

Module Details	
Module Title:	Foundations in Pharmacy Practice
Module Code:	PHA7066-C
Academic Year:	2019-20
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
Supervised time in studio/workshop	40
Directed Study	260

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Academic Year (Sept - May)
BDA	University of Bradford / Non-Standard Academic Year (Jan - Sept)

Module Aims
This module aims to provide students with the opportunity to develop their clinical knowledge and apply it to patients in their practice. Workshops are facilitated by pharmacists working in multiple sectors (Community, Primary and Secondary Care) and will focus on critiquing evidence from primary studies as well as local and national guidelines and applying this evidence appropriately to optimise the treatment of real, complex patients. Students will develop the knowledge and ability to justify their decisions and communicate this confidently and professionally to patients and healthcare professionals. Students will also develop the ability to reflect on their own practice, identify their learning needs and plan their professional development activities.

Outline Syllabus

Topics covered will include:

- An introduction to the organisational structure, culture and priorities of the NHS
- The role of reflection in personal and professional development
- Provision of preventative, anticipatory and urgent pharmaceutical care for patients *
- Medicines reconciliation and support with adherence
- Medication review and individualising drug therapy using relevant information including age, liver or renal disease or other co-morbidities
- Interpretation of medicines data and patient monitoring to optimise medicines use, including biochemical tests, urea and electrolytes, renal function, liver function, haematology, microbiological monitoring
- Identification and management of adverse drug reactions
- Development and application of clinical decision-making skills
- Assimilation and critical appraisal of available evidence to answer therapeutic problems

*Conditions will include respiratory disease (asthma, chronic obstructive pulmonary disease), cardiovascular disease (hypertension, heart failure, angina, non-STEMI, STEMI and atrial fibrillation), infections and diabetes

Learning Outcomes

1	Systematically gather, critically analyse and evaluate information in order to prioritise and solve complex problems in the field of pharmacy practice
2	Devise, justify and ensure implementation of appropriate pharmaceutical care to optimise medicines use for individuals, in the light of evidence and accepted practice
3	Anticipate and prevent health and medication related problems and share responsibility for ongoing monitoring in order to optimise the use of medicines for individual patients
4	Work effectively, independently and in partnership with patients and team members, to deliver person-centred care
5	Critically reflect on their practice and relevant standards of competence in order to identify professional development needs and take appropriate action to meet the required standard

Learning, Teaching and Assessment Strategy

Learning outcomes 1-3 are developed and achieved through contextualising workshops that cover key topics. Students will receive compulsory pre-workshop reading; this knowledge will be assessed at the beginning of each study day and then applied in workshop tasks and

discussions throughout the day. Evidence-based content will be delivered by experts in each area and students will be encouraged to identify evidence-based arguments that they can apply in their practice. Extensive use is made of the virtual learning environment (VLE), which is used to complement workshops. The VLE includes relevant slides, weblinks, documents and other online resources as well as supportive learning webinars.

All learning outcomes are developed by the completion of work-based assessments (forming an e-portfolio) in which students communicate with patients and the multidisciplinary team; these provide continual formative feedback to the student throughout the year.

The ability to work independently in learning outcome 4 is primarily developed by regular meetings with the student's personal academic tutor and/or practice tutor to discuss their progress, identify learning needs and devise an appropriate action plan. Team working is developed through the module's team-based learning approach where students will also complete exercises which involve tailoring treatment to individual patients' needs.

Learning outcomes 1-4 are partly assessed by the individual and team readiness assurance tests (iRAT/tRAT), which will ensure that students have the underlying knowledge needed to solve real-life problems and the cases on the study day and therefore meet the learning outcomes (assessment of learning).

Learning outcomes 1-3 are developed and assessed by the Therapeutic Problem assessment. This is completed early in the module so that students have useful formative and summative feedback on their skills in literature analysis and critique so that they are able to identify areas they need to develop throughout the module (assessment of learning and assessment for learning).

Learning outcomes 1-5 are developed and assessed in practice via the eportfolio which requires students to demonstrate their own development over the year. This includes a mix of formative and summative assessment (assessment for learning). The pharmaceutical care plans allow the students to demonstrate their ability to access and evaluate information to provide person-centred care. The reflection on the Therapeutic Problem allows students to demonstrate their ability to reflect on their performance and produce an action plan for development.

Students will need to provide evidence that they are 'clinically competent' as measured against the relevant competency framework. This is assessed by the practice tutor or personal academic tutor and is based on the student's performance at work and the evidence they accumulate in their portfolio.

The portfolio (overall) and Assessment of Clinical Competence must be passed individually.

Portfolio contents must include:

Minimum of 6 work-based assessments (at least 1 Mini-CEX, 1 DOPCs and 2 CBDs) – students must complete the minimum number of assessments and show development over the year (they are not required to 'pass' each assessment)

Peer assessment x 1

Intervention log - to include at least 6 interventions

CPD entries - 1 planned, 1 unplanned and a peer discussion

Marked elements

Pharmaceutical care plan x 2 – marked; 30% of portfolio mark each

Reflection on Therapeutic Problem – marked; 40% of portfolio mark

Likely patient harm in any component will result in failure of that component.

Note:

“Likely patient harm” will be defined as follows:

- In line with MHRA guidance for adverse drug reaction reporting, “patient harm” errors are those that are likely to cause serious, medically significant events i.e. fatal, life-threatening, disabling or incapacitating, or result in or prolong hospitalisation. [see Note 1 below]
- Such errors may include overdose, sub-therapeutic dosing, contra-indication, significant drug interaction, significant omission or duplication, recommending a drug that is not indicated.)

Note 1: Medicines and Healthcare Products Regulatory Agency (MHRA). The Yellow Card scheme – Reporting Adverse Drug Reactions. Available at:

https://yellowcard.mhra.gov.uk/_assets/files/2015-10-29-HCP-leaflet.pdf (accessed 1/8/2019)

Mode of Assessment				
Type	Method	Description	Length	Weighting
Formative	Presentation	Submission of draft outline of presentation		%
Summative	Presentation	Therapeutic Problem		30%
Formative	Coursework	Submission of draft PCP for formative feedback (portfolio)		%
Summative	Coursework	Assessment of Clinical Competence (PASS/FAIL) - MUST PASS		%
Summative	Coursework	Eportfolio - MUST PASS (Pass mark 40%)		50%
Formative	Coursework	Portfolio work-based assessment (are all formative - must be completed but are not marked)		%
Summative	Classroom test	Ongoing individual readiness assurance tests (iRATs) 15%; team readiness assurance tests (tRATs) 5% [Suppl assessment will be a reflective exercise 20%]		20%

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.