

## Applied Therapeutics

|                |                                         |
|----------------|-----------------------------------------|
| Module Code:   | PHA7048-C                               |
| Academic Year: | 2018-19                                 |
| Credit Rating: | 30                                      |
| School:        | School of Pharmacy and Medical Sciences |
| Subject Area:  | Pharmacy                                |
| FHEQ Level:    | FHEQ Level 7 (Masters)                  |
| Module Leader: | Alison Mckinney                         |

### Additional Tutors:

Dr Gemma Quinn, Gary Deakin, Clare Hedges, Ms Shanaz Khaliq, Dr Julie Sowter

### Pre-requisites:

### Co-requisites:

## Contact Hours

| Type           | Hours |
|----------------|-------|
| Tutorials      | 52    |
| Directed Study | 248   |

## Availability Periods

| Occurrence | Location/Period                                                  |
|------------|------------------------------------------------------------------|
| BDA        | University of Bradford / Academic Year (Sept - May)              |
| BDA        | University of Bradford / Non-Standard Academic Year (Jan - Sept) |
| BDA        | University of Bradford / Semester 1 (Sep - Jan)                  |

## Module Aims

To provide students with the opportunity to apply their knowledge of clinical therapeutics by developing:

- The knowledge and ability to solve complex problems and justify their decisions
- The ability to demonstrate a leadership at the point of care
- The confidence and ability to communicate effectively with patients and healthcare professionals and to integrate into the multidisciplinary team

- The ability to reflect on their practice to inform and plan their professional development.

## Outline Syllabus

Clinical Management of conditions under the following headings; gastroenterology and liver disease, neurology, endocrinology, renal disease, oncology and haematology, infection and immunomodulatory drugs, mental health, surgery and intensive care, paediatrics and neonates. Patient choice and responsible professionalism are embedded within all subject areas. Patient-centred care in the context of co-morbidities and complex social care needs.

Assessment:

Portfolio - to consist of:

Mini-Clinical Evaluation Exercise (CEX) (minimum 5)

Case based discussion (CBD) (minimum 4)

Direct Observation of Patient Consultation (DOPC) (minimum 3)

360 degree assessment

Patient profiles (minimum 3)

CPD entries (minimum 9)

Record of In-Training Assessment (RITA) & FPF assessment (minimum 2)

Assessment of a patient's social needs

## Module Learning Outcomes

*On successful completion of this module, students will be able to...*

- 1 Demonstrate a systematic understanding of the individualisation of drug therapy based on principles of drug therapy and the effects of co-morbidities & other drugs.
- 2 Critically evaluate prescribing practice for a broad range of specified medical conditions in the light of evidence and accepted best practice to devise and justify appropriate courses of action for an individual patient in the form of pharmaceutical care plans.
- 3 Anticipate drug related problems and ensure ongoing monitoring in order to optimise the use of medicines for individual patients.
- 4 Systematically gather, critically analyse and evaluate data in order to solve complex problems
- 5 Analyse complex social issues and, whilst demonstrating a sound understanding of the relevant issues and national guidance, suggest an appropriate plan to reduce the likelihood of readmission to hospital.
- 6 Integrate effectively into the multidisciplinary team within a complex care setting to deliver patient-centred care
- 7 Communicate confidently and effectively with patients and the multi-disciplinary team.
- 8 Critically reflect on your practice and, using the standards set out in the Foundation Pharmacy Framework (FPF), identify your own professional development needs and take appropriate action.

## Learning, Teaching and Assessment Strategy

Students will receive compulsory pre-workshop tasks and topics will be further explored within directed study time. In-class assessment following self-study, is through a number of individual readiness assurance tests (iRAT) throughout the year. Following completion of the individual tests, students will discuss the iRAT assessment in teams of 5-7 and retake the assessment as a team (tRAT). In class, students will then, in their teams of 5-7, apply this new knowledge to a number of formative assessments (to help them apply their learning) and summative assessments (to test their application of learning). These sessions are called 'Application Exercises' (AE) and help to develop students' ability to solve problems in a team. In addition students are evaluated as team members by their peers. Finally, students will be assessed individually to ensure that they personally can meet each of the learning outcomes through summative open book objective structured clinical exam (OSCE); and work-based portfolios at the end of the module.

Learning outcomes 1-5 are developed and achieved through contextualising workshops that cover key topics. Evidence based content will be delivered by faculty experts via workshops and AEs and students will be encouraged to identify evidence based arguments and critique these in relation to their practice. Extensive use is made of the Virtual Learning Environment (VLE) and this medium is used to compliment workshops/lectures and includes relevant slides, web-sites, documents and a range of online resources.

Learning outcomes 6-8 are developed primarily by completion of work-based assessments (forming an eportfolio), in which students communicate with patients and the multi-disciplinary team. These provide continual formative feedback to the student throughout the year. The knowledge and skills developed for learning outcomes 1-6 are utilised to make decisions and communicate with others.

Students meet regularly with their practice tutor to discuss progress, identify learning needs and determine appropriate action (Learning outcome 8).

Learning outcomes 1-3 and 5 are assessed via the team-based learning readiness assurance process (iRATs and tRATs). Learning outcomes 1-5 and 7 are assessed via an open book objective structured clinical exam (OSCE); there is a particular focus on communication skills in this assessment, which is not possible in the written exam.

Learning outcomes 1-6 are assessed via an e-portfolio which requires students to demonstrate their development over the year, and that they have achieved the required level of clinical competence.

Assessment:

Waiver: all components must be passed individually with no compensation.

## Mode of Assessment

| Type      | Method              | Description                                                                   | Length       | Weighting | Final Assess' |
|-----------|---------------------|-------------------------------------------------------------------------------|--------------|-----------|---------------|
| Summative | Coursework          | Assessment of clinical competence (Foundation Pharmacy Framework) PASS/FAIL   |              | %         | No            |
| Summative | Coursework          | Portfolio (Must pass at 40%)                                                  | 0-3000 words | 50%       | No            |
| Summative | Clinical Assessment | OSCE (Must pass at 40%)                                                       | 1 hour       | 25%       | Yes           |
| Summative | Classroom test      | Team Based Learning (TBL) - assessment for and of learning (must pass at 40%) |              | 25%       | No            |

## Legacy Code (if applicable)

PH-5122T

## Reading List

To view Reading List, please go to [rebus:list](#).