

Short Guide to Using Community Pharmacy Patient Questionnaire Outcomes to inform your Continuing Professional Development (CPD)

Improving Practice

As part of the pharmacy contractual framework (essential service – clinical governance), each community pharmacist is required to undertake an annual Community Pharmacy Patient Questionnaire¹. The questionnaire is designed to gather insight and feedback from patients on how they rate your pharmacy services.

The collated results of this will allow the pharmacist and their staff to reflect on the services that they offer and plan their development, centred on patient need. You may consider making changes as a result of the questionnaire outcomes. These changes are likely to focus on:

Changing the environment
Altering the way you work
Personal development – and so supporting your CPD

This brief guide considers how you can use the results of the Community Pharmacy Patient Questionnaire to inform your Continuing Professional Development.

It contains:

- a brief resume of the CPD process, adopted by the Royal Pharmaceutical Society (RPSGB);
- a guide to how the questionnaire outcomes can be used to support your CPD;
- a summary of RPSGB pharmacist competences linked to five broad areas of patient care, which we call patient care domains² (Access, Coordination, Information, Environment and Relationships).

¹ The Patient Questionnaire is available in the updated PSNC Community Pharmacy Contract Workbook and on the PSNC website www.psn.org.uk

² Taken from the DH policy document 'Creating a patient-led NHS: Delivering the NHS improvement plan', March 2005

