MODULE SPECIFICATION TEMPLATE

**SECTION 1: MODULE SPECIFICATIONS**

1. Title of the module

**Pharmacy Practice 2 (PHAM1009).**

1. School which will be responsible for management of the module

**Medway School of Pharmacy**

1. Start date of the module

**Autumn 2011**

1. The cohort of students (onwards) to which the module will be applicable.

**Stage 2 of the Masters in Pharmacy (MPharm) programme**

1. The number of students expected to take the module

**160-200.**

1. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal

**None.**

1. The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])

**Intermediate.**

1. The number of credits which the module represents

***Note****: undergraduate full-time students take modules amounting to 120 credits per year and postgraduate full-time students take modules amounting to 180 credits per year for a Masters award*

**30 credits**

1. Which term(s) the module is to be taught in (or other teaching pattern)

**Terms 1 and 2**

1. Prerequisite and co-requisite modules

**A successful completion of all modules at stage 1, or graduation from the Foundation Degree in Pharmacy Practice. Co-requisite modules are MDM2, PDDA3, and PDDA4. A minority of students are granted direct entry to PP2 module as part of their direct entry to Stage 2 of the MPharm programme**

1. The programmes of study to which the module contributes

**Master of Pharmacy (MPharm)**

1. The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes

**Aims**

**The aims of this module are to integrate the ethical, legal, professional and social issues relevant to professional practice and the patient-pharmacist relationship. The module furthers an awareness of patients as individuals in order for the pharmacist to meet healthcare needs as appropriate.**

**Learning Outcomes**

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

1. An increasing understanding of the ethical and legal responsibilities of the pharmacist, including their accountability in relation to supply, dispensing, medical and non-medical prescribing of medicines and appliances.
2. Application of verbal and non-verbal communication skills appropriate to the situation.
3. An understanding of the patient as an individual including awareness of factors that may influence health behaviour such as age, gender, ethnicity, faith, illness and cultural background.
4. An understanding of the roles of other health and social care professionals in relation to improving patient outcomes.
5. An understanding of consultation models based upon concordance to discuss issues related to adherence and medicine taking.
6. An understanding of patient assessment with respect to patient history taking and responding to symptoms.
7. Demonstrate the ability to undertake more complex pharmaceutical calculations without a calculator

**The PP2 learning outcomes are as 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. Programme aims (1) (3) (4) (5) (6) (8) & (9). They also fit with the following programme learning specific outcomes: (16) (17) (18) (20-22) (25-37) (44-47) (51) (54)(56)**

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

**Professional values attitudes and behaviours; communication skills; building inter- and intra-professional relationships; increasing awareness of the legal and ethical requirements of being a pharmacist. Practicing dispensing in a simulated environment. An ability to accurately perform pharmaceutical calculations. These skills achieved in PP2 are linked to the transferable skills identified in the programme learning outcomes numbers (57-60) (62-66) (69-70).**

1. A synopsis of the curriculum

**Indicative Content: A Framework for practice**

* The NHS pharmacy contract
* Prescribing, supply and administration of medicines, including pharmaceutical calculations.
* Ethical challenges in practice
* Patient confidentiality and consent

**Communicating and individualising Care**

* Communication and consultation skills
* Concordance, and compliance (adherence)
* Age, gender, ethnicity, faith and cultural background

**Patient Assessment and treatment**

* Taking a medication history
* Responding to symptoms
* Patient case histories
* Complimentary therapies
* Adverse drug reactions (ADRs) and drug interactions

1. Indicative Reading List

| ISBN Number | Author | Date | Title | Publisher |
| --- | --- | --- | --- | --- |
| 1900603578 | Bonner, M. Wright, D. George, B | 2010 | Practical Pharmaceutical Calculations | Radcliffe |
| 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 /RPS | 2011 | British National Formulary, 62nd or later Edition | Pharmaceutical Press |
| 0853699577 | RPS | 2011 | Medicines, Ethics and Practice Guide, 36th edition. | Pharmaceutical Press |
|  | | | | |
| Suggested Reading | | | | |
| 0702029955 | Rutter, P | 2008 | Community Pharmacy: Symptoms, Diagnosis and Treatment 2nd edition | Elsevier |
| 0853696896 | Wingfield J and Badcott, D | 2007 | Pharmacy Ethics and Decision Making | Pharmaceutical Press |

1. 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 Methods**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Lecture** | **Workshops/ dispensing labs** | **Seminar** | **Practice Pharmacy Placement** | **Private Study** | **MSCL** | **Formal assessment** | **Total hours** |
| 32 | 48 | 8 | 48 | 78 | 80 | 6 | 300 |

