

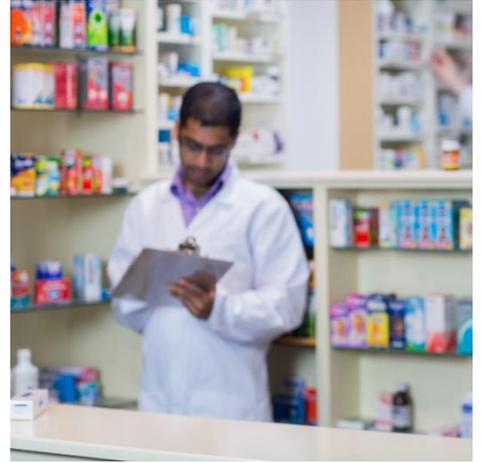
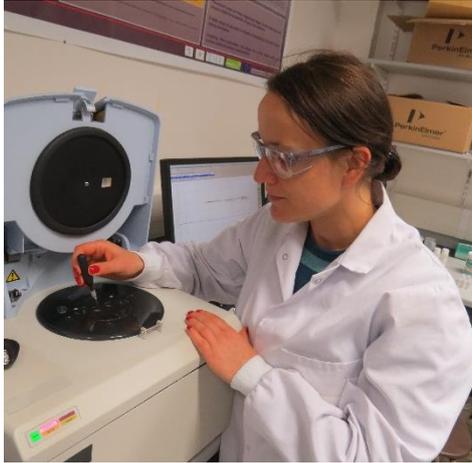


APPEL

An Chleamhnacht um Fhoighlainn ó
Thaithí Chleachtadh na Cógaisíochta

Affiliation for Pharmacy
Practice Experiential Learning

Sample CPD Cycles



Is comhcheangal é APPEL idir Scoileanna Cógaisíochta UCC, RCSI agus TCD
APPEL is an affiliation between the schools of Pharmacy of UCC, RCSI and TCD



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

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Purpose

APPEL has developed sample CPD cycles, based on some feedback that pharmacists shared regarding their experiences of student placements. These cycles are intended to illustrate how pharmacists can incorporate their own experiences of APPEL student placements into a professional learning journey. This CPD cycle could be based on your experience of undertaking trainer training, preparing for a student placement or supervising a student on placement, for example

What is APPEL?

APPEL (Affiliation for Pharmacy Practice Experiential Learning) is a unique collaboration between University College Cork (UCC), the Royal College of Surgeons in Ireland (RCSI) and Trinity College Dublin (TCD). It was established to manage, centralise and streamline the experiential learning placements of the three Schools of Pharmacy in Ireland. APPEL offers placement providers a single point of contact and a source of expertise in relation to pharmacy placements.

What is the New Programme?

A new model of pharmacy education was introduced in September 2015. Pharmacy students now undertake a fully integrated programme which includes placements in a breadth of practice settings throughout the five years of their education.

The dispersed practice placements (Table 1) help students to contextualise the theory they learn in their School of Pharmacy. Experiential learning throughout the integrated pharmacy programme provides students with the skills necessary to meet the demands of the future healthcare environment. Practice placements in community and hospital pharmacy will support students to develop the clinical skills and behaviours required to provide optimal patient care in accordance with evolving pharmacy practice.

Placement	Duration	Setting
2 nd Year	2 weeks (or equivalent)	Patient facing setting
4 th Year	4 month placement	Patient facing and non-patient facing setting
5 th Year	8 month placement	Patient facing setting

Table 1: Pharmacy Student Practice Placements

What Opportunities does the New Programme provide to Pharmacists?

Training a student offers excellent CPD opportunities, including learning through teaching, peer-networking at APPEL events, learning from students, and developing core competencies including leadership skills and human resources management skills.

Are you interested in taking on a student?

**REGISTER WITH APPEL
AT APPEL.IE**



Sample Cycle 1: Community Pharmacy Placements

Self-Appraisal:

An area of your practice you have identified to develop. What it is you would like to learn/develop. How you identified this through your own practice.