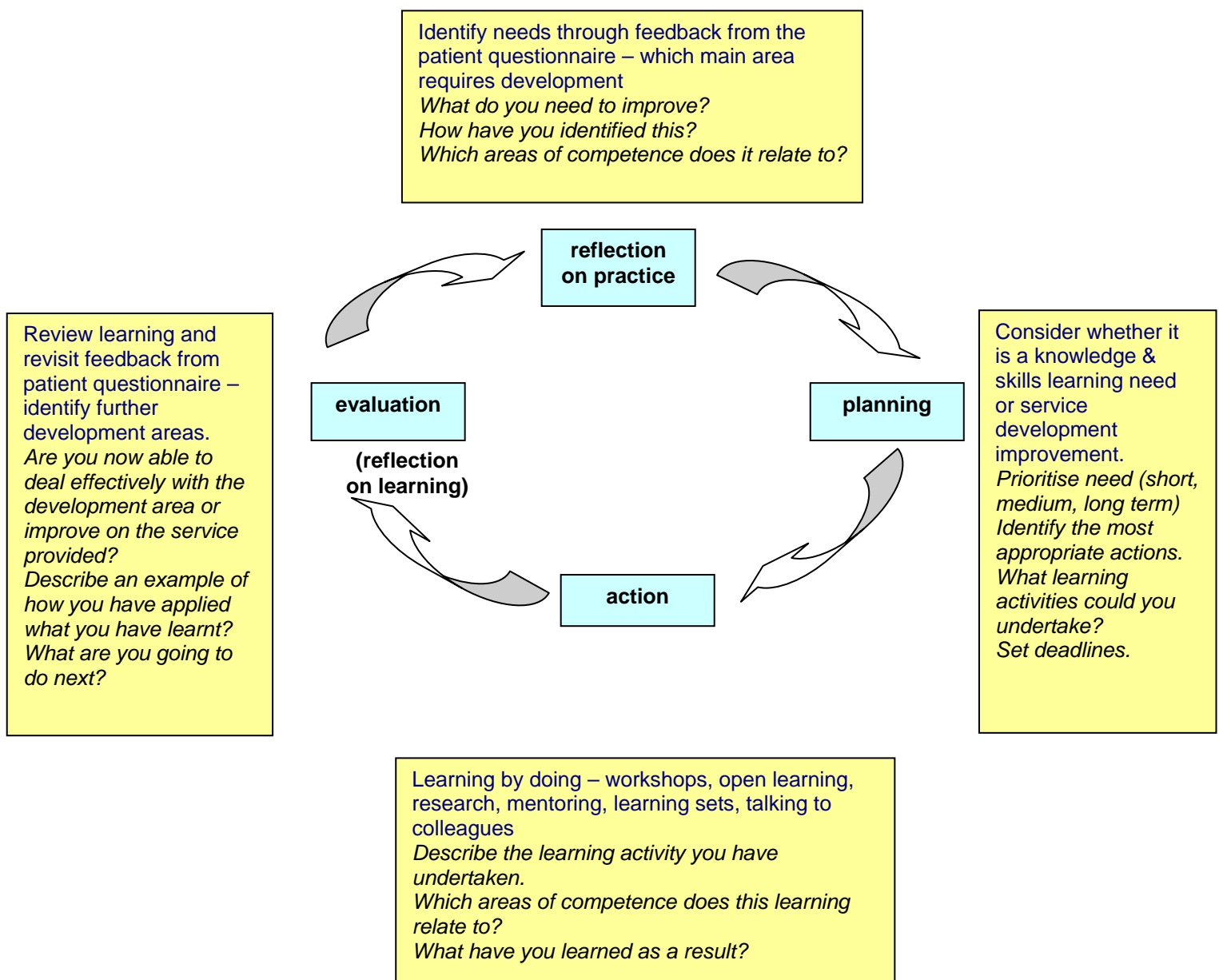
The CPD Process

The Royal Pharmaceutical Society (RPSGB) has introduced a four stage approach to help pharmacists demonstrate the thought and planning that they put into their continuing education.

The four stages are:

Reflection; Planning; Action; Evaluation.

You will need to complete your 'plan and record' sheets using the RPSGB website www.uptodate.org.uk and choose which areas of competence the learning you undertake addresses.³



³ RPSGB have a new publication *Continuing Professional Development, A guide to getting started*, which is now available to download from their website www.uptodate.org.uk.

Using the Patient Questionnaire outcomes to support your continuous professional development (CPD)

The ethos behind CPD can be summed up simply as knowing that you are competent, showing this and continuing to grow as a professional pharmacist.

The CPD cycle can be started either at reflection or action. For many pharmacists the process of reflection may be a challenge. The patient satisfaction questionnaire offers a great way to start the CPD cycle at reflection.

Reflection covers the professional thought processes we use when we consider

What we know

What we don't know

What we need to know

Let's consider this in relation to the patient satisfaction questionnaire outcomes.

Case Study:

Phil Ittin has just received the report from his patient questionnaires. This shows that he has scored highly in questions 1 – 4 about access to his pharmacy and its services and the pharmacy environment. However, his scores for the questions about providing information and advice are lower than the others. Phil wants to develop in this area to make sure that he continues to excel in patient care.

Using the tables on page 7 of this guide, Phil can see that the patient care domain 'information' covers

Information about care

Involvement in decisions and choice of treatment

Information about medicines, tests and reasons for treatment

The questions likely to have contributed to this domain are:

- Q. 6 a) Providing advice on a current health problem or a longer term health condition
- b) Providing general advice on leading a more healthy lifestyle
- c) Disposing of medicines you no longer need
- d) Providing advice on health care services or information available elsewhere

Q. 7 Have you ever been given advice on the following:

- Stopping smoking
- Healthy eating
- Physical exercise

Phil decides that he needs to work out which area was his weakest spot. This will form the basis of his first CPD cycle.

He names this CPD entry: Improving information provision for patients

Phil logs on to the CPD website.

Reflection

The first question asks him: What do you want to be able to do?"

Phil is about to write down the same information as his title, when he remembers the final section is 'Evaluation'. How would he be able to measure this?

After some thought, Phil decides to write down:

"Write a brief report on how I could improve information for patients"

He then notes that he identified the need through receiving, reviewing and thinking about the patient questionnaire summary. From the drop down list, the sensible choice is "Feedback from service users".

Using the additional information from page 7, Phil can also fill in the competences to which this would relate. In this case:

- G1q** Promoting health and healthy lifestyles
- G1v** Signposting to other services
- G2o** Responding to requests for advice or information
- C1f** Providing advice and counselling
- C2a** Providing information to promote public health and prevent disease
- C2c** Creating and making use of opportunities to encourage healthy lifestyles
- C2d** Providing a smoking cessation service

As far as the CPD record is concerned, Phil has now completed the reflection stage.

