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INSTITIÚID CÓGAIŚÍOCHTA NA hÉIREANN
IRISH INSTITUTE OF PHARMACY

Cycle title: Core Competency Framework | PSI Roadshow

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Self Appraisal	<p>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.</p> <p>I want to update myself on the new Core Competency Framework for Pharmacists because</p> <p>1. I am a registered pharmacist and the CCF has been updated to reflect shifts in pharmacy practice. Also, I am legally required to self-assess my learning needs against the CCF and therefore it is essential that I intimately understand the impacts of the latest version, and use these understandings to identify learning activities to develop my professional practice.</p> <p>2. I provide reflective practice CPD mentoring to pharmacist colleagues and cross-professional leadership development training and coaching. For pharmacist participants, it is important that I can support them to reflect on their learning and development needs, as identified in the CCF for Pharmacists and to ensure its relevance to the competencies, skills and behaviours expected of pharmacist practitioners.</p> <ul style="list-style-type: none">• skills evaluation (in my case, I am interested in the evaluation of leadership skills required of pharmacists that align with the coaching core competencies)• learning and development (in my case, I am interested in using the PSI and ICF core competency frameworks to help pharmacists identify learning and development opportunities as they relate to personal, professional and organisational leadership)• performance evaluation (I have experience of using CCFs in evaluating pharmacist performance in OSCEs and also coach performance in credentialing assessments. I am interested in using the PSI and ICF core competency frameworks to create robust evaluation of leadership performance in applying coaching skills to leadership contexts)• workforce development (in my case, I am interested in empowering pharmacists who are in a leadership role or are shifting from a more individual contributor, clinician role to a role where they are leading or managing a team/business to intentionally develop the personal, professional and organisational leadership skills, attitudes and behaviours to succeed in this endeavour.• recognition and credentialing (in my case, I am running leadership development programmes which are accredited by the ICF and which provide a pathway towards credentialing in coaching. I hold several coaching, mentoring and cross-professional reflective practice supervision credentials with organisations such as the ICF, EMCC and NBHWC. <p>3. Connect with colleagues from PSI and to see/hear what questions are arising from practitioner colleagues</p> <p>Select the option(s) which most accurately summarises how you identified this learning or development need.</p>
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	<p>Completing self assessment against the Core Competency Framework (CCF), Discussion with peers or other professionals, Managing an issue which arose during my work, Self-reflection, A change in my work - e.g. new role/responsibility or new process/guideline, Teaching, tutoring or preparing for a presentation</p>
Develop A Personal Plan	<p>What you need to do 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.</p> <ul style="list-style-type: none"> • Attend live CCF PSI roadshow in Cork • Review CCF presentation recording on IOP website • Identify changes from 2013 to 2023 CCF and implications in practice • Discuss practice challenges and competencies required to address these challenges with pharmacist colleagues <p>What resources could help you develop in this area?</p> <p>Live Continuing Education program, Print/On-line Continuing Education program, Attending meeting(s), Discussion with colleagues</p>
Action	<p>What action you actually took to address the area you identified for development. Anything you did additionally/differently to what you had planned?</p> <ul style="list-style-type: none"> • Attended live CCF PSI roadshow in Cork • Reviewed CCF presentation recording on IOP website • Identified changes from 2013 to 2023 CCF and implications in practice • Discussed practice challenges and competencies required to address these challenges with pharmacist colleagues <p>Which of the following best describes the formality of the activity(s) you undertook?</p> <p>Learning which is structured, but not accredited, On the job learning</p> <p>What learning resources did you use?</p> <p>Live Continuing Education program, Print/On-line Continuing Education program, Attending meeting(s), Discussion with colleagues</p>
Document Your Learning	<p>What you have learned. Any new knowledge or skills you have attained. Any additional or future actions that arose through the process.</p> <p>Changes from 2013 CCF to 2023 CCF</p> <ul style="list-style-type: none"> • Rather than REQUIRED behaviours (2013), the PSI now have provided INDICATIVE behaviours for guidance, but the pharmacist is best placed to identify the knowledge, skills and behaviours that demonstrate competence in THEIR practice. (greater agency on behalf of the practitioner) • CCSAT (2013) raised awareness of core competencies, domains and behaviours and provided a structure for self-assessment but it was a long, tick-box exercise and was only based on self-assessment without any other input. This self-assessment system has been retired. • There is still a legal requirement for pharmacists to self-assess against the CCF. Now, you can required this self-assessment in the Self-Appraisal section of the CPD Cycle in the ePortfolio. • Self-Assessment (PROS) helps to identify strengths, areas for

