

Advanced Therapeutics

Module Code:	PHA7053-C
Academic Year:	2018-19
Credit Rating:	30
School:	School of Pharmacy and Medical Sciences
Subject Area:	Pharmacy
FHEQ Level:	FHEQ Level 7 (Masters)

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Tutorials	32
Directed Study	268

Availability Periods

Occurrence	Location/Period
BDA	University of Bradford / Semester 1 (Sep - Jan)

Module Aims

This module aims to provide students with the opportunity to:

Confidently apply advanced therapeutic knowledge to support patients with complex needs.

Implement safe systems and processes for monitoring patients and their medicines.

Engage confidently and empathetically with all patients, understand their priorities whilst challenging treatment beliefs to ensure the best care for them.

Communicate the treatment plan clearly and effectively to all health and social care

providers.

Make independent therapeutic decisions and recommendations across a wide range of scenarios.

Outline Syllabus

Understanding of clinical management of long term conditions and their impact on the health economy. Ensuring better focussed patient centred care. How to engage with allied health professionals across the MDT settings. Clinical decision making and managing uncertainty. Implementation of safe systems for review and follow up. Communication of treatment plans to patients and carers.

Module Learning Outcomes

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

- 1 Use knowledge of the differing health and social care providers working across the primary care setting to ensure patients' needs are understood across all sectors.
- 2 Work with the different models of healthcare provision and ensure the communications across them are seamless for patient groups.
- 3 Develop an in depth knowledge on a variety of conditions and the challenges they may bring with respect to treatment and monitoring.
- 4 Use consultation and communication skills to best effect in difficult or challenging situations and in managing uncertainty.
- 5 Confidently manage complex patients with co-morbidities and ensure appropriate safety netting and follow up.
- 6 Ensure accurate record keeping so that patients' records are contemporaneous and the risk associated with poor record keeping is minimised.
- 7 Recognise appropriate and inappropriate polypharmacy, building a plan for de-prescribing whilst working with the patient and carer to achieve their priorities.
- 8 Use consultation and communication skills to best effect in difficult or challenging situations to ensure medicines optimisation and adherence.
- 9 Develop processes and guidelines that are clear and evidence based from the most recent and relevant sources.
- 10 Ensure safe systems are implemented and utilised for monitoring and recall of patients.
- 11 Communicate complex and sensitive information in an understandable form to a variety of audiences.
- 12 Work effectively, independently and as a team member.

Learning, Teaching and Assessment Strategy

A combination of self-directed learning, tutorials, and problem solving sessions will enable students to achieve an understanding of long term conditions and their management in general practice. These sessions will cover clinical management of long term conditions and the different allied health professions' roles in the management of these patients. (Learning outcomes 1-3).

Self-directed learning, tutorials, and problem solving sessions as well as work-based practice will develop knowledge and skills in de-prescribing and the reduction of inappropriate polypharmacy.

Access to work based computer systems and to simulation and educational software in tutorials will support the development of safe systems and safety netting using GP practice software to ensure patient follow up. (Learning outcomes 4-7).

Students will be supported in developing their skills in de-prescribing and communication of changes in plan to patients through simulated medication reviews during tutorials, group work and through care plan development and reflection on communication of that plan in the workplace. (Learning outcomes 8-11).

The building of a reflective portfolio with multi-source feedback, case based discussions and care plans, along with a reflective essay will demonstrate achievement across all learning outcomes including Learning outcome 12.

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Summative	Coursework	Portfolio of care plans, care based discussion, multi-source feedback, intervention log and reflective journal		%	No
Summative	Coursework	Reflective essay	0-2000 words	100%	Yes

Legacy Code (if applicable)

Reading List

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

