



Group Three

Demonstrate practice improvement by reflective identification and evaluation of learning and recording evidence of practice outcomes

Making sense of your Group 3 Goals

Group 3 Goals are *significant* learning goals that address *identified* learning needs, and follow the four steps in the CPD cycle.

They are a collection of several learning activities around an identified topic – and not a 'one-off' course or learning activity.

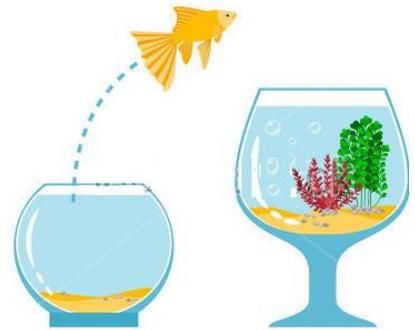


1. Reflection
2. Planning
3. Action
4. Outcomes

What is significant?

To some extent you must make your own personal and professional assessment of what is significant. This may be different from what is significant for another pharmacist colleague. Significant may be described by the following statements:

- An *identified* learning need following a reflective process that includes a structured review of your practice.
- **NOT** a “One Day Wonder”!
- Learning activities are usually extended over a number of months
- Almost always *more than one type* of learning activity
- Requires major effort – *usually at least 5 – 10 hours of varied learning activities*
- Substantial gain in new knowledge, attitude or skill that provides evidence (= more than one example!) of sustainable and beneficial change and improvement to practice
- LIFT tool outcome of 'HIGH' or 'SIGNIFICANT' - **more information about the LIFT tool can be found from:**
 - * Page 29 of this booklet
 - * the Reflection documentation step of a Group 3 Goal on the ENHANCE 2.0 website
 - * www.psnz.org.nz > ENHANCE > Document your Learning



The learning for a group 3 goal *requires more effort* than just attending a branch meeting, a CE event, or perhaps even a College audio conference. These may certainly be part of the learning, but usually more than one type of learning activity extended over a number of months is required.

A possible learning plan¹ could involve all or most of these:

- reading journal articles or suitable texts - enough in number to give you a good background of current thinking and knowledge about your subject
- possibly combining your reading with a CE event, course or workplace based training (if available or appropriate)
- discussion with your colleagues or learning partner
- identifying and reading accepted guidelines about your subject
- information searches (e.g. Medline)
- suitable online resources

You should do enough learning (documented in either group 1 and/or 2 as appropriate) of a standard that enables you to be confident that you now have the knowledge or skills to work at, or close to, current accepted best practice in whatever area your learning is, and that these will enable you to make improvements or changes in the way you work. You should also expect to be able to use this learning in your day to day work on a reasonably regular basis.

How do you identify what you need to learn?

It can be difficult to decide the most important areas to focus on. You need to follow a structured process! See the earlier section on the structured review of your practice.

Think about what you do, how you do it, what you know, what you know you don't know and plan to fill the gaps!

- ✚ Review your practice!
- ✚ Measure your knowledge and/or performance against standards and objective assessments.

The initial step in the Group 3 goal process is to think about what you do and how you do it.

Ask questions like:



- ✚ What am I doing well?
- ✚ What aren't I doing well enough?
- ✚ What could I do better?
- ✚ What would I like to be able to do better?

This is a crucial foundation step because learning will only be meaningful and bring sustainable, beneficial change to your practice if it relates to your identified learning needs, and can be incorporated into your practice.

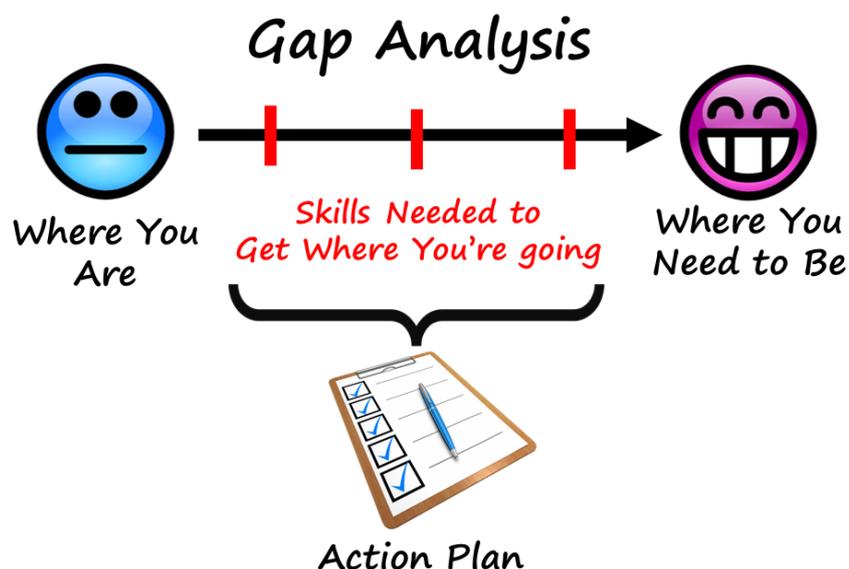
Learning can be divided into two categories: that required for maintaining competence and that required to advance professionally. There are always regular opportunities to keep up-to-date, such as attending courses & lectures and reading journals. Practice issues arising on the job also provide learning opportunities – these situations require reactive (and usually more immediate) learning solutions. However, a structured reflection process makes your learning more personally and professionally meaningful and therefore more likely to improve what you do and how you do it.

