

MODULE SPECIFICATION TEMPLATE

SECTION 1: MODULE SPECIFICATIONS

1. Title of the module: Pharmacy Practice 3 (**PHAM 1013**)
2. School which will be responsible for management of the module: **Medway School of Pharmacy**
3. Start date of the module: **2009**
4. The cohort of students (onwards) to which the module will be applicable: **Stage 3 of the Masters in Pharmacy (MPharm) programme**
5. The number of students expected to take the module: **160**
6. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal: **None**
7. Level of the module (*e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M]*): **Honours**
8. The number of credits which the module represents: **30 credits**
9. Which term(s) the module is to be taught in (or other teaching pattern): **Terms 1 & 2**
10. Prerequisite and co-requisite modules: **A successful completion of all modules at stage 1 and 2 of MPharm**
11. The programme(s) of study to which the module contributes: **Masters of Pharmacy (MPharm)**
12. The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes

These Aims and objectives are unchanged from the 2009-2010 session.

Aims

This module aims to build on aspects of professional practice, pharmacology and therapeutics from previous years to provide an understanding of the key concepts in medicines management. This will require the student to demonstrate the ability to identify and resolve drug therapy issues for individual patients. Students will gain knowledge, skills and attitudes necessary to prepare them to deliver pharmaceutical care for patients.

Learning Outcomes

On successful completion of this module, students will have demonstrated:

1. An understanding and systematic application of law and ethics including accountability and responsibility in the practice of pharmacy.
2. A systematic understanding of the principles of medicines management and the application of these to the care of individual patients.
3. An understanding of key aspects of patient safety including adverse drug reactions, drug interactions and their application.
4. An ability to appropriately undertake clinical prescription reviews to patients with co-morbidities.
5. An ability to make decisions in relation to the supply of prescription and non-prescription medicines.

The PP3 subject specific learning outcomes (SSLO1-5) are designed to help students to further develop the skills and knowledge they need as future health professionals and fit into the programme aims for the MPharm programme at a more advanced level than in stages 1 and 2: Programme aims (10-11) plus the following programme learning outcomes: (PO20-22) (PO24-70). The reason that PP3 fits so many of the programme

specifications is that it is the first module that brings together the science, pharmacology and practice of pharmacy. It builds on and is co-requisite with many other modules within the programme as outlined in 10 above. It also prepares students for modules PP4 (PHAM1097) and AT1 (PHAM1098) in the fourth year.

13. The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes:

Applying professional values attitudes and behaviours; communication and consultation skills; demonstrating through simulation the inter- and intra-professional relationships; showing how to apply many of the legal and ethical requirements of being a pharmacist whilst working with incomplete data. Practicing clinical review and dispensing in a simulated environment for more complex patients, some with co-morbidities. An ability to accurately perform complex pharmaceutical calculations. These skills achieved in PP3 are linked to the transferable skills identified in the programme learning outcomes numbers (PO57-70).

14. A synopsis of the curriculum

Minor changes since the 2010-11 academic session following a review of the module and other pharmacy practice modules and comments from the external examiner. This is not a major change to the taught materials but represents a stepwise development which amongst other things includes more up to date professional terminology as it is applied by practicing pharmacists and potential employers.

Indicative content

Optimising medicines for patients (through Medicines Management and an introduction to pharmaceutical care)

Principles of medicines management

Individualizing patient care through optimizing medicines

Patient safety

High risk drugs

Clinical prescription review

Simulated dispensing

Referrals and recommendations

Responding to Symptoms

POM to P

Complex patients

Referral and recommendations to other Health Care Professionals

Professional Practice

Law and ethics

Decision Making

Liability, responsibility, negligence, duty of care

Introduction to care for groups of patients (public health)

Clinical prescription review

Simulated dispensing

15. Indicative Reading List

ISBN Number	Author	Date	Title	Publisher
0853698272*	Appelbe, G.E. & Wingfield J.	2009	Dale & Appelbe's Pharmacy Law and Ethics, 9th Ed.	Pharmaceutical Press
1405180795**	Blenkinsopp, A. Paxton, P. & Blenkinsopp, J.	2008	Symptoms in the Pharmacy, 6th Edition	Blackwell Publishing
0853699316***	BMA /RPSGB	2011	British National Formulary, 62nd Edition	Pharmaceutical Press
0853699577*	RPS	2011	Medicines, Ethics and Practice Guide, 35th edition.	Pharmaceutical Press
Suggested Reading				
0702029955**	Rutter, P	2008	Community Pharmacy: Symptoms, Diagnosis and Treatment 2 nd edition	Elsevier
0853696896**	Wingfield J and Badcott, D	2007	Pharmacy Ethics and Decision Making	Pharmaceutical Press