development (maintain professional competence and support professional/career development) and ensures that CPD activities can be targeted at skills that are relevant and meaningful for you and your practice and patients.

- Self-Assessment (CONS) It is subjective and we can't see our own blind spots
- Self-Assessment should include
 - Objective evidence
 - Reflective practice
 - Feedback

OBJECTIVE EVIDENCE

Collection of data (from a range of sources) that has been critically analysed and presented in an objective way.

Examples include

- **demonstrating a learning need** (e.g. baseline skill level assessed - e.g. how to give and receive feedback effectively - and new skill level attained as evidence by performance evaluation to a CCF standard)
- **demonstrating the effect of a learning activity on practice** (e.g. # feedback conversations, record of learning needs identified from feedback conversations, record of actions taken as a result of feedback conversations, impact on performance, morale, workplace culture, #near misses caught, # applicants for a role, # services delivered, # leaders who participated in a learning programme)
- **certificate of achievement** from an accredited course (e.g. ICF Lead With Coaching Certificate or Coaching Credential)
- **completed project** / work delivered evidenced by Key Performance Indicators (e.g. Pharmacy Assessment System where evidence is collected by an objective third party)

REFLECTIVE PRACTICE

Reflective practice is a valuable tool in CPD to enable professionals to learn from their experiences, adapt to changing circumstances and continually improve their performance. Benefits include

- **enhanced** self awareness
- **improved** learning by reflecting on past experiences and outcomes
- **fosters** a culture of continuous improvement
- **improves** the quality of decision making.
- **reduces** stress by reducing repeating dysfunctional/out-dated behaviours
- **empowers** strategic thinking and expands perspectives to consider additional approaches

Examples include:

- Mindfulness and/or Meditation practices
- Personal Journaling
 - Directed journaling e.g. gratitude journaling, using questioning prompts etc.
 - Stream of consciousness journaling e.g. Morning Pages
 - What worked? What didn't work so well? What could I do differently next time?
- Professional Journaling
 - Writing a Reflective CPD Cycle
- Using literature to inspire reflective practice on personal experiences.
- Partnering with a Coach
 - Gain Self-Awareness of thoughts, beliefs, motivations, values, goals, patterns of behaviour, impact of actions/lack of action on self and others etc.
- Partnering with a Reflective Practice Super-Visor:
 - 121 or in a Group to deepen critical reflective practice skills,

- surface learnings about
 - self,
 - relationships,
 - communities of practice,
 - society etc.
- examine how the learning from the chosen incident will impact on the reflector's response to other situations.

FEEDBACK

Helps identify behaviours, skills and impacts (positive, negative and neutral) that are in your blind-spot.

Remember that whoever offers the feedback is sharing THEIR perspective. This is only one perspective.

Examples include:

- Feedback from your direct manager
- Peer feedback from close colleagues on the same level as you
- Upward feedback from people who report to you
- Customer feedback from customers you directly serve

SEEKING FEEDBACK - Reflective questions

- Who is best placed to provide the feedback?
- Why do you want feedback?
- How do you want to receive feedback?

Evaluate Impact On Practice

What you have 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?

Improved Performance in Role

My role as 'The Pharmacist Coach' is to empower, equip, enable and engage both colleagues and patients to be proactive about optimising their own health, wellbeing, performance and relationships. The intersection of the ICF and PSI core competency frameworks provides me with insights and behaviours against which to benchmark my performance and also a tool against which learner clients can

- **objectively evidence** their development and growth,
- create a **reflective practice** to document their learning journey and
- a framework on which to anchor **feedback** conversations.

