



# Learning Plans – A Statewide approach to Support Teaching and Learning for the Pharmacy Workforce

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## Background:

Learning plans have been identified in education as a useful support tool for individuals to prepare and guide their learning. The SA Pharmacy (SAP) educators group identified the need for learning tools to support the learner and teacher across a range of topics.

## Aim:

To develop a single core learning plan for each general and specialised rotation to support preceptors teaching a continuum of learners including pharmacy assistants, undergraduate students, intern pharmacists, residents and pharmacists.

## Method:

- A state-wide learning plan template was developed.
- Learning objectives were developed by key stakeholders, including pharmacist representatives from each local health network associated with the clinical unit the learning plan was focused on. This ensured collaboration and consistency.
- The learning plan template provides a proforma outlining the structure for an effective learning plan, this includes:
  - Learning objectives & outcomes
  - Description of topics covered
  - Learning Activities to achieve these learning objectives, and
  - Details of the learners supervisor
- Consultation was undertaken with clinical assistants to ensure learning objectives were broadly applicable across the continuum of learners.
- Final version of learning plans were approved and endorsed by the state-wide pharmacy educator group and executive management team.
- Strategy implementation included development of a state-wide procedure to guide learning plan utilisation, video development, enabling access via intranet webpage, educational visiting with preceptors and site educators as local champions.

## Results:

- A total of 18 state-wide learning plans have been developed for areas including dispensary, manufacturing, general medicine, surgical, cardiology, mental health, renal, thoracics/respiratory, stroke/neurology and palliative care.
- Learning plans are used during student placements, intern rotations and electives, pharmacy residency program and pharmacists rotations.
- Achievement of learning plan objectives are highlighted through setting clear goals at commencement of rotation, assessed through direct observation of practice and active discussion during rotation.

## Limitations/barriers:

- Topics within learning plans are not exhaustive; individuals are encouraged to self-direct learning
- Completion can vary depending on complexity of topics
- Uptake of learning plans is variable within SAP; key stakeholder consultation during development & review and training and support for educators is important in implementation and is a focus for the SAP Educators group.

Figure 1: LEARNING PLAN PROCEDURE

**1. HOSPITAL NAME**

This procedure relates to all SA Pharmacy sites including metropolitan hospital and country hospital sites.

**2. PROCEDURE INTENT**

The aim of the procedure is to provide a general framework and guidance on developing and utilisation of the SA Pharmacy Learning Plans.

**3. SCOPE**

This procedure relates to all SA Pharmacy staff who are involved with the development and review of SA Pharmacy Learning Plans. The SA Pharmacy Clinical Educators Group (SAPCEG) is responsible for approving, implementing and maintaining the procedure.

**4. PROCEDURAL DETAIL**

**Background**

SA Pharmacy is committed to supporting workforce development and fosters a culture of excellence and innovation, to ensure delivery of high standard services which optimise patient health outcomes.

The overall aim is to develop a single core SA Pharmacy Learning Plan for each clinical, dispensary and production area, which supports the core learning objectives for pharmacists, intern pharmacists and students undertaking these rotations. The Learning Plans support ongoing professional development and the SA Pharmacy Intern, Early Career Pharmacist and Residency Frameworks.

**Areas of Responsibility**

**Executive Management Team (EMT)** is responsible for

- Approving the procedure

**SA Pharmacy Educator Group** is responsible for

- Maintaining the procedure
- Adhering to and disseminating the principles of the procedure
- Reviewing and approving SA Pharmacy Learning Plans

**SA Pharmacy Portfolio Lead(s) for Learning Plans** are responsible for

- Implementing and maintaining the procedure
- Coordinating and facilitating development of SA Pharmacy Learning Plans in collaboration with other site educators
- Providing support to SA Pharmacy staff for guidance on how to develop learning plans
- Ensuring quality assurance by reviewing processes to include a representative from each Local Health Network (LHN) that provide the services the learning plan is focused on.
- Providing feedback to SA Pharmacy staff on the learning plans developed

FIGURE 2: EXAMPLE OF LEARNING PLAN – GENERAL MEDICINE

SA Pharmacy Learning Plan Version 1.0

**LEARNING PLAN < STUDENT/INTERN/PHARMACIST >**

ORGANISATION: SA PHARMACY      ROTATION: CARDIOLOGY

DEVELOPMENT DATE: 27TH DECEMBER 2017

AUTHOR(S)/POSITION: CARDIOLOGY PHARMACISTS

NEXT REVIEW DUE: 27TH DECEMBER 2020

\* ALL STUDENTS AND INTERNS MUST BE SUPERVISED BY THE PHARMACIST FOR THE ACTIVITIES BELOW.

Learning Outcomes / Objectives What will learners know or be able to do?	Brief Description What will be done or covered? Are there specific activities you want to ensure happen?	Activities What learning opportunities will you provide and what methods will you use?	Responsible Supervisor
<p><b>Acute coronary syndromes</b></p> <p>Explain the pathophysiology of acute coronary syndromes (ACS) and MI.</p> <p>Identify the risk factors for MI, including patient demographics</p> <p>Describe the difference between NSTEMI, STEMI and UAP</p> <p>Explain the role of PCI in unstable angina and ACS</p> <p>Describe the different types of angina and discuss the pharmacological management of angina: acute versus chronic</p> <p>Explain the factors for consideration prior to commencing beta blockers/ ACE inhibitors post ACS</p> <p>Compare and contrast the different agents within each drug class (e.g. antiplatelets)</p>	<ul style="list-style-type: none"> <li>• Acute coronary syndromes (ACS) and angina</li> <li>• Medical, surgical and other interventions for management on ACS               <ul style="list-style-type: none"> <li>o Percutaneous Coronary Intervention (PCI) and angiogram</li> <li>o Coronary Artery Bypass Graft</li> <li>o Coronary stents - Drug Eluting Stents (DES), Bare Metal Stents (BMS)</li> </ul> </li> </ul>	<p>Complete the following readings:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> National Heart Foundation <a href="http://heartfoundation.org.au/foc-professionals/clinical-information/acute-coronary-syndromes">http://heartfoundation.org.au/foc-professionals/clinical-information/acute-coronary-syndromes</a></li> <li><input type="checkbox"/> eTG: Cardiovascular – Acute chest pain and Acute Coronary Syndromes</li> </ul> <p>Review a patient presenting with chest pain</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the symptoms of STEM/NSTEMI</li> <li><input type="checkbox"/> describe, review and interpret diagnostic procedures and investigations</li> </ul> <p>Review a patient presenting with established ACS</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify patient's risk factors which are modifiable</li> <li><input type="checkbox"/> Explain the role of medications used in both acute ACS management and secondary prevention               <ul style="list-style-type: none"> <li>• Acute:                   <ul style="list-style-type: none"> <li>• Compare and contrast treatment options (medical management/PCI/thrombolysis/surgery)</li> <li>• Explain the role of heparin infusion and identify the recommended APTT targets</li> <li>• Explain the role of GpIIb/IIIa inhibitor, heparin infusion and enoxaparin during ACS.</li> <li>• Identify the need for GTN post ACS</li> </ul> </li> </ul> </li> </ul>	<p>Cardiology Pharmacists</p> <p>Date Completed:</p>

## Conclusion:

Learning plans are useful tools, providing a structure to teaching and learning in the workplace. Implementation of the state-wide learning plans has led to a wide range of learning tools available to learners, and has increased collaboration in clinical areas across sites.