Our Head Office asked if we could take a second-year pharmacy student in our branch for one of these new placements that pharmacy students are doing. My supervising pharmacist, Mary, asked me to look after the student, as he will be here every Tuesday afternoon, and this is one of my normal working days. I haven't supervised a student pharmacist before. I would like to find out more about the new pharmacy course. I need to get some advice from colleagues who have experience training student pharmacists.



Develop Personal Plan:

What you need to improve your knowledge / competence in this area. What steps you will take. What resources or help you will need. How much time it will take etc.

- Talk to other pharmacists who have supervised students before
- Find out about the new pharmacy course
- Find out what training is available, if any
- Check the APPEL website
- The student will be here one afternoon a week for 12 weeks - try to make a plan for the 12 weeks.

Action:

What action you actually took to address the area you identified for development. Anything you did additionally / differently to what you had planned?

I spoke with Mary. She had supervised pharmacy interns before but was not familiar with the new course. However, she advised me to have relevant SOPs ready for the student to read during their first day and to let the other staff know when the student would be coming.

I had an invitation from APPEL to attend an information event, but I couldn't attend as I was working late. Instead, I watched the online video of the information event. I read the Supervisors Handbook. Both the video and my handbook put my mind at ease. I read about the new 5-year integrated programme on the APPEL website and in the Supervisor's Handbook.

I outlined a plan of possible activities for the student for the twelve weeks. The student phoned me prior to his placement and then came in to introduce himself. When he came, he told me he had worked in a pharmacy before. He also had a college workbook to complete on placement. This changed my approach to the plan I had drawn up, so I agreed with my student that we would sit down together during his first week and make a new plan around his workbook activities, taking into account that he already had some experience in a pharmacy before.



Document Your Learning:

What you have learned. Any new knowledge or skills you have attained. Any additional or future actions that arose through the process.

Having the student here each week asking questions was a really good opportunity for me to refresh my knowledge in lots of different clinical areas. As the student was learning different topics at college while he was here, he was able to tell me about updates in therapy. This led me to carry out more CPD cycles about immunology and new medicines that are available.



Advising the student about OTC counselling was very beneficial to all staff, including me, as it gave us all a chance to refresh our knowledge in this area.

I am now aware of the new course structure for pharmacy and know that not only will students be on placement in year 2, but also in year 4 and year 5. I have also learned a little bit about experiential learning.

Evaluate Impact on Practice:

What have you discovered or learned about yourself or your practice through the process. The impact of your actions on your current or future practice. Anything you have learned about yourself in relation to CPD.

I have enjoyed the experience of supervising a student and can see how the team benefitted from having the student here. I would like to supervise a student again and would delegate some of the training to other staff members from the very start as everyone will benefit from learning and interacting with the student. I'm hoping that we can take fourth and fifth-year students too!

I have learned about planning for the student and learned to adapt my plan around the experience of the student. Acting as a supervisor for a student became part of my own Professional Development Plan, and it was great to get the recognition at work for this. I feel the experience helped me further develop my people-management and planning skills. I found it challenging at times to spend time with the student when the pharmacy was very busy, but having a plan in place helped us both to manage these busy times, so the student could still learn even though I was occupied.



I feel having the student here made me refresh my approach in my interactions with patients and customers.

Sample Cycle 2: Hospital Pharmacy Placements

Self-Appraisal:

An area of your practice you have identified to develop. What it is you would like to learn/develop. How you identified this through your own practice.

We have decided to take a second-year pharmacy student for two weeks in the spring. As we are a small hospital pharmacy department, I want to ensure that we will be able to give the right learning opportunities to the student. I want to make sure I know enough about the new course the student is doing, and understand how this student's need may be different to those of the intern students we are used to having.



Develop Personal Plan:

What you need to improve your knowledge/competence in this area. What steps you will take. What resources or help you will need. How much time it will take etc.

