MODULE SPECIFICATION TEMPLATE

**SECTION 1: MODULE SPECIFICATIONS**

1. **Title of the module:**

Preparing for Practice

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

Medway School of Pharmacy

1. **Start date of the module:**

Autumn 2013

1. **The number of students expected to take the module:**

120-160

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 **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal:**

The 30 credit M level PHAM1097, Practitioner and Patient 4: Pharmacy Practice 4 – Advances in Pharmacy Practice and the Applied Therapeutics module PHAM 1098

1. **Level of the module *(e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M]):***

M

1. **The number of credits and the ECTS value which the module represents:**

60 credits (ECTS 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:**

Students will have completed all modules up to and including the Honours (stage 3) of the MPharm programme prior to progression to level M. This module has been designed to underpin and enhance the acquisition of core skills that pharmacy graduates require for professional practice. The module builds upon and pulls together learning and knowledge relating to all aspects of professional pharmacy practice including pathology, immunology, drug design and manufacture, drug delivery, clinical pharmacology, and therapeutics, therapeutic drug monitoring, research methods as well as law, ethics and numeracy in preparation for transition to pre-registration professional practice. It is a core module and students will also be required to undertake the Sustained Research Project (PHAM1096) and one elective of their choice during the same year. The module will be delivered through a series of problem-based practical sessions, workshops, journal clubs and lectures focusing on professional practice and therapeutics issues to consolidate students’ knowledge and skills.

1. **The programme(s) of study to which the module contributes:**

Master of Pharmacy (B230)

1. **The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**
2. A systematic approach to the application of knowledge and understanding of the clinical pharmacology and therapeutic uses of drugs (PO1-6, 8, 12)
3. Key skills for patient management such as consultation skills, basic clinical examination skills, managing symptoms in the pharmacy, medicines optimization, awareness of patient safety issues and medicines adherence support. (PO2, 4 5, 8, 10, 12, 14)
4. Critical appraisal skills to support practical evidence based medicine use in practice (PO3, 4, 5, 12, 16)
5. Critical awareness of current legislation affecting pharmacy practice (PO1, 4, 5, 7, 8, 10-16)
6. Systematic understanding and application of ethical principles such as professional accountability and responsibility to the practice of pharmacy (PO12-16)
7. Critical understanding of key aspects of epidemiology and pharmacists contribution to pharmaceutical public health and interventions that support healthy living(PO 1, 3, 4, 5, 9, 10)
8. A systematic approach to professional practice including personal development planning, continuing professional development and reflective practice (PO12, 13, 15, 16).
9. Competency in pharmaceutical calculations.(PO16)
10. Skills necessary for independent learning, problem analysis and oral communication to specialist and non specialist audiences (PO 10-14, 16)
11. **The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes:**
12. Ability to demonstrate practical skills relating to patient care in the context of pharmacy practice (PO 10-16)
13. The ability to retrieve, analyse and evaluate information from text books, primary research papers and review PO9)
14. Transferrable problem solving and practice related skills.(10-16)
15. Cognitive abilities and skills relating to the professional practice of pharmacy (PO 1-16)
16. **A synopsis of the curriculum:**

This module aims to prepare the student for the transition into pharmacy practice post graduation. This will require the student to demonstrate problem solving abilities and rational decision making in a practice framework including professional accountability and responsibility.

A range of common therapeutic topics which pharmacists encounter in their everyday practice will be explored. Updates on major diseases will cover the clinical pharmacology and therapeutic uses of drugs together with the supporting evidence base for disorders of selected body systems. Students will apply the knowledge previously gained in the pharmaceutical care of patients with acute and long term conditions to simulated cases.

The module will cover updates of developments in pharmacy legislation and other legislation and policy relevant to the practicing pharmacist. In addition the student will develop and apply skills in ethical decision making during practice simulations. Through a Journal Club and associated seminars the student will develop transferable skills relating to interpretation and translation of recent research findings and policy into practice.

Practical dispensing and online self learning exercises will ensure that the student consolidates and builds upon knowledge and skills gained in previous stages of the programme relating to the provision of pharmaceutical services such as therapeutics, dispensing, counselling and calculation of medicine doses and dosage regimens as well as to develop professional behaviour in readiness for transition to the post graduation training year.

Additionally, interactive clinical seminars will adopt a patient-focused approach with students being provided with an extensive range of clinical scenarios (role play and workbook) to assist in their development of disease management and problem solving skills. A major component of these sessions is the set homework (Therapeutics Workbook) where students will be expected to retrieve, analyse and evaluate information from relevant sources.

