teaching is a useful means of learning, but don't forget to record the preparatory work you undertake in order to deliver this teaching.**
- **Remember you can customise the lists of competences to suit your personal roles and responsibilities.**