I will go to the APPEL information event to learn about best practice when supervising a second-year student. As we have lots of experience in our pharmacy department with previous students, I will look over the plans we had around their learning and see if we can get some ideas for our second-year student.

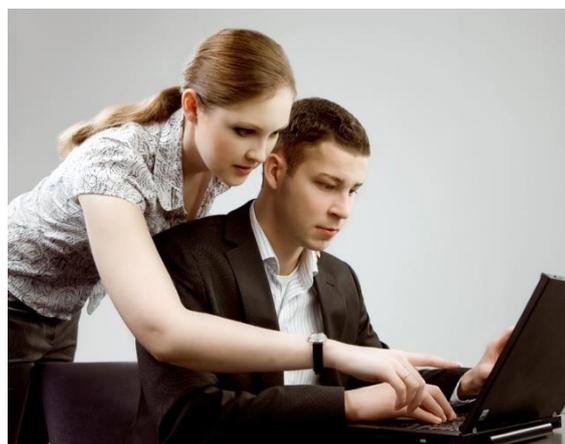
Action:

What action you actually took to address the area you identified for development. Anything you did additionally / differently to what you had planned?

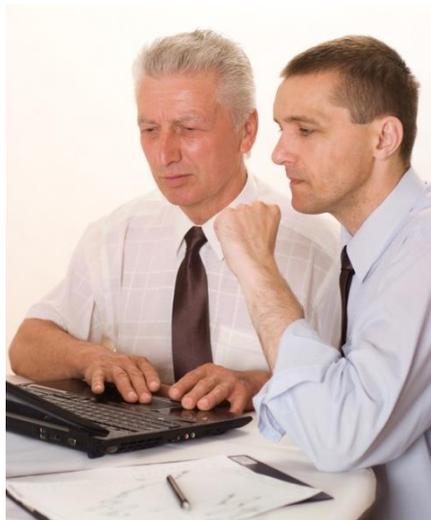
I attended the APPEL information event and learned about the new integrated pharmacy course, and got my supervisors handbook. I really enjoyed the discussion with other pharmacists who were taking students, as they asked lots of questions I hadn't thought of.

At the information event, some pharmacists recommended planning activities for the first couple of days so when I went back to work, I sketched out a quick plan so that I felt ready for the student to arrive.

When the student came, she brought a workbook with specific learning activities. She was anxious about the learning activity that centred on the supply of a non-prescription medicine, as she had heard from her friends that she wouldn't be able to do this activity in a hospital. I rang APPEL and spoke with a Practice Educator who was able to provide some guidance about how this could be achieved in a hospital setting. The APPEL Practice Educator was very helpful, and it's great to know this resource is there.



Another of the student's activities involved linking their placement activities to competencies in the Core Competency Framework (CCF). This really got me thinking about how everyday tasks I complete link to the CCF.



Document Your Learning:

What you have learned. Any new knowledge or skills you have attained. Any additional or future actions that arose through the process.

I learned about the new pharmacy course at the APPEL training event. I also got the chance to learn from other pharmacists about how they were going to approach the supervision of a student, and I found this really insightful.

I understand that the Practice Educators are a great source of support to placements and I will definitely contact them again if needed.

Evaluate Impact on Practice:

What have you discovered or learned about yourself or your practice through the process. The impact of your actions on your current or future practice. Anything you have learned about yourself in relation to CPD.

We very much enjoyed, as a team, having our student in the pharmacy for two weeks. We all agreed it was good to have the opportunity to look at how we do things through the student's eyes. Our student had no previous experience in a pharmacy before and found the hospital environment a little intimidating at first. In the future I will try to bring our second-year students around the hospital with me as much as possible, to help their confidence in this setting.

