

Module Details	
Module Title	Foundations in Pharmacy Practice
Module Code	PHA7066-C
Academic Year	2022/3
Credits	30
School	School of Pharmacy and Medical Sciences
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Supervised time in studio/workshop	40
Directed Study	260

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Academic Year
BDA	University of Bradford / Non-Standard Academic Year

Module Aims	
<p>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 care 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.</p> <p>Students will develop the knowledge and ability to justify their decisions and communicate this confidently and professionally to patients and healthcare professionals across all sectors. Students will also develop the ability to reflect on their own practice, identify their learning needs and plan their professional development activities.</p>	

## 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 with conditions including\* respiratory diseases, cardiovascular diseases, infectious diseases and metabolic disorders.
- 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

\*but not limited to, discussion of the following: asthma, chronic obstructive pulmonary disease, hypertension, heart failure, angina, non-STEMI, STEMI and atrial fibrillation, diabetes mellitus

### Learning Outcomes

Outcome Number	Description
01	Systematically gather, critically analyse and evaluate information in order to prioritise and solve complex problems in the field of pharmacy practice
02	Devise, justify and ensure implementation of appropriate pharmaceutical care to optimise medicines use for individuals, in the light of evidence and accepted practice
03	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
04	Work effectively, independently and in partnership with patients and team members, to deliver person-centred care
05	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 electronic Portfolio "ePortfolio") in which students communicate with patients and the multidisciplinary team; these provide continual formative feedback to the student throughout the year.

Learning outcomes 1-3 are developed and assessed by the Therapeutic Problem summative 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).

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 Team-Based Learning (TBL) approach where students will also complete exercises which involve tailoring treatment to individual patient 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 1-5 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 the following unmarked elements:

- a 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).
- 1 Peer assessment.
- a minimum of 6 logged interventions in the appropriate format.
- a minimum of 3 CPD entries: 1 planned, 1 unplanned and a peer discussion.
- 3 brief reflections: A brief pre-study day reflection on what they wish to learn from it, after having completed the pre-study day tasks; A brief post-study day reflection on their learning, whether they achieved what they set out to before the study day, and how the learning will apply to their practice; A brief reflection on peer feedback in the TBL group for year 1, and create an action plan for year 2.

ePortfolios must also contain the following marked elements:

- 2 Pharmaceutical Care Plans (PCP) - contributing 30% of portfolio mark each.
- 1 Reflection on the Therapeutic Problem assessment - contributing 40% of the portfolio mark.

You MUST clearly identify any interventions regarding patient harm in the main part of the assignments and not just in the reflection. Likely patient harm in any component will result in failure of that component. 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

- Such errors may include overdose, sub-therapeutic dosing, contra-indication, significant drug interaction, significant omission, or duplication, recommending a drug that is not indicated.

\*\* see the Medicines and Healthcare Products Reporting Agency (MHRA) Yellow Card scheme guidance for healthcare professionals: <https://yellowcard.mhra.gov.uk/resources/reporting-guidance/> (accessed 5/8/2022).

#### Mode of Assessment

Type	Method	Description	Weighting
Summative	Presentation	SA1: Therapeutic Problem assessment (PASS AT 40%)	30%
Summative	Team-Based Assessment	SA2: Ongoing Readiness Assurance Tests. Individual/iRATs 15%. Team/tRATs 5%. SUPPLEMENTARY: Individual reflection	20%
Summative	Coursework - Portfolio/e-portfolio	SA3: ePortfolio with required contents. 2 care plans, 15% each. Reflection on SA1, 20%. (PASS AT 40%, MUST PASS OVERALL)	50%
Summative	Clinical Assessment	SA4: Assessment of clinical competence (PASS/FAIL, MUST PASS)	0%
Formative	Presentation	FA1: Formative feedback on a submitted outline/draft (d>	N/A
Formative	Coursework - Written	FA3.1: Complete formative work-based assessments (Mini-CEX, DOPC, CBD) throughout the year. Submit at least 6 of these as part of the summative ePortfolio.	N/A
Formative	Coursework - Written	FA3.2: Formative feedback on a draft Pharmaceutical Care Plan. Submit 2 PCPs as part of the summative ePortfolio.	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.*