**Indicative Content**

* **Therapeutics for practice: Management of symptoms in the pharmacy (core minor ailments)**
* **Medicines optimisation (including medication review)**
* Identify drug therapy problems
* Interpret and respond to patient information (e.g. medical and social history, drug therapy, results of investigations)
* Apply evidence based medicine
* Make informed decisions regarding patients’ treatment
* Recommend an appropriate management plan which includes a monitoring plan as well as informed decisions regarding patients’ treatment
* **Application of evidence based medicine in pharmacy practice for key therapeutic topics.**
* Critical appraisal skills
* Understanding the evidence base
* Developing therapeutic frameworks
* Evidence based guidelines
* **Examples of therapeutic issues in selected specialist therapeutic areas, for example, Clinical Nutrition teams, NHS Health Checks and INR monitoring service**

**Law and Professionalism for practice:**

* **Legislation**
* Laws governing Prescribing, Supply and Administration of Medicines
* Legislation relating to practice such as Health and Safety and employment law
* Review of implications of translating new legislation into practice
* **Ethical Issues**
* Recent developments in professional ethics relating to the practice of pharmacy
* Professional decision making in complex and unpredictable situations
* Professional accountability and judgement in advanced practice
* **Developments in Professional Practice**
* NHS policy and Framework – current policy documents and their implications to the future of the profession and professional practice
* Pharmaceutical public health – knowledge and application of the philosophy and principles of pharmaceutical public health for populations.
* Advanced practice: pharmacist prescribers and NHS advanced service provision
* Recent developments in practice including European and International perspectives

**Competence for practice:**

* **Lifelong learning** – personal development planning, continuing professional development and preparation for practice during pre-registration period and post professional registration
* **Competence in pharmaceutical calculations**
* **Key skills for patient care** – patient consultations, managing symptoms in the pharmacy, medicines adherence, communicating with health care professionals

1. **Indicative Reading List**

| **ISBN Number** | **Author** | **Date** | **Title** | **Publisher** |
| --- | --- | --- | --- | --- |
| 978-0-70205-018-3 | Rutter, P. | 2013 | Community Pharmacy: Symptoms, Diagnosis & Treatment | Churchill Livingstone |
| 978-0-85711-085-5 | BMJ/RPSGB | 2013 | British National Formulary, Edition 66 | Pharmaceutical Press |
| 978-0-85711-087-9 | BMJ/RPSGB | 2013 | BNF for Children, 2013/14 edition | Pharmaceutical Press |
| 978-0-70204-293-5 | Walker, R. & Whittlesea, C. | 2012 | Clinical Pharmacy & Therapeutics | Churchill Livingstone |
| 978-0-85711-126-5 | Royal Pharmaceutical Society GB | 2013 | Medicines Ethics and Practice, Edition 37 | Royal Pharmaceutical Society |
| 978-0-85369-989-7 | Applelbee, G.E. & Wingfield, J. | 2013 | Dale and Appelbe’s Pharmacy and Medicines Law | Pharmaceutical Press |

In addition, students will be directed to specific current academic publications for review in Journal Club – these will be available electronically through library subscription. All students are strongly recommended to regularly access the Pharmaceutical Journal, published weekly and available free of charge to students on-line along with their student membership (free) to the Royal Pharmaceutical Society.

**Further Reading**

| **ISBN Number** | **Author** | **Date** | **Title** | **Publisher** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| 978-0-12394-289-0 | Merrills, J & Fisher, J. | 2013 | Pharmacy, Law and Practice | Academic Press |
| 978-0-85369-689-6 | Wingfield, J & 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 (SSLO 12.1-9)**

**Directed Learning and Teaching Activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **Lectures/**  **Seminars** | **Workshop**  **(40 students)** | **Practical Sessions** | **Directed Learning/**  **Private Study** | **Total hours** |
| Therapeutics for Practice | 24 | 7 x 3hr | 22 x 2hr Interactive Clinical Seminars  (all students) | 204hr  (includes 28 hr Therapeutics Workbook) | **293** |
| Law and Professionalism for Practice | 40 | 8 x 3hr | 5 x 2hr Journal Club/Professional Debate  (40 students) | 226hr | **300** |
| Continuous assessment |  | | |  | 2 x 1hr MCQ  1 hr OSCE |
| Examinations |  | | |  | 1 x 2hr exam  1 x 3hr exam |
| **Total hours** | **64** | **45** | **54** | **430** | **600** |

Lectures, seminars, workshops, practical sessions and MSCL all interrelate to provide students with up to date knowledge of, and the opportunity to relate this to, current pharmacy practice. Skills are developed in analysing complex practice situations through debate and participation in workshops where lecture content will be utilized to promote decision making in professional scenarios. All SSLOs and generic learning outcomes 12.1-4 are covered by these means.