Planning

This second stage of the CPD process considers the impact of the learning on professional practice. If more than one entry is being completed at the same time, it also offers the opportunity to decide which is a higher priority.

Phil considers the question about urgency of the learning. He is about to say that it is highly urgent and he must do it straight away. After a moments thought though, he realises that it is important, but things are not so bad that he should drop other areas of work for this. His results were good, just could have been better.

Phil decides to give himself 2 months. He feels that this will be enough time to undertake the work at a steady pace, yet not so much time that he will lose interest.

Is the work important? This challenges Phil. He thinks it must be – why else would it be included in the patient survey? However, his business is doing really well at the moment and his customers are loyal – there were lots of positive comments on the survey as well.

Phil decides that the impact on himself is moderate, on his users is high, on colleagues is low and on the organisation is moderate again.

Action

This stage of the CPD process is about knowing where to find things out, where to learn and deciding where to start.

Phil considers that the routes open to him are:

1. Taking a critical view of the way his pharmacy operates.
2. Asking a local pharmacist to take a critical view of the way his pharmacy operates.
3. Discussing with his staff what they think are the weaknesses.
4. Asking patients what they think are the weaknesses.

After some thought, Phil decides to choose the first and third options. Asking a local pharmacist seems like a step further than he is willing to take just yet in terms of criticism. Asking the patients seems unfair after they have just filled in all the questionnaires!

Phil now decides to think what areas he will discuss with his staff and puts together a little questionnaire for them to use – just to make sure that he gets answers that he can compare.

Although he hasn't undertaken the work just yet, Phil is pleased that he will be developing critical appraisal skills (of his own practice), will be listening to his staff (thereby making them feel more valued) and will be demonstrating a positive attitude towards patient care. All this and planning improvements of patient care as well.

Evaluation

Phil decides that his learning objective will be met at the end of this by his production of a report, which suggests ways to improve practice. This in turn will be supported by the comments and insights from his staff members.

He thinks that by using any ideas that his staff suggest, he can also encourage their participation in any service changes that result.

There might even be another couple of CPD entries in this – one for questionnaire design and one for the follow on for any service changes.

Patient Care Domains and RPSGB Competences

Five Domains of Patient Care⁴

Access (access & waiting)	Waiting times for appointments, waiting to be seen, telephone access to pharmacy
Coordination (safe, high quality coordinated care)	Patient's confidence and trust in clinical care, staff knowledge of condition, organisation and coordination of care
Information (better information, more choice)	Information about care, involvement in decisions and choice of treatment, information about medicines, tests and reasons for treatment
Environment (clean, friendly place to be)	Cleanliness, being kept informed while waiting, pain control and respect and dignity
Relationships (building relationships)	Listening and communication, time available and opportunity to discuss anxieties and fears

RPSGB Competences⁵ relating to the patient questionnaire

Areas of competence for all pharmacists
G1 Being a Pharmacist
G1a Using expert skills and knowledge to benefit patients
G1c Giving informed and accurate pharmaceutical advice
G1g Working within professional and organisational standards
G1h Complying with pharmacy legislation, ethics and regulatory body policies
G1q Promoting health and healthy lifestyles
G1v Signposting to other services
G2 Interacting, and working with, people
G2a Demonstrating inter-personal skills
G2c Taking account of special communication needs
G2d Recognising barriers to communication
G2f Treating all people with respect
G2o Responding to requests for advice or information
G10 Ensuring health and safety
G10a Complying with health and safety legislation
Areas of competence for community pharmacy
C1 Working with patients and the public to maximise the efficacy, safety and cost-effectiveness of medicines
C1a Assessing the medication needs of patients
C1f Providing advice and counselling
C2 Working with patients and the public to promote health
C2a Providing information to promote public health and prevent disease
C2c Creating and making use of opportunities to encourage healthy lifestyles
C2d Providing a smoking cessation service
C6 Supplying medicines, dressings and appliances; and managing stock
C6a Dispensing/managing the dispensing process
C6f Managing stock, including correct storage
C6g Disposing of medication and participating in medication disposal schemes