* These books are also on the list for stage 1 (PP1), stage 2 (PP2) and stage 4 (PP4)

** These books are also on the list for one or more of the following modules AT1, PP2 or PP4

*** Students will be provided with this book

16. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes:

Summary of Learning and Teaching Activities

Lecture	Workshops/ dispensing labs	Seminar	Practice Pharmacy Placement	Private Study	MSCL/CAL	Formal assessment	Total hours
30	48	10	70	114.74	90	7.25	370

This represents 300 hours (30 credits) and 70 hours of work experience in the form of practice placements.

Directed Learning and Teaching Activities

Activity	Lectures	Workshops	MSCL/CAL	Total hours
Optimising medicines	16	21	38	75
Responding to Symptoms	6	6 (integrated)	18	30
Pharmacy Practice	8	21	34	63
Seminars*				10
Placements				70
Private study				114.75
Formal assessment including Dispensing exam				7.25
Total hours	30	48	90	370

Optimising medicines through the application of medicines management and pharmaceutical care are the fundamentals of clinical practice which links to the framework of professional practice in primary and secondary healthcare settings. Professional pharmacy practice at stage 3 involves the application of professional values attitudes and behaviours in a simulated environment to improve knowledge about use of medicines within the legal and ethical construct in each setting. This will include accurate and reproducible implementation of

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requirements for prescriptions and applying these knowledge and skills to the more complex patient in a simulated setting. The lessons learned in simulation will be applied in the clinical placements. An ability to accurately perform pharmaceutical calculations without a calculator is a key skill for practicing pharmacists, a requirement for professional registration and will, therefore, underpin optimising medicines, medicines management and professional practice. Pharmacy practice 3 builds on the learning in years 1 and 2 and helps prepare students for the complexities of pharmacy practice 4 and applied therapeutics in stage 4.

17. Assessment methods and how these relate to testing achievement of the intended learning outcomes

Methods of assessment	Learning outcomes assessed	Weighting	Outline details
Continuous assessment	SSLO1-5	PASS required 40%	Satisfactory attendance and performance at all scheduled coursework sessions which are lectures, workshops, dispensing laboratories, placements and seminars Interim assessments: MCQ (10%) Written assessments (30%)
Dispensing Exams	SSLO1-5	PASS	1 x 2 hour practical dispensing examination
Pharmaceutical calculations	SSLO1-5	PASS	1 x 1 hour pharmaceutical calculations paper
Examination	SSLO1- 5	60%	1 x 3 hour examination

Following comments and advice from the external examiners we have increased the length of the dispensing examination to 2 hours and added a 1 hour pharmaceutical calculations paper. To compensate for this new assessment we have removed one of the interim assessment MCQ papers.

The pass mark for this module is 50% overall. The dispensing examination is Pass/Fail and to achieve a pass, a minimum of 50% in the practical examination and a minimum of 70% in pharmacy calculations is required. Additionally lab books / worksheets/ placement handbooks must be maintained to the required standard. It should also be noted that neither compensation nor condonement may be applied to this course. The pass mark of 50% is required by the professional regulator for all professional modules in the MPharm programme.

Students who fail to meet the required level of attainment for the written assessments, may be allowed up to one further attempt at demonstrating competency prior to Exam Board.

To achieve acceptable attendance students must attend at least 80% of all scheduled coursework sessions. One day of placement is equivalent to 2 labs/workshops. Failure to meet the minimum requirement will result in the continuous assessment mark being capped at the pass mark. This is in line with other pharmacy practice modules.

The 70% assessment mark in calculations mirrors the marks required to pass the registration examination and in pharmacy practice modules at stages 1 and 2 of the MPharm programme. This requirement is used to prepare students and test them at a level to ensure they develop the ability to accurately perform calculations in the time pressured conditions that they will face when aiming to register as a pharmacist.

18. Implications for learning resources, including staff, library, IT and space: **There are no additional requirements beyond standard MPharm space and services.**
19. The School recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module, we will make reasonable adjustments wherever

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necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University's disability/dyslexia support service, and specialist support will be provided where needed.

SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL

Statement by the School Director of Learning and Teaching/School Director of Graduate Studies (as appropriate): "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

.....
Director of Learning and Teaching/Director of Graduate Studies (delete as applicable) Date

.....
Print Name

Statement by the Head of School: "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

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Head of School Date

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Print Name