I found the experience of supervising very enjoyable, as our student said she enjoyed her placement very much and that it had opened her eyes to the "real work" of a hospital pharmacist. I think it would be very rewarding to supervise students in second, fourth or fifth year, and see them develop their skills while still studying at college. It would also be a great way for us to keep up with new changes and developments, as the student will be learning these things at college, and as a small department, it can be difficult to find dedicated time to organise clinical updates for ourselves. This would help us with our on-going CPD. It is also a great way to show students the advantages of practising in hospitals, especially smaller ones like ours!



I have a better understanding of the CCF and how this links to everyday tasks and this will help me with other CPD cycles I'm completing.

Sample Cycle 3: Preparing for APPEL student placements

Self-Appraisal:

An area of your practice you have identified to develop. What it is you would like to learn/develop. How you identified this through your own practice.

My superintendent pharmacist asked me if I would like to act as a trainer for pharmacy students in the new MPharm programme. I am very interested in doing this as I enjoy teaching students and I think the skills I will learn will help me in working with and training other staff members. We are hoping to have a fourth year pharmacy student for a four month placement in our pharmacy in September, and I would love to be the student's trainer.



Develop Personal Plan:

What you need to improve your knowledge / competence in this area. What steps you will take. What resources or help you will need. How much time it will take etc.

I understand from my superintendent pharmacist that in order to act as a trainer to students I will need to undertake training. I decided to take part in a live training event organised by APPEL. The event was 'Preceptor training', a half-day training programme to train pharmacists to facilitate

fourth year pharmacy student placements.

Action:

What action you actually took to address the area you identified for development. Anything you did additionally / differently to what you had planned?

I attended the training event, and had the opportunity to meet with APPEL staff there. I also had a chance to chat with other pharmacists who are planning to be preceptors.

Document Your Learning:

What you have learned. Any new knowledge or skills you have attained. Any additional or future actions that arose through the process.

At the training course, I learned about the new integrated MPharm programme, and the placement structure involved. It was good to hear about experiential learning, and why the course has been changed since I completed my four years at college followed by the NPIP year. Part of the course looked at ways to manage challenging learning situations. I found this very interesting, and identified that it would be useful for me to reflect on ways I could prepare to manage any challenging situations with my student, and how to minimise these challenges by having prepared an induction plan and thinking about a training plan. I also learned about being FAIR to students-Feedback, Active learning, Individualise the learning, and Relevance.¹



¹ Reference: HARDEN, R.M. and LAIDLAW, J.M., 2013. Be FAIR to students: Four principles that lead to more effective learning. Medical teacher, 35(1), pp. 27-31

Evaluate Impact on Practice:

What have you discovered or learned about yourself or your practice through the process. The impact of your actions on your current or future practice. Anything you have learned about yourself in relation to CPD.

I have learned that I will need to be organised before my student comes, to ensure we are both going to get the most from the placement.

Practical ways I will do this include having my induction plan prepared, and having time scheduled to sit down with my student and talk about what we both expect from the placement. I will try to be 'FAIR' to my student, and to make the learning experience relevant and interesting for my student, and ensure I give regular feedback.



Sample Cycle 4: Fourth year APPEL placement preparation

Self-Appraisal:

An area of your practice you have identified to develop. What it is you would like to learn/develop. How you identified this through your own practice.

We have a student commencing their fourth year placement in our organisation in September and I would like to learn about what the student should be doing on placement as I will be their preceptor.

Develop Personal Plan:

What you need to improve your knowledge / competence in this area. What steps you will take. What resources or help you will need. How much time it will take etc.

I will undertake APPEL preceptor training. Module 4, "Focus on Fourth year". This module is covered in the half-day training workshop I am attending at the IPU conference and is also available to me online.

Action:

What action you actually took to address the area you identified for development. Anything you did additionally / differently to what you had planned?

I completed APPEL training Module 4 "Focus on Fourth Year".

Document Your Learning:

What you have learned. Any new knowledge or skills you have attained. Any additional or future actions that arose through the process.