⁴ Adapted from the DH policy document 'Creating a patient-led NHS: Delivering the NHS improvement plan', March 2005

⁵ For full list view www.uptodate.org.uk

Questions from Patient Questionnaire⁶ linked to Patient Care Domains and RPSGB Competences

Questions	Domain	Competency ⁷
<i>About the visit to the Pharmacy</i>		
1. Why did you visit this pharmacy today?		
2. If you collected a prescription today, were you able to collect it straight away, did you have to wait in the pharmacy or did you come back later to collect it?	Access	C6a Dispensing/managing the dispensing process
3. How satisfied were you with the time it took to provide your prescription and/or any other NHS services you required?	Access	C6a Dispensing/managing the dispensing process
4. Thinking about any previous visits as well as today's, how would you rate the pharmacy on the following factors? a) The cleanliness of the pharmacy b) The comfort and convenience of the waiting areas c) Having stock in the medicines /appliances you need d) Offering a clear and well organised layout e) How long you have waited to be served f) Having somewhere available where you could speak without being overheard, if you wanted to	Environment Access	G1g Working within professional and organisational standards G1h Complying with pharmacy legislation, ethics and regulatory body policies G10a Complying with health and safety legislation C6f Managing stock, including correct storage
<i>About the pharmacy and pharmacy staff</i>		
5. How would you rate the pharmacist and other staff who work there? a) Being polite and taking the time to listen to what you want b) Answering any queries you might have c) The service you received from the pharmacist d) The service you received from the other pharmacy staff e) Providing an efficient service f) The staff overall	Information Relationships Co-ordination	G1a Using expert skills and knowledge to benefit patients G1c Giving informed and accurate pharmaceutical advice G1g Working within professional and organisational standards G2a Demonstrating interpersonal skills G2f Treating all people with respect C1a Assessing the medication needs of patients
6. How well do you think the pharmacy provides each of the following services? a) Providing advice on a current health problem or a longer term health condition b) Providing general advice on leading a more healthy lifestyle	Information Relationships Co-ordination	G1a Using expert skills and knowledge to benefit patients G1c Giving informed and accurate pharmaceutical advice

⁶ Available from the updated PSNC Community Pharmacy Contract Workbook and www.psn.org.uk

⁷ RPSGB competences relating to patient questionnaire – for full list view www.uptodate.org.uk

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<p>c) Disposing of medicines you no longer need d) Providing advice on health care services or information available elsewhere</p>		<p>G1q Promoting health and healthy lifestyles G1v Signposting to other services G2o Responding to requests for advice or information C1f Providing advice and counselling C2a Providing information to promote public health and prevent disease C2c Creating and making use of opportunities to encourage healthy lifestyles C6g Disposing of medication and participating in medication disposal schemes</p>
<p>7. Have you ever been given advice on any of the following by the pharmacist or pharmacy staff?</p> <ul style="list-style-type: none"> • Stopping smoking • Healthy eating • Physical exercise 	<p>Information Relationships Co-ordination</p>	<p>G1a Using expert skills and knowledge to benefit patients G1c Giving informed and accurate pharmaceutical advice G1q Promoting health and healthy lifestyles G2o Responding to requests for advice or information C1f Providing advice and counselling C2a Providing information to promote public health and prevent disease C2c Creating and making use of opportunities to encourage healthy lifestyles C2d Providing a smoking cessation service</p>
<p>8. Which of the following best describes how you use this pharmacy?</p> <ul style="list-style-type: none"> • Pharmacy you choose to visit • One of several you use when you need to • Convenient for you today 		
<p>9. How would you rate the pharmacy where you received this questionnaire? (Poor, fair, good, very good, excellent)</p>		
<p>10. Any comments</p>		