

Patient Safety and Decision Making

Module Code:	PHA7058-B
Academic Year:	2018-19
Credit Rating:	20
School:	School of Pharmacy and Medical Sciences
Subject Area:	Pharmacy
FHEQ Level:	FHEQ Level 7 (Masters)
Module Leader:	Dr Susan Jones
Additional Tutors:	

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Lectures	5
Seminar	12
Practical classes and	20
Directed Study	163

Availability Periods

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

Module Aims

Further develop the knowledge, skills and insight to:

- Reduce risk of patient harm from their medicines and promote the safe use of medicines with a focus on 'high risk' medicines.
- Perform effective legal and ethical decision making and demonstrate the ability to make appropriate situational judgements which demonstrate NHS values.
- Initiate life-saving first aid procedures in an emergency.

Outline Syllabus

To develop knowledge, skills and insight of a variety of patient safety related topics including:

- Safeguarding
- Clinical governance
- Information governance and record keeping
- Principles of quality assurance, quality control and good manufacturing practice
- First aid
- Safety of medical devices
- Standard Operating Procedures
- Risk management for high risk drugs
- Therapeutic drug monitoring
- Antimicrobial stewardship
- Clinical audit
- Root cause analysis
- Legal and ethical decision making
- Situational judgement
- Patient safety strategies

Module Learning Outcomes

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

- 1 Make decisions and professional judgements based on scientific principles, clinical information and ethical and legal principles.
- 2 Advise on and/or carry out safe working practices in relation to prescribing, administering and monitoring medicines to meet a patient's assessed needs.
- 3 Employ antimicrobial stewardship to promote appropriate use of antimicrobials.
- 4 Employ the principles of clinical governance to recognise good practice, learn from mistakes and improve quality of services provided to patients.
- 5 Provide immediate care for medical emergencies, including First Aid and resuscitation.
- 6 Work effectively and efficiently within a team.

Learning, Teaching and Assessment Strategy

Students will develop the knowledge, understanding and skills necessary to meet the learning outcomes of the module through the programme's instructional learning and teaching strategy; Team-Based Learning (TBL). By studying the core knowledge-based content of the module out of class through guided reading, supported by interactive student support sessions students will engage in group activities to ensure understanding and application of their developed knowledge. Activities will be based in a number of settings including classrooms and clinical workshops, with opportunities to practice their skills.

Students will also undertake a one-day externally recognised qualification in First Aid which includes life support.

Resources for self-directed study will be provided for students and students will be

signposted to additional sources of information. Self-directed study will include guided reading and completion of TBL Study Packs, preparation for RAPs, Application Exercise, seminar and Prescription Processing sessions.

TBL follows a range of assessment from individual to team and written to oral. Students are assessed through a number of individual readiness assurance tests (iRAT) throughout the academic year. On completion of the iRAT assessment, students form their pre-assigned teams (5-7 students) and retake the assessment as a team (tRAT). Once all of the answers have been collated, students receive instant in-class feedback from the academic expert. In subsequent sessions, teams of students will apply their new knowledge to a number of formative and summative Application Exercises (AE), including role plays, problem solving and skills practice.

Students will be assessed that they can individually meet learning outcomes through summative module exams. To pass the module, students will need to demonstrate a pass standard of 40% in the module overall, pass the First Aid course (assessed at the end of the study day), demonstrate a pass standard of 50% in the law assessment (pass / fail component; GPhC requirement) and demonstrate a pass standard of 40% in the written exam (MCQs / EMQs / short answer questions).

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Referral	Examination - practical/labory	Completion of First Aid Course (PASS/FAIL component)	30 minutes	%	No
Summative	Examination - practical/labory	Completion of First Aid Course (PASS/FAIL component)	30 minutes	%	No
Referral	Examination - MCQ	Pharmacy Law Exam (PASS / FAIL; 50% pass mark)	30 minutes	%	No
Summative	Examination - MCQ	Pharmacy Law Exam (PASS / FAIL component; 50% pass mark)	30 minutes	%	No
Formative	Examination - MCQ	Mock Law Exam + feedback session	1.5 hours	%	No
Referral	Examination -	MCQs / EMQs / short answer	1.5 hours	70%	Yes

	closed book	questions [MUST PASS at 40%]			
Summative	Examination - closed book	MCQs / EMQs / short answer questions [MUST PASS at 40%]	1.5 hours	70%	Yes
Formative	Examination - closed book	Mock written exam (MCQs / EMQs / short answer questions) + feedback session	2.5 hours	%	No
Referral	Coursework	TBL component: an individual summative reflection	0-1000 words	30%	No
Summative	Classroom test	Peer Review	1 hour	5%	No
Summative	Classroom test	Application Exercises	1.5 hours	5%	No
Summative	Classroom test	Readiness Assurance Process (Individual Readiness Assurance Tests (iRATs) 15% and Team Readiness Assurance Tests 5%)	1.5 hours	20%	No
Formative	Classroom test	Formative peer review	1 hour	%	No
Formative	Classroom test	Application Exercises	3 hours	%	No
Formative	Classroom test	Readiness Assurance Process (RAP)	1.5 hours	%	No

Legacy Code (if applicable)

Reading List

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