

Module Details	
Module Title:	Patient Centred Care
Module Code:	PHA7059-E
Academic Year:	2019-20
Credit Rating:	60
School:	School of Pharmacy and Medical Sciences
Subject Area:	Pharmacy
FHEQ Level:	FHEQ Level 7 (Masters)
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	12
Seminar	30
Practical classes and workshops	43
Directed Study	515

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2 (Feb - May)

Module Aims
Further develop the skills and knowledge required to: 1. Consult with patients who present with undifferentiated symptoms in order to: diagnose & negotiate a management plan for a range of minor ailments; recognise & refer symptoms of potentially serious disease. 2. Carry out medicines review for a range of common long-term conditions & advise patients on the prevention, treatment and management of a range of health problems. 3. Consult with patients and optimise the use of their medicines when processing multiple-item prescriptions.

Outline Syllabus

To develop knowledge skills and capabilities on a range of topics including:

- Consultation and communication skills, including applying models of consultation to a range of situations including common clinical presentations in primary and secondary care and responding to symptoms.
- Clinical decision making underpinned by evidence-based, professional experience, pharmacoeconomics and patient-specific values.
- Pharmaceutical care planning, monitoring and review.
- Communicating with and referral to other healthcare professionals
- Transitions of care (including taking a drug history and medicines reconciliation)
- Health promotion applied to complex patients
- Prescription processing for multiple items in patient with multiple pathologies
- Advanced and Enhanced Pharmaceutical Services
- Point of care testing
- Medication review (Medicines Use Reviews and Clinical Medication reviews), including interpretation of clinical test results

Learning Outcomes

1	Understand and demonstrate effective use of recognised model(s)/framework(s) for consultation with a patient presenting with an undifferentiated condition, long-term condition or prescription for processing.
2	Efficiently and effectively gather appropriate information from a patient.
3	Efficiently and effectively gather appropriate patient information from secondary sources necessary to process prescriptions for the most commonly prescribed drugs in the UK.
4	Perform and interpret appropriate clinical tests.
5	Demonstrate effective clinical reasoning
6	Formulate, select (with critical awareness) and implement appropriate management strategies.
7	Critically reflect on and adjust consultation skills and prescription processing procedures.
8	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 their developed knowledge. Activities will be based in a number of settings including classrooms, workshops and clinical laboratory sessions, with opportunities to develop and practice their skills.

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, laboratory/workshop

and Prescription Processing sessions, practising consultation skills.

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 laboratory experiments and submission of reports.

Long loop assessment, taken at the start of the year (to integrate & synthesise knowledge from Year 1), contributes 5% to the overall mark of the module.

At the end of the academic year, summative assessment of learning outcomes is through individual summative module exams. To pass the module, students will need to demonstrate a pass standard of 40% in the module overall and must also achieve at least 40% in the final written exam (EMQs) and practical Objective Structured Clinical Examination (OSCE). Additionally, students must also ensure that patient safety is not compromised (GPhC requirement).

Mode of Assessment				
Type	Method	Description	Length	Weighting
Formative	Objective Structured Clinical Examination (OSCE)	Mock OSCE (1.5 hours) + feedback session (2 hours)	3.5 hours	%
Summative	Objective Structured Clinical Examination (OSCE)	Objective Structured Clinical Examination (OSCE) [MUST PASS at 40%] Must also ensure patient safety is not compromised [PASS/FAIL component]	2.5 hours	40%
Referral	Objective Structured Clinical Examination (OSCE)	Objective Structured Clinical Examination (OSCE) [MUST PASS at 40%] Must also ensure patient safety is not compromised [PASS/FAIL component]	2.5 hours	40%
Summative	Examination - MCQ	Long loop examination at the beginning of the stage	1 hour	5%
Formative	Examination - closed book	Mock Written exam (EMQ) paper (1 hour) + feedback session (1 hour)	2 hours	%

Summative	Examination - closed book	Written examination (EMQs) [MUST PASS at 40%]	1 hour	25%
Referral	Examination - closed book	Written examination (EMQs) [MUST PASS at 40%]		25%
Summative	Classroom test	Readiness Assurance Process (Individual Readiness Assurance Tests (iRATs) 15% and Team Readiness Assurance Tests 5%)	3 hours	20%
Summative	Classroom test	Application Exercises	3 hours	5%
Formative	Classroom test	Readiness Assurance Process (RAP)	3 hours	%
Formative	Classroom test	Application Exercises	8 hours	%
Formative	Classroom test	Formative Peer Review	1 hour	%
Summative	Classroom test	Peer Review	1 hour	5%
Referral	Classroom test	TBL component: an individual summative reflection	-1000 words	35%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.