Reflection is an on-going process and it is expected that you will continue to think about your practice by considering other events or practice issues you encounter that you want or need to learn more about.

¹ Go to page 46 for more information about creating a Professional Development Plan

Triggers for the need for extended learning could also come from the following experiences:

Source	Example
Specific practice problem or issue/s	A specific practice problem or a patient issue or series of issues may have triggered an awareness that you need more information and skills to address the issue for the future e.g. you become aware that you perhaps don't know enough about new types of drugs that you see being prescribed more regularly for diabetes e.g. GLP-1, DPP-4 inhibitors.
Management/organisation issue/s	Organisation or planning issues that (indirectly) <u>improve the care provided to patients</u> e.g. <u>learning how to effectively chair a peer group or interdisciplinary meeting.</u>
Reading: article/journal/magazine	An article you read could highlight an issue that you consider would impact on your practice – you may decide to focus your learning on this issue e.g. you see an article on a particular topic relevant to your practice in which you want to update and extend your knowledge.
From participating in continuing education (CE)	Attending CE programmes may make you aware of a potential area/issue relating to your practice of pharmacy. eg <i>Symposia, Branch meeting</i>
Discussion with colleagues	Discussions with peers or other health professionals may identify issues that impact on your practice and that you need to gain more information about. Don't overlook the value of discussing your practice and learning needs with colleagues – often our perception of ourselves can be very different from that of others.
Feedback from others (external, customer survey, complaint)	Your patients, colleagues or others may help you identify potential areas for learning that could improve or expand your practice.
From preparing teaching tools	Preparing talks, presentations and teaching often identifies potential areas for increased learning.
New professional service identified	A potential service prospect could provide a learning opportunity eg <i>MUR/MTA Services, ECP or Trimethoprim accreditation, CPAMS, vaccinator training</i>



Learning goals should be measured using **SMART** criteria

<p style="text-align: center;">Specific</p>	<p>Learning Goals need to be clear, well-defined and concisely state what you want to learn.</p> <p>For example <i>“I want to learn about complementary medicines used for the treatment of sleep disorders, their indications, side effects and interactions.”</i> rather than <i>“I want to learn more about complementary medicines”</i></p>
<p style="text-align: center;">Measurable</p>	<p>You should be able to test whether you have actually learned what you set out to learn.</p> <p>If your goal has been stated in specific terms, then this should be straightforward. Think about how you will know if or when you have completed it.</p>
<p style="text-align: center;">Attainable</p>	<p>Take into account constraints such as time, cost and the support you have available. Be realistic. You must have the appropriate knowledge, skills, and abilities needed to achieve the goal. Goals should stretch you slightly so you feel challenged, but should not be extreme. If the goal is out of reach or becomes too hard, it’s easy to become demotivated and give up leaving it uncompleted.</p> <p>For example, deciding to lose 5kg each week for six weeks is not realistically achievable but setting a goal to lose 250 - 500g this week and then, when that’s been achieved, aiming to lose a further 250 – 500g the following week keeps it achievable. Success creates the motivation to keep going.</p>
<p style="text-align: center;">Relevant</p>	<p>It’s important to choose goals that are meaningful.</p> <p>A pharmacist’s goal to “make 50 peanut butter sandwiches by 2pm.” may be specific, measurable, attainable, and time-bound, but lacks relevance to their work (unless a lot of non-allergic people were hungry!!).</p> <p>If you have appropriately identified your learning need then your learning will almost always be relevant. You can check this by using the LIFT tool from the ‘reflection’ section of a group 3 goal – if you cannot identify any anticipated outcomes for your learning, it may not be relevant to your practice right now. Goals should add useful value within the context they are set.</p>
<p style="text-align: center;">Timely</p>	<p>Set yourself some deadlines for completing your learning. A goal should be grounded within a time frame that adds an appropriate sense of urgency and importance and ensures that the objectives are not extended over an unreasonably long timescale.</p> <p>If you seriously want to lose that 5kg, when do you want to lose it by? “Someday” never arrives! But if you anchor it within a timeframe, “by May 1st”, then you’ve got something concrete to work with and plan around.</p>