

Module Details	
Module Title	Advanced Therapeutics
Module Code	PHA7067-C
Academic Year	2024/5
Credits	30
School	School of Pharmacy and Medical Sciences
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Independent Study	252
Supervised time in studio/workshop	48

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

Module Aims
<p>This module aims to provide students with the opportunity to develop their knowledge and apply it to complex patients with multiple conditions in their practice. Workshops are facilitated by pharmacists working in multiple sectors (Community, Primary and Secondary Care) and will focus on managing complex patients and conditions at transitions of care and across healthcare organisations.</p> <p>Students will develop the knowledge and ability to proactively work with systems and processes to minimise risk and health inequalities and optimise patient safety and quality of care.</p> <p>Students will also further develop the ability to reflect on their own practice, identify their learning needs and plan their own professional development activities.</p>

Outline Syllabus

Topics covered will include:

The role of reflection in personal and professional development

Provision of preventative, anticipatory and urgent pharmaceutical care for complex patients*

Person centred care in the context of multiple co-morbidities, complex social care needs and transitions of care;

Managing uncertainty and risk;

Working across sectors to reduce health inequalities;

Leadership at the point of care

Patient choice and responsible professionalism are embedded within all subject areas.

*Conditions will include mental health (depression, anxiety, schizophrenia and drug abuse), cancer, pain, surgery, neurology (stroke and dementia), autoimmune conditions (gastroenterology, rheumatology and dermatology), paediatrics, the frail and elderly

Learning Outcomes

Outcome Number	Description
01	Work across health and social care organisations to ensure continuity of high quality person-centred care, particularly at points of transfer.
02	Integrate effectively into the multidisciplinary team and use knowledge of differing health and social care providers to reduce inequalities by ensuring patients' needs are understood across all sectors.
03	Critically evaluate healthcare in the light of evidence and accepted practice to devise, justify and ensure implementation of appropriate course(s) of action to optimise medicines use.
04	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 with complex conditions.
05	Communicate complex and sensitive information in an understandable, assertive and empathetic way to a variety of audiences in difficult or challenging situations.
06	Use your understanding of healthcare in the United Kingdom to proactively work with systems and processes to effectively minimise risk and optimise patient safety and quality of care.
07	Demonstrate leadership at the point of care through clinical decision making and by employing a proactive approach to optimise the use of medicines.
08	Critically reflect on their own 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 1-7 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 argument 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 e-portfolio) in which students communicate with patients and the multidisciplinary team; these provide continual formative feedback to the student throughout the year.

Learning outcome 8 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 by the module's team-based learning approach where students will also complete exercises which involve tailoring treatment to a complex patient's individual needs.

Learning outcomes 3 and 4 are assessed by the individual and team readiness assurance tests (iRAT/tRAT) and Application Exercises (AE), which will ensure that students have the underlying knowledge needed to be able to solve real-life problems and the cases on the study day and therefore meet the module learning outcomes (assessment of learning).

Learning outcomes 1-7 are developed and partially assessed by the Social Needs assessment, which is a group presentation. This assessment allows students to demonstrate their ability to work across organisations, both to provide patient care, and to work collaboratively on an assignment (assessment of learning and assessment for learning).

Learning outcomes 1-8 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 as outlined below (assessment for learning). The pharmaceutical care plans allow the students to demonstrate their ability to access and evaluate information to provide person-centred care for complex patients.

Portfolio contents:

Must include:

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)

Peer assessment x 1

Intervention log - to include at least 6 interventions.

A brief reflection by the student of the application of learning - pre and post each study day.

CPD entries - 1 planned, 1 unplanned and a peer discussion.

Marked elements.

Pharmaceutical care plan x 2 marked; 30% of portfolio mark each.

Reflection on Social needs assignment marked; 40% of portfolio mark.

The OSCE assesses Learning Outcomes 1-6 in a structured environment.

The portfolio (overall), Assessment of Clinical Competence and OSCE are all **MUST PASS** assessments which **MUST BE PASSED** individually with no compensation. The assessment of Clinical Competence includes sign off of the student meeting the required level of all of the specified competencies AND completion of all elements of the portfolio.

Likely patient harm in any component will result in failure of that component.

Note:

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. [see Note 1 below]

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

Note 1: Medicines and Healthcare Products Regulatory Agency (MHRA). The Yellow Card Scheme Reporting Adverse Drug Reactions. Available at: https://yellowcard.mhra.gov.uk/_assets/files/2015-10-29-HCP-leaflet.pdf

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Presentation	Assessment of a patients special needs	20%
Summative	Objective Structured Clinical Examination	OSCE Exam (1hr) Must pass at 40%	20%
Summative	Clinical Assessment	Assessment of clinical Competence (pass fail) must pass	0%
Summative	Coursework - Portfolio/e-portfolio	EPortfolio - Must pass at 40%	50%
Summative	Team-Based Learning Assessment	Ongoing readiness assurance tests (IRAT) and team readiness assurance (tRAT) and application exercise (IRAT) 30& of TBL1	10%
Formative	Presentation	Submission of draft outline of presentation	N/A
Formative	Coursework - Written	Submission of draft PCP and Social Needs reflection for formative feedback (portfolio)	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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