

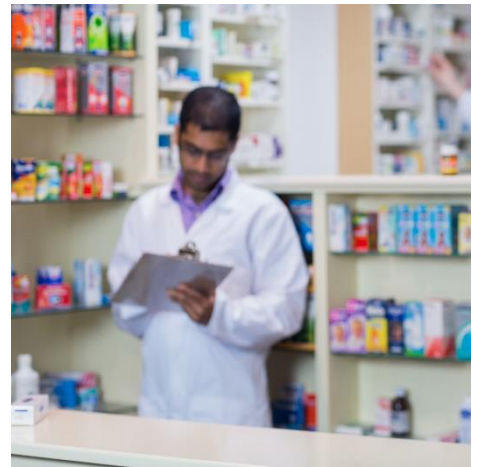
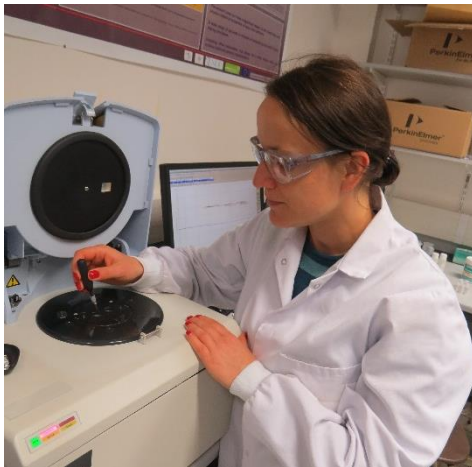


APPEL

An Chleamhnacht um Fhoighlaim ó
Thaithí Chleachtladh 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 experiences of APPEL student placements into their professional learning journey. Training a student offers excellent CPD opportunities, including learning through teaching, peer-networking at APPEL events, learning from students, and developing core competencies. A CPD cycle could be based on your experience of undertaking APPEL trainer training, preparing for a student placement or supervising a student on placement.

Sample Cycle 1: Community Pharmacy Placement

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. 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 pharmacy student before. I need to get advice from colleagues who have experience training pharmacy students.



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
- Find out what training is available
- 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 students before. 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 completed the APPEL Trainer Training Programme online and I read the Supervisors Handbook. Both the training and the handbook put my mind at ease. I read about the APPEL 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 before 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 the 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.

I am now aware 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 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 Placement

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 course the student is doing, and understand how this student's needs may be different to those of the old internship 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.

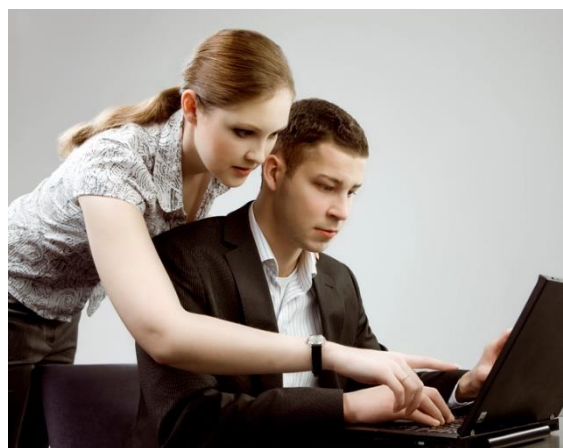
I will undertake the APPEL Trainer Training Programme to learn about best practice when supervising a pharmacy student. As we have lots of experience in our pharmacy department with previous students, I will look over the plans we had around their learning and see if we can get some ideas for the second-year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

Action:

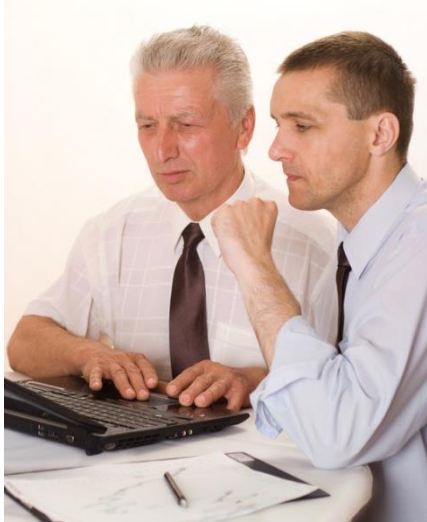
What action you actually took to address the area you identified for development. Anything you did additionally / differently to what you had planned?

I completed the APPEL Trainer Training Programme, learned about the integrated pharmacy course, and downloaded my Supervisors handbook. I enjoyed the workshops in the training as they highlighted the real-world application of the information in the training.

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 the Practice Educator who was able to provide some guidance about how this could be achieved in a hospital setting. The 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 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 pharmacy course in the APPEL training. The Supervisor Handbook had tips from past Supervisors and I found this insightful.

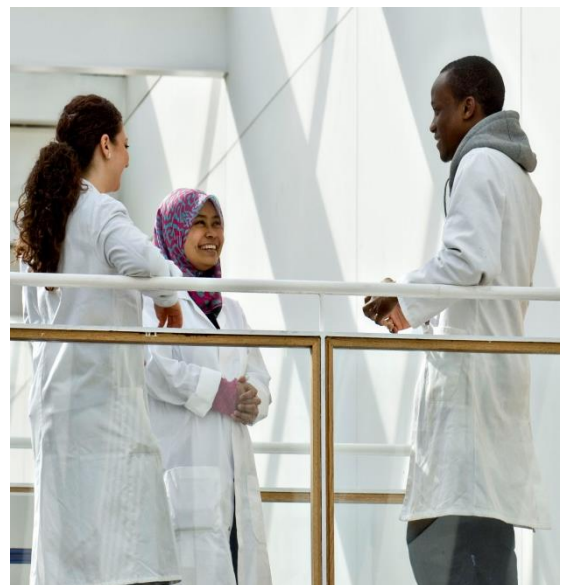
I understand that the Practice Educators are a great resource for placements and I will definitely contact them if needed.

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. 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 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 university. 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 ongoing 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 placement

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. 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 to act as a trainer to students I will need to undertake training. I contacted APPEL to enroll in the online training on the APPEL Virtual Learning Environment and completed the APPEL Trainer Training Programme.

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 the online training during a Saturday shift.

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 integrated MPharm programme, and the placement structure. It was good to learn 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, which stands for 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 learned that I will need to be organised before the student comes, to ensure we both get the most from the placement. Practical ways I will do this include having the induction plan prepared, and having time scheduled to sit down with the student and talk about what we both expect from the placement. I will try to be 'FAIR' to the student, and to make the learning experience relevant and interesting for the 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.

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 the online APPEL Trainer Training Programme.

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 the APPEL Trainer training on the APPEL VLE which I accessed through the APPEL website.

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, and that School of Pharmacy academic staff will be teaching and assessing these. Aligned with these modules, the student while on placement will be focusing on same 3 domains of the PSI Core Competency Framework: Personal, Professional and Organisation and Management skills. As Preceptor I will need to assess the student's competence against each of the competencies of these domains. To do this I will need to provide my students with opportunities to practice these competencies.

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, 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 competencies. I will ask other staff in the department to do the same, as they may identify a learning opportunity I haven't thought of. I will start a draft of a training plan, and note key dates such as student assessments, my holidays, and 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 Trainer training, where I learned about recognising different adult learning styles and how this may help me support the student.

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, and consider how that may influence the way that I expect the student to learn, and how that may not match the way the 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 given in the APPEL training, 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.

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; Activist, Reflector, Theorist and Pragmatist. On reflection I identify 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 a 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.

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

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