I learned that my student will be focusing on 3 academic modules while on placement here, and that School of Pharmacy academic staff will be teaching and assessing these. Aligned with these modules, the student while on placement here will be focusing on 3 domains of the PSI Core Competency Framework: Professional skills, Personal skills, and Organisation and Management skills. As Preceptor

I will need to assess the student's competence against each of the behaviours of these domains. In order to do this I will need to provide my students with an opportunity to practice these behaviours.

Evaluate Impact on Practice:

What have you discovered or learned about yourself or your practice through the process. The impact of your actions on your current or future practice. Anything you have learned about yourself in relation to CPD.

I will start planning now for my student placement here, by looking at the relevant domains of the PSI CCF, and thinking about how and when I could organise for my student to practice the relevant behaviours. I will ask other staff in my department to do the same, as they may identify a learning opportunity I haven't thought of. I will also start a draft of a training plan, and note key dates such as student assessments, my holidays, days I am away from site, to ensure I have a basic plan before my



student comes that we can then discuss together. At our next staff meeting, I will update my colleagues about the student placement, especially what days the student will be here, the types of activities that we will be supporting them to undertake, and that they are students rather than employees.

I will start planning now for my student placement here, by looking at the relevant domains of the PSI CCF, and thinking about how and when I could organise for my student to practice the relevant behaviours. I will ask other staff in my department to do the same, as they may identify a learning opportunity I haven't thought of. I will also start a draft of a training plan, and note key dates such as student assessments, my holidays, days I am away from site, to ensure I have a basic plan before my student comes that we can then discuss together. At our next staff meeting, I will update my colleagues about the student placement, especially what days the student will be here, the types of activities that we will be supporting them to undertake, and that they are students rather than employees.

Sample Cycle 5: Recognising different adult learning styles

Self-Appraisal:

An area of your practice you have identified to develop. What it is you would like to learn/develop. How you identified this through your own practice.

I completed APPEL training 'Facilitation of Experiential Learning - Advanced', where I learned about recognising different adult learning styles and how this may help me support my student starting a four month placement in my department next September.

Develop Personal Plan:

What you need to improve your knowledge / competence in this area. What steps you will take. What resources or help you will need. How much time it will take etc.

I will revisit the training material from APPEL, and see can I identify which type of learner I am myself, and consider how that may influence the way that I expect my student to learn, and how that may not match the way my student likes to learn!



Action:

What action you actually took to address the area you identified for development. Anything you did additionally / differently to what you had planned?

I did some further reading about the Honey and Mumford learning styles discussed at the APPEL training event, as I found this an interesting area and could see how recognising different adult learning styles would be very important in creating a good learning environment for my student's placement.



Document Your Learning:

What you have learned. Any new knowledge or skills you have attained. Any additional or future actions that arose through the process.

I have learned there are four styles of adult learners in the model discussed at training-Activist, Reflector, Theorist and Pragmatist. On reflection I identify myself mostly with the 'Pragmatist' style of adult learning.² I

recognise that I would find the 'activist' or 'reflector' styles of learning potentially challenging in my student as I think I would clash with these styles.³

Evaluate Impact on Practice:

What have you discovered or learned about yourself or your practice through the process. The impact of your actions on your current or future practice. Anything you have learned about yourself in relation to CPD.

I found this learning and reflection very useful. It enabled me to recognise a potential source of difficulty for me as a teacher and my student as a learner, but one that can be acknowledged and managed. I recognise that the way I like to teach is based on my own learning preferences, and that it may not suit my student's learning style. As a result of this, I plan to set aside time at induction for myself and my student to discuss our preferred learning styles, so we can minimise conflict arising from any difference in approach. I also want to ensure my student gets the most from their placement, and has the best opportunity to learn from me as preceptor.

² Reference: Resource E-Tips Learning in Practice Education. <http://practiceeducation.ca/modules2/>

³ Reference: Honey, P. & Mumford, A. (1982) Manual of Learning Styles London: P Honey

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