

Module Details	
Module Title	Patient Centred Care
Module Code	PHA7059-E
Academic Year	2021/2
Credits	60
School	School of Pharmacy and Medical Sciences
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Lectures	19
Seminars	30
Practical Classes or Workshops	36
Directed Study	515

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims
<p>Further develop the skills and knowledge required to:</p> <ol style="list-style-type: none"> <li>1. Consult with people who present with undifferentiated symptoms in order to: diagnose and negotiate a management plan for a range of minor ailments; recognise and refer symptoms of potentially serious disease.</li> <li>2. Carry out medicines review for a range of common long-term conditions and advise on the prevention, treatment and management of a range of health problems.</li> <li>3. Undertake consultations to optimise the use of medicines.</li> </ol>

## Outline Syllabus

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

- Person-centred 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, including managing uncertainty.
- Pharmaceutical care planning, monitoring and review.
- Communicating with, educating and referral to other healthcare professionals.
- Transitions of care (including taking a drug history and medicines reconciliation).
- Health promotion applied to complex patients.
- Cultural competence
- Advanced and Enhanced Pharmaceutical Services.
- Point of care testing.
- Clinical medication reviews, including interpretation of clinical test results.

## Learning Outcomes

Outcome Number	Description
01	Effectively apply recognised model(s)/framework(s) for a consultation relating to an undifferentiated condition or long-term condition, including appropriate health promotion.
02	Systematically gather, critically analyse and evaluate information in order to prioritise and solve complex problems in the field of pharmacy practice
03	Appropriately educate and facilitate the learning of others to support the implementation of appropriate pharmaceutical care.
04	Perform and interpret appropriate clinical tests.
05	Demonstrate effective clinical reasoning, using established systems and procedures to support safe and effective decision-making including in situations of uncertainty.
06	Undertake appropriate reviews of medicines to optimise therapeutic choices, patient adherence and patient safety, and implement appropriate management strategies.
07	Critically reflect on and adjust consultation skills, including demonstrating appropriate cultural competence.
08	Work effectively and efficiently within a team

## Learning, Teaching and Assessment Strategy

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 production of pharmaceutical care plans. Additional workshops provide opportunities to give and receive peer feedback on consultation skills. Long loop assessment, taken at the start of the year (to integrate & synthesise knowledge from Year 3), 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 Examinations (OSCEs). Additionally, students must also ensure that patient safety is not compromised (GPhC requirement).

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Objective Structured Clinical Examination	Six-station face-to-face Objective Structured Clinical Examination (OSCE) 1.5 Hrs [MUST PASS at 40%]	30%
Summative	Examination - MCQ	Long loop examination at the beginning of the stage (1 Hr)	5%
Summative	Examination - Closed Book	Written examination (EMQs) (1 Hr) [MUST PASS at 40%]	25%
Summative	Team-Based Assessment	iRATs 15%; tRATs 5%; Application Exercises 5%; Peer Review 5% [SUPP: Individual Reflection	30%
Summative	Objective Structured Clinical Examination	Two-station video consultation OSCE (30 Mins) [MUST PASS at 40%]	10%
Summative	Coursework - Written	Written reflection on consultation skills (30 Mins) [Pass / Fail]	N/A
Formative	Objective Structured Clinical Examination	Mock face to face OSCE (1 hour) + feedback session (2 hours)	N/A
Formative	Examination - Closed Book	Mock Written exam (EMQ) paper (1 hour) + feedback session (1 hour)	N/A
Formative	Team-Based Assessment	Readiness Assurance Process (RAP)	N/A
Formative	Team-Based Assessment	Application Exercises	N/A
Formative	Team-Based Assessment	Formative Peer Review	N/A
Formative	Objective Structured Clinical Examination	Mock video consultation OSCE + feedback session (1 hour)	N/A
Formative	Coursework - Written	Formative written reflection on consultation skills + feedback session (1 hour)	N/A

## 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.*

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