About this CPPE resource

This guide forms part of the resource for conducting case-based discussion (CbD) assessments for pharmacy professionals enrolled on the following CPPE pathways:

- Primary care pharmacy education pathway
- Medicines optimisation in care homes pathway
- Clinical pharmacists in general practice education pathway

You should read this guide alongside Section 2 of the Assessment handbook.

The CbD is a retrospective, structured discussion designed to assess the pharmacy professional’s input into patient care. The CbD encourages pharmacy professionals to reflect on their practice, and allows their peers and their assessor to ask questions about their case.

Summary of the stepwise process for CbD assessment

Step 1: The learner presents their case at a learning set (15 minutes).

Step 2: Peers and assessor ask questions (15 minutes).

Step 3: Verbal feedback session by phone or Skype within one week of the case presentation. This is a two-way discussion where the assessor and the learner discuss whether the learner has demonstrated each assessment criterion. The learner should not be informed of the outcome of their assessment pass/fail until after the verbal feedback session has taken place. If any assessment criteria were not demonstrated in the case presentation or the question and answer (Q&A) session, the assessor can ask additional questions at the verbal feedback session. The clinical mentor also provides feedback on strengths and areas for development at the verbal feedback session.

Step 4: At the end of the feedback session the assessor informs the learner of the assessment outcome, pass or fail, and agrees an action plan including any support needed. The action plan is especially important if the learner has failed the assessment.
**Step 5:** The assessor completes the assessment form and emails it to the learner. The assessor also notifies the education supervisor of the assessment outcome.

This guide includes:

- a plan for CbD learning sets, including timings and a list of the resources that you need
- guidance on how to conduct the feedback discussion with a pharmacy professional after their CbD.

**Running the CbD learning set**

This section of the guide gives you advice on how to run the CbD learning set. Each CbD learning set can last for up to 3 hours and 15 minutes (six presenters).

Please note that education supervisors are not usually present at the CbD learning sets, so you are responsible for facilitating the session, ensuring participants adhere to ground rules and keeping to time. Guidance is provided below.

Allow ten minutes at the start for welcome, introductions and ground rules, and five minutes at the end to summarise and agree actions.

**Resources**

- Ground rules (see below)
- Laptop and data projector if available at the venue (or participants to bring own laptops/tablet devices or resources, eg, handouts to conduct an oral presentation if audio/visual equipment not available) *
- Attendance register
- CbD assessment forms available as an iPDF

* There may or may not be facilities for PowerPoint presentations at the venues used for CbDs. The education supervisor will check what equipment will be available at the venue in advance and inform the pharmacy professionals who are undertaking their CbD, so that they can prepare their presentation. If audio/visual facilities aren’t available, the presenter can bring resources (eg, handouts) to support their presentation, or they could email a copy of their presentation to their peers and assessor in advance and ask them to bring a copy on a mobile device.

**Welcome, introduction and ground rules (10 minutes)**

Introduce yourself and welcome the group. Remember that this might be the first time that you meet the learners.

Remind them of ground rules (see below). These are standard CPPE ground rules so the learners should be familiar with them. You may find it useful to have copies of the ground rules as a handout on the tables or written on a flipchart.

Ground rules:

- Arrive on time
- Take part to the best of your ability
Conducting case-based discussions guide for assessors

- Ask questions
- Respect the opinions of others
- Allow others the chance to speak
- Challenge respectfully
- No side conversations
- Turn mobile phones off or on silent
- Maintain confidentiality within the group

Use the following information to remind the pharmacy professionals of the CbD process:

- The CbD is a retrospective, structured discussion designed to assess your input into patient care (or the care of people living in a care home). The CbD assesses your professional judgement, clinical decision making and the application of pharmaceutical knowledge to the case presented.
- The names of the pharmacy professionals who are undertaking their CbD in today’s learning set are…
- The presenters will deliver a 15-minute presentation and then respond to questions from the group members and myself.
- I will be responsible overall for assessing the CbDs. I will provide feedback by phone or Skype within one week of your presentation. If you are undertaking your CbD today, please see me before you leave so we can arrange a time for this. I will complete the assessment form after the feedback session.