Shared Information with Colleagues

By sharing my CPD cycle in my newsletter, I hope to inspire colleagues to use the CPD cycle, not as a tick-box exercise, but as a valuable reflective practice tool.

When creating CPD presentations to pharmacists e.g. on leadership mindset and thriving through change at the IPU Conference, I include references to specific behaviours named in the updated Core Competency Framework.

Modified Existing Practices

Since I offer CPD Mentoring for Colleagues, and create cross-professional 'Lead

With Coaching' training, it is vital that I modify my existing practice to reference the updated PSI Core Competency Framework.

Improved My Confidence and Encourage Colleagues to Pursue Further Learning e.g. Applications of Competency 1.1: Demonstrates Leadership

1.1.1 I lead by example by

- being my own personal leadership case study first!
- participating in IOP initiatives such as LIFT programme & peer mentoring programme and
- creating and facilitating cross-professional 'Lead With Coaching' training and
- providing one-to-one Leadership and Team Coaching for Pharmacists as they grapple with creating more joy, fulfillment and flow and less stress, burnout and burdensome obligation.

1.1.2 I ensure I am always professional and well-informed.

- I **deliver** presentations to pharmacists (and other professionals) on how to lead with coaching,
- I **participate** in international Communities of Practice to stay abreast of latest trends in leadership, pharmacy, coaching, super-vision and health & wellbeing.
- I regularly **engage** in Cross-Professional Super-Vision to enable me to
 - **sustain** my energy levels through a balance between restorative and energetic practices,
 - **navigate** ethical dilemmas and potential conflicts of interest as I seek synergies between different roles
 - **adapt** and continuously evolve my professional skills as new contexts emerge.

1.1.3 I apply a rigorous and systematic approach to my work.

- By working with a Personal Assistant and optimising technology, this area of my practice continues to develop.
- By creating templates and using a Learning Management System to create online 'Lead With Coaching' and '4Front Pharmacy Online' CPD programmes, creates a quality system that optimises the likelihood of high quality productivity by all contributors.
- By inviting ongoing feedback, I get to adapt and re-orient the systems so they continually evolve and are fit for evolving purpose.

1.1.4 I am open to and encourage two-way feedback. I reflect on and modify my behaviour and practice in response to feedback and experience.

- I adopt a strength-based, positive psychology approach to create a peer learning partnership when giving or receiving feedback so that all parties are equally invested in and participating in learning - about themselves, about others and about the situation.
- I invite and share feedback after all training and coaching sessions and adapt in response to that feedback.
- I regularly participate in review of my recorded leadership/coaching conversations and invite feedback from students, peers and assessors on competencies I demonstrated and explore alternative approaches to demonstrating additional competencies and/or elevating the expression of existing competencies to the next level.
- I provide training on how to GIVE and RECEIVE feedback - a whole set of advanced mindset and communication skills)

1.1.5 I provide guidance, support and supervision to internal colleagues and external stakeholders (IOP Mentoring programme participation, being a preceptor for APPEL students)

1.1.6 I identify tasks and responsibilities that can be safely delegated

- I am actively involved in a review process to free up more time for content creation, teaching coaching skills to leaders and empowering leaders to apply coaching style of leadership to transform their workplace (and home) culture through coaching, mentoring, supervision and team facilitation.
- As roles evolve, one of my key leadership responsibilities is create regular strategic space to reflect and identify the highest value work I can be doing, identify the barriers to doing more of that higher value work and then create opportunities to prioritise my time on the highest value, important work and provide opportunities for others to grow and develop in their zones of genius, through delegation, assignment of projects, training and development opportunities etc.
- At this stage, I am currently engaging in a strategic review process with my coach to delegate certain organisation and management tasks to a new personal assistant and a new curriculum designer, and re-contracting with my newly adult sons our roles and responsibilities as adults.

How has this learning/ development impacted your practice?

Improved performance in role, Shared information with colleagues, Modified existing practices, Contributed to the development of pharmacy practice in Ireland, Improved my confidence, Encouraged colleagues to pursue further learning