

Learning Record

1. Description of learning activity

Title:

Online jurisprudence learning module: Patient care (Chapter 4)

Date:

September 8, 2014

This learning activity was:

(Select one and) enter the number of CEUs you are claiming.

Accredited # CEUs:

May claim CEUs up to the number assigned by the accrediting body

Non-accredited # CEUs:

May claim one CEU per hour of study; maximum of 8 CEUs per learning record

2. Type of learning activity

Select at least one:

- Group program (workshop, course, conference)
- Self-study program (print, video/audio, Internet)
- Reading (articles, texts, newsletters, manuals, Internet)
- Discussion with colleagues or experts
- Preceptorship or mentorship (teaching)
- Other (please describe)

3. To which competency category does this learning relate?

Select at least one:

- Ethical, legal, and professional responsibilities
- Patient care
- Product distribution
- Practice setting
- Health promotion
- Knowledge and research application
- Communication and education
- Intra- and inter-professional collaboration
- Quality and safety

4. What was the result of the learning?

Check one:

- I acquired new knowledge or skills
- I confirmed that my knowledge or skills are current

5. What were the key elements I learned?

- The Chat, Check, and Chart model can help me implement patient care into my practice efficiently and thoroughly.
- I must consider indication every time I fill a prescription, even refills.
- I must check Netcare to assess the appropriateness of therapy.
- My documentation should be consistent, accessible, concise, easy to read, and relevant.

6. Evidence of Learning Activity

Upload a certificate or document of learning; OR

Describe the learning activity and explain how it relates to the competency category chosen in question three (3).

7. What impact will this learning have on my practice?

Select at least one:

- I plan to modify my practice
- I need more information to modify my practice
- I can confirm no change in my practice is needed at this time
- I will not apply these learnings to my practice at this time

8. Optional

The following questions are designed to help you devise a potential implementation objective.

a) How can I apply this learning to my practice?

- Incorporate a new step or tool into my patient care process
- Manage drug therapies and complete a care plan
- Implement a new or revised policy procedure or program
- Execute a health promotional activity or educational session

b) Consider the following “LIST” of questions to help determine the details for a potential implementation objective:

LEARNING: What knowledge and/or skill do I want to put to use? What additional learning need(s) did I identify?

- I would like to apply the Chat, Check, and Chart model to my practice

Additional learning

 - I would like to start by focusing on antibiotic prescriptions; therefore, would like to review treatment guidelines for community-acquired infections (Bugs & Drugs)

IMPLEMENTATION: What steps do I need to take to apply this learning to practice?

- I will learn more about the Chat, Check, and Chart model and reinforce my knowledge on community-acquired infections
- I will revise my patient care process by consistently confirming the indication of antibiotic prescriptions with the patient and assessing the therapy accordingly
- I will document the information gathered and assessed in the patient's record of care

SPECIFICS: What details do I need to consider? (e.g., intended audience, timelines, roles and responsibilities, supporting documentation)

- Audience: Patients prescribed antibiotics
- Will start October 1, 2014
- I will discuss my implementation objective with my team and they may support me; however, I will take ownership of this implementation
- The patient's record of care will be my evidence of implementation

TARGET: What is the intended outcome from this implementation?

- ✓ Improvement to my professional practice
- ✓ Improvement in organization and/or delivery of care
- Transfer of knowledge, skills or abilities to patients or other health professionals