Up to six pharmacy professionals will present their CbD per learning set and a 30-minute slot is allocated for each presenter. The 30-minute slot is divided up as follows:
- **15 minutes:** CbD case presentation
- **10 minutes:** CbD Q&A session (peers and assessor to ask questions)
- **5 minutes:** CbD assessor questions and summary – assessor to ask any additional questions to ensure all relevant information has been obtained and to enable them to complete the assessment.

**Summary and close (5 minutes)**
- Thank the presenters and thank the other participants for their contributions.
- Close the session and explain what will happen next, eg, verbal feedback session.
- Book dates for verbal feedback sessions where possible before leaving.

**Facilitating the learning set**

You will need to ensure that the presenters keep to time and stop them if they are still presenting after 15 minutes. You may want to delegate timekeeping to one of the other group members or ask them to take turns at being the timekeeper. We would also suggest that the timekeeper gives a two-minute warning to the presenter after 13 minutes so that they can wrap up their presentation.

Pharmacy professionals are encouraged to participate actively and ask questions so that they learn from the cases that their peers present, as well as learning from their own CbD. You also need to ensure that the Q&A session doesn’t overrun and that all group members have equal opportunities to ask questions. However, you would not expect everybody to ask questions for all cases.
There is a list of questions that you can use during the CbD in Section 2 of the Assessment handbook. This is not intended to be an exhaustive list, and you and the group members are not expected to ask all of the questions on the list. You will also identify your own questions to ask based on the case.

Questions should be framed around the actual case rather than hypothetical events. The questions should not be purely a test of the pharmacy professional’s knowledge, but you may ask questions to find out how they applied their knowledge to the case or how they used the evidence base, eg:

Why do you think the patient’s blood pressure was rising in spite of taking amlodipine and how did this influence your decision making?

What were the reasons as to why you and the patient agreed to switch from amlodipine to ramipril?

What was your rationale for changing from sitagliptin to linagliptin? What was the evidence base?

Focus the questioning on the CbD assessment criteria, especially any criteria that the pharmacy professional did not clearly demonstrate in their presentation.

**Verbal feedback session**

The verbal feedback session should take place within one week of the case presentation by phone, Skype or face to face. This is a two-way discussion where the assessor and learner discuss whether the learner has demonstrated each assessment criterion. If any assessment criteria were not demonstrated in the case presentation or the Q&A session, the assessor can ask additional questions at the verbal feedback session.

At the verbal feedback session the clinical mentor also gives the learner feedback on their strengths and areas for development. Feedback after any form of assessment provides the learner with information about their performance and initiates their learning process. Feedback is a dialogue, or interaction, with the trainee that raises their awareness about their strengths and areas for development to elicit learning, change, and increase confidence and competence.

The CPPE Feedback guide will provide you with step-by-step guidance on how to provide appropriate and timely feedback to people you work with to motivate them and improve performance.

### Assessment criteria

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<th>Cluster</th>
<th>Competencies</th>
<th>Demonstrating overall competence</th>
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| **Cluster 1: Expert professional practice** | 1.1 Expert knowledge and skills  
1.2 Delivery of professional expertise  
1.3 Reasoning and judgement  
1.4 Professional autonomy | **Majority principle** – The pharmacy professional must demonstrate at least three of the four competencies in Cluster 1 to demonstrate this cluster overall. |
| **Cluster 2: Collaborative working relationships** | 2.1 Communication  
2.2 Team work | **Majority principle** – The pharmacy professional must demonstrate both competencies in Cluster 2 to demonstrate this cluster overall. |
Assessment decisions

- Make a judgement on whether each competency was demonstrated or not, or whether there is insufficient evidence to make a judgement.
- Where there is insufficient evidence, the assessor should elicit the information through questioning.
- Make a judgement on whether the learner demonstrated Clusters 1 and 2 overall using the majority principle (see table above).
- To pass the assessment, the learner must demonstrate the majority of competencies for both Clusters 1 and 2.
- If the learner does not demonstrate the majority of the assessment criteria, or there is insufficient evidence, they will need to do another CbD in order to pass the assessment. You should also inform the learner’s education supervisor so that additional support can be put in place.