In Therapeutics for practice, interactive clinical seminars adopt a patient-focused approach with students being provided with an extensive range of clinical scenarios (role play and workbook) to assist in the consolidation of their disease management and problem solving skills. These are supported by updates on major diseases which cover the clinical pharmacology and therapeutic uses of drugs together with the supporting evidence base for disorders of selected body systems. The topics covered in these lectures are further explored in workshops where students are provided with a variety of case studies and prescriptions that pharmacists encounter in practice. They are expected to work in small groups to explore the drug therapy problems, identify goals of therapy and make appropriate recommendations to solve these clinical cases and deliver a safe, appropriate and effective pharmaceutical care plan. This will address learning outcomes 11.1-2, 11.9 and 12.1-4.

The written problem solving exercise and written therapeutic frameworks covering five clinical conditions will address the learning outcomes 11.1-9 and 12.2-12.4.

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

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

| **Methods of**  **Assessment** | **Learning outcomes assessed** | **Weighting** | **Outline Details** |
| --- | --- | --- | --- |
| **Continuous Assessment** | All | **0%; PASS required** | Satisfactory attendance and performance at all scheduled coursework sessions (workshops, laboratories, Journal Club and seminars) \* |
| **Coursework:** | All | **0%; PASS required** | 1 open book **OSCE** |
|  | PO16  SSLO 11.8 and 12.2 -4 | **0%; PASS required** | 1 Pharmaceutical Calculations  Pass >70% |
|  | SSLO 11.1-7 | **0%; PASS required** | 1 closed book MCQ  Pass >70% |
|  | SSLO 11.4-7, 11.9 and 12.2-4 | 20% | **1. Problem solving written assignment** (Professional Decision Making) written assessment – 50% required |
|  | SSLO 11.1-3, 6-7 and 9. | 20% | **2. Therapeutic Framework** written assessment – 50% required |
| **Examination:** | SSLO 11.1-9 | 60% | 1 x 2hr examination (40% weighting) |
|  |  |  | 1 x 3hr examination (60% weighting) |

**Pass Mark**

The pass mark for this module is **50% overall.** Students are required to achieve a pass for each element of assessment as specified above.

\* Satisfactory attendance and performance at all scheduled coursework sessions is normally defined as a minimum of 80% attendance (all classes excluding lectures) plus lab books/ worksheets maintained to the required standard (0% weighting).

**Coursework (40%)**

1. A written problem solving exercise (professional decision making) will test SSLO11.4, 11.5, 11.6, 11.7, 11.9, 12.2 -4 during terms 1 & 2 (20% weighting)
2. An open book MCQ Pharmaceutical calculations exam (PO16 SSLO 11.8 and 12.2-4) prepare the student for that element of the open book professional registration examination (Pass/Fail, 0% weighting)
3. A closed book MCQ (SSLO 11.1-7) will prepare the student for the closed book professional registration examination (Pass/Fail, 0% weighting)
4. An OSCE examination of competency will test the achievement by students of SSLO11.1-9 along with generic learning outcomes 12.1 – 4. (Pass/Fail, 0% weighting)
5. A written therapeutic framework exercisewill test SSLO 11.1-3, 6-7 and 9 and 12.2-4. (20% weighting)

**Examination (60%)**

SSLO11.1 – 9 will be assessed by two written examinations,. Paper 1 (2 hours, 24% overall weighting) and paper 2 (3 hours, 36% overall weighting).

This assessment strategy ensures that all core areas of professional practice are formally covered, that students have been assessed and practised in the manner that will be required for their professional practice exam a year after graduation. It also demonstrates their ability to bring together a wide range of professional knowledge and its application to practice as required by the professional regulator.

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

The main impact will be logistical and staff costs in relation to organisation and delivery of the OSCE assessment at the end of term 2. Additionally staff time will be required in order to develop and validate a bank of suitable OSCE stations.

1. **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 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.**

The curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantages to students with disabilities. However the requirements of Fitness to Practise for Pharmacy students as determined by the professional regulator for pharmacy, the General Pharmaceutical Council apply to the MPharm programme.

1. **Campus(es) where module will be delivered:**

Medway campus

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

1. Partner College / Validated Institution: None
2. 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"

|  |  |
| --- | --- |
| Director of Learning and Teaching  …………………………………………………  Print Name | XX 2013  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"

|  |  |
| --- | --- |
| Iain Cumming  Head of School  …………………………………………………….  Print Name | XX 2013  Date |