

# Case Study 14: Primary Care Pharmacist



## Diana

Diana is a 34-year-old pharmacist. At the time of writing this CPD entry she had been seconded from her job as professional development pharmacist for a large multiple, to the PCT as a medicines management facilitator. Prior to her job as professional development pharmacist she had worked for the same multiple since registering in 1992. Since writing the entry she has joined the PCT full-time in the role of medicines management pharmacist. Diana was used to writing CPD entries on Plan & Record as she had been responsible for training pharmacists in the use of the website in her professional development role.

Her entry arose after she had completed the Personal Development Plan on the Plan & Record website. She knew that one of her priorities in her new role was to write a series of new Patient Group Directions. She had heard of PGDs but had not been involved in using them herself and therefore she wasn't entirely sure what they were. It was clear that she had a defined learning need and this would need to be undertaken before she attempted writing a PGD herself.

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### Record Sheets

#### reflection

Name of entry:

What are PGDs?

Date Identified:

22/07/2004

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

What are PGDs?  
 What products do they cover?  
 What information must they contain?  
 What PGDs are already in place and when will they need to be reviewed?  
 Who to involve?

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

Now taking over the review and preparation of Patient Group Directions for the PCT. Unsure as to what information is needed, where to find this and who to involve.

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

Choose...

Contract  
 PCT priorities

**Who is driving this?**

Top down: NHS or other employing or contracting organisation

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

Choose...

Knowledge: What information is required in a PGD and where to find this. Who needs to review PGDs? Behaviours: Need to work to a deadline, so that PGDs are updated on time.

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

Choose...

Using a variety of information sources.  
 Taking account of the limitations of information technology.  
 Complying with pharmacy legislation, ethics and regulatory body policies.  
 Applying knowledge of the NHS and working according to NHS systems.  
 Demonstrating inter-personal skills, irrespective of the situation or the other person/people involved.  
 Manipulating data to extract key information.

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### planning

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

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

High impact to colleagues - i.e. they will be able to supply certain medications without the need to involve a Doctor, so caring for patient efficiently. High impact to me as I will now take over the writing and keeping up to date of all PGDs within the PCT.

Impact on you:



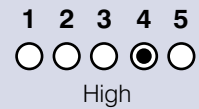
Impact on the users of your services/products:



Impact on colleagues:



Impact on organisation



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

Description	Action Category	Advantages/Disadvantages	Selected
Talk to colleagues	Colleagues	Advantages: Involve those who will be using PGDs so take into account their requirements straight away. Disad: Community hospitals have not used PGDs before.	<input checked="" type="checkbox"/>
Go through existing PGDs	Structured reading	ADs: See what information is required and when PGDs need updating. Use internet site for sample PGDs and compare with others used locally.	<input checked="" type="checkbox"/>

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action

Description	Date completed	Time taken	Add to CE record
Talk to colleagues			<input type="checkbox"/>
Go through existing PGDs			<input type="checkbox"/>

What have you learnt as a result?

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

New PGDs for influenza, pneumococcus and new range of childhood immunisations prepared, signed off and sent to practices for use.

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

Feedback from colleagues at the community hospitals on PGDs prepared, including the PGDs were for treatments that they needed them for, easy to follow and well laid out.

Mark entry as completed

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### Reflection

She has very clearly defined what it is she wanted to learn although it would have been helpful if she had stated the desired performance outcome first, ie to write the PGDs for the PCT. It is a good idea to list what you want to learn at this point. Always take a good look at the list to ensure the points are closely related and that they can be regarded as only one learning objective. By breaking down a learning objective this way it is easy to see at the end which parts have been successfully addressed and which may need further attention. She could have recorded this list under the question, "What skills, knowledge, attributes and behaviours will you need to develop?"

When listing the methods used to identify her learning objectives Diana has used her own categories. This is perfectly acceptable and indeed encouraged, especially if it helps you when reviewing your own records. The online version of Plan & Record allows you to add in your own methods which can then be used again for other entries, while the paper version of Plan & Record allows you to simply write another method in.

### Planning

In the Planning section of her record Diana hasn't given herself a deadline date. In reality she had a real deadline for writing the PGDs and therefore her learning was relatively urgent. It is very useful to set yourself a realistic date for completing your CPD. Although these dates are not always achieved, having one can be a real incentive to undertake and complete an entry. It can also help you prioritise the order in which the objectives should be tackled.

### Action

In the Action section Diana has not answered the question asking what she had learnt as a result of undertaking the learning. This part of the entry is a key section. To undertake the CPD cycle successfully you need to learn something and understand the implications of your learning. In this section you are given an opportunity to describe and review what you have learnt. It does not have to be in any great detail but must describe your learning in relation to your initial learning objective. Some people write very specific information here so they are able to retrieve it at a later date. In summary, writing something about what you have learnt enables you to:

- remember the key things that you have learnt
- review and reiterate your learning
- reflect on what wasn't learnt
- provide you with a reference at a later date
- demonstrate understanding.

Diana has also not recorded completion dates for the activities, so it is not clear to a reviewer whether they are complete or still ongoing.

## Evaluation

The evaluation shows how Diana has successfully applied her learning. She has been able to give some specific examples and relate her learning to what she wanted to do initially.

## Summary

This is a good example of a CPD entry. By starting off defining her learning objective very specifically Diana was able to complete the cycle in a practical and systematic way.

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## Remember

- **If it helps, list exactly what you want to be able to learn in your learning objective.**
  - **Be careful about writing learning objectives that are too broad. Ask yourself “Is this all achievable as one CPD cycle or should I break it down into more?”**
  - **Always set yourself a realistic timescale to achieve your learning.**
  - **Always review what you have learnt in relation to your initial learning objective.**
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