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| --- | --- | --- | --- | --- |
| **Activity** | **Lectures** | **Workshops** | **MSCL/CAL** | **Total hours** |
| Individualising care | 8 | 1x3h | 16 | **27** |
| Patient assessment and treatment | 10 | 2x3h | 24 | **40** |
| A framework for practice, inc’ dispensing labs | 14 | 13x3h | 40 | **93** |
| Seminars |  | | | **8** |
| Placements |  | | | **48** |
| Private study |  | | | **78** |
| Formal assessment including Dispensing exam |  | | | **6** |
| **Total hours** | **32** | **48** | **80** | **300** |

A Framework for Practice

The framework for pharmacy practice involves gaining knowledge about professional values attitudes and behaviours and working in a simulated environment to improve knowledge about the use of medicines and the legal and ethical requirements of a pharmacist including the requirements for prescriptions. (LO1, LO7, LO4)

Communicating and individualising care

The learning about communications, behavioural change, communication theories and experiential learning from placements will help students to develop their communication skills; building inter- and intra-professional relationships.(LO2, LO3)

Patient assessment and treatment:

This builds on communicating and individualising care giving students the knowledge and skills to assess patients. This will enable them to undertake patient assessment and treatment and to individualise patient care in theoretical and simulated environments. (LO5, LO6)

An ability to accurately perform pharmaceutical calculations without a calculator is a key skill for practising pharmacists, a requirement for professional registration and will, therefore, underpin individualising patient care, and the framework for professional practice. (LO7)

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

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| --- | --- | --- | --- |
| **Methods of assessment** | **Learning outcomes assessed** | **Weighting** | **Outline details** |
| **Continuous assessment** | 1-6 | **PASS required**  40%  PASS required | Satisfactory attendance and performance at all scheduled coursework sessions which are workshops, dispensing laboratories, placements and seminars\*  Interim assessments: MCQ (1x10%)  Written assessment: (1 x 10%)  1 hr Practical dispensing exam (1 x 20%)  MyFolio entry completed |
| **Dispensing Exams** | 1-6 | PASS | 1 x 1 hour pharmaceutical calculations paper |
| **Examination** | 1- 6 | 60% | 1 x 3 hour examination |

The pass mark for this module is **50% overall** with a minimum of 45% in each of the assessed elements (coursework and examination).

Written assessment

Students will be given ONE formative attempt at the written assessment and provided with feedback prior to the summative assessment.

Dispensing exam

Students will be given ONE formative attempt at the practical dispensing exam and provided with feedback prior to the summative assessment. Whilst the dispensing exam is graded, students making a serious dispensing error which leads to potential harm to the patient will automatically fail the dispensing exam.

Pharmaceutical calculations paper: Students must attain 70% to gain a pass.

This is mandatory for progression to stage 3 i.e. this is a Pass / Fail grading at 70%

Students will be given 2 attempts prior to the exam board, with the option of a third and final attempt at the discretion of the exam board

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.

The 70% assessment mark in calculations mirrors the mark required to pass the registration examination and is used to help us prepare students and test them at a level to help them develop the ability to accurately perform calculations in the time pressured conditions they will face when aiming to register as a pharmacist.

\* Satisfactory attendance and performance at all scheduled coursework sessions is normally defined as a minimum of 80% attendance (all classes excluding lectures).

Note: Each day of placement activity is equivalent to 2 laboratories/workshops.

Community Pharmacy Placements: Students who have completed the FdPP programme are exempt from attending community pharmacy placement in PP2 due to their previous academic placement experience.

Failure to attend the minimum number of taught sessions can result in a capped mark. Capped marks will be 50% for this module

1. Implications for learning resources, including staff, library, IT and space

There are no additional requirements beyond standard MPharm space and services.

1. The School/Collaborative Partner (delete as applicable) 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 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/Collaborative Partner’s (delete as applicable) disability/dyslexia support service, and specialist support will be provided where needed.

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***If the module is part of a programme in a Partner College or Validated Institution, please complete the following:***

1. Campus(es) where module will be delivered:
2. Partner College / Validated Institution:
3. University School (for cognate programmes) or Faculty (for non-cognate programmes) responsible for the programme:

**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"

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| --- | --- |
| ................................................................  Director of Learning and Teaching/Director of Graduate Studies (delete as applicable)  …………………………………………………  Print Name | ..............................................  Date |

**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  …………………………………………………….  Print Name | ..............................................  Date |

**SECTION 3: MODULE IS PART OF A PROGRAMME IN A PARTNER COLLEGE OR VALIDATED INSTITUTION**

(Where the module is proposed by a Partner College/Validated Institution)

**Statement by the Nominated Officer of the College/Validated Institution** *(delete as applicable)***:** "I confirm that the College/Validated Institution*(delete as applicable)* has approved the introduction of the module and will be responsible for its resourcing"

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| --- | --- |
| .................................................................  Nominated Responsible Officer of Partner College/Validated Institution  ………………………………………………….  Print Name  …………………………………………………..  Post | ..............................................  Date |

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Partner College/Validated Institution

Module Specification Template  
Last updated January 2012

JHF/SMM/ARC: 22/11/11

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