The learner should not be informed of the outcome of their assessment pass/fail until after the verbal feedback session has taken place.

Giving feedback

The CbD is designed to be supportive and developmental, so provide feedback to the pharmacy professional on areas where they did well. It’s important for feedback to be balanced, and for you to give feedback on areas where the pharmacy professional can improve or be even better. Pay particular attention to any competencies that the pharmacy professional did not demonstrate, or where there was insufficient evidence, and encourage them to create an action plan to address these development needs. This is also an opportunity for you to provide feedback for future development and to encourage them to seek opportunities that stretch their professional practice and expertise. Encourage them to record development needs in their personal development plan (PDP).

An effective way of giving feedback is to use Pendleton’s rules. These rules, developed in 1984 for use in clinical settings, are useful for giving more structured feedback, such as during planned observations of practice.

After getting permission to provide the feedback, you should check if there is anything the trainee wants to clarify with you before asking them what they think went well. You then outline what you think went well. After that, they tell you what they think they could improve and how. You then do the same, before creating an action plan with them. Pendleton’s rules ensure that the feedback is balanced and focuses on strengths and development areas.
### Pendleton’s rules

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<tbody>
<tr>
<td>1</td>
<td>• Ask for permission to give feedback</td>
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<tr>
<td>2</td>
<td>• Ask the learner what they did well</td>
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<tr>
<td>3</td>
<td>• Provide the learner with feedback on what you think they did well</td>
</tr>
<tr>
<td>4</td>
<td>• Ask the learner how they could improve</td>
</tr>
<tr>
<td>5</td>
<td>• Provide the learner with feedback on what you think they could do better/differently</td>
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<tr>
<td>6</td>
<td>• Encourage the learner to add learning needs to their action plan</td>
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### Completing the CbD assessment form

You must inform the pharmacy professional of your assessment decision verbally and this must not be done by email without having a discussion.

The CbD assessment form is available as an iPDF which you can complete electronically, or you can print a copy and complete it by hand. You can complete the CbD assessment form at the verbal feedback session with the learner, or complete it after the verbal feedback session and email it to the learner.

Complete the CbD assessment form as follows:

1. Complete the pharmacy professional’s personal details at the top of the CbD assessment form.
2. Make a judgement on whether the pharmacy professional demonstrated each of the assessment criteria listed on pages 2 and 3 of the CbD assessment form, based on:
   - your assessment of the presentation
   - the presenter’s ability to respond to the questions at the learning set
   - their ability to answer any additional questions at the verbal feedback session.
3. Place a tick in the appropriate column of the table to indicate whether each criterion was demonstrated, not demonstrated, or whether there was insufficient evidence to make an assessment decision.
4. Remember that if there is insufficient evidence you can ask additional questions at the verbal feedback session.
5. Make a judgement on whether the pharmacy professional demonstrated overall competence for each of the two clusters. Place a tick in the appropriate column of the table to indicate whether each cluster was demonstrated, not demonstrated, or whether there was insufficient evidence to make an assessment decision.
6. Complete the Summary of discussion section of the form, following the prompts under the title to help you identify what to record.
7. Complete the Other areas of the APF that this case provides evidence for section of the form, following the prompts under the title to help you identify what to record.
8. Complete the Areas of commendation section of the form.
9. Complete the Suggestions for professional development section of the form.
10. Add your personal details as the assessor at the end of the form.
11. Forward a copy of the completed CbD assessment form to the pharmacy professional for them to upload to their Canvas portfolio.
12. Inform the learner’s education supervisor of the outcome of the assessment.