

Module Details	
Module Title	Person-Centred Care
Module Code	PHA7085-E
Academic Year	2024/5
Credits	60
School	School of Pharmacy and Medical Sciences
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Directed Study	480
Seminars	30
Lectures	19
Clinical Placement	35
Practical Classes or Workshops	36

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims
To build on previous learning, further developing knowledge and skills to ensure delivery of person-centred care to ensure safe and effective care of individuals with complex needs.
To enable students to critically appraise and meet the identified competencies of the role of a pharmacist.

Outline Syllabus

Understanding the module's aims, learning outcomes and the approach to teaching and assessment. Continue to develop and apply professional skills, attitudes and behaviours, self- and peer assessment skills, including the use of reflection, to consider personal development in the professional competencies.

Apply models of consultation to a range of situations including common clinical presentations in primary and secondary care; tailoring communication/consultation styles, including listening, assessing concerns, delivering complex information, engaging in shared decision-making, and supporting those who lack capacity. Bringing together previous learning about health beliefs, health needs of different people/communities and health inequalities, including that relating to protected characteristics, to enable person-centred consultations with complex patients. Communicating and collaborating with multi-professional and multi-agency teams.

Developing, implementing and monitoring care plans (including prescribing where appropriate) with people with complex needs: using clinical and diagnostic skills; recording and interpretation of complex clinical data; further development and application of clinical reasoning and decision-making skills, underpinned by evidence-based, professional experience, pharmacoeconomics and patient-specific values, including managing uncertainty.

The impact of prescribing on sustainability; avoiding overprescribing and waste through regular reviews, deprescribing, dose and device optimisation. Managing change, information and new technologies; future design, delivery and administration of meds; pharmacogenomics; personalised medicine and communication: health inequalities access to services, stigma and psychological issues around genetic testing; role in cancer / pain management; genetic counselling.

Continue to develop and apply professional skills, attitudes and behaviours, self- and peer assessment skills, including the use of reflection, to consider personal development in the professional competencies.

Preparation for and engagement in Clinical Placements.

Learning Outcomes	
Outcome Number	Description
01	Demonstrate effective and empathic communication skills and involve the appropriate people in decisions about care, in a variety of settings.
02	Collaborate effectively with the appropriate people, including members of the multi-disciplinary team, to ensure high-quality, person-centred care and maintain continuity of care.
03	Demonstrate cultural competency in clinical situations ensuring, that all people are treated as individuals and that protected characteristics, diversity and cultural differences are respected.
04	Adapt processes and communication to provide person-centred care that is tailored to individuals' needs, health risks, values, and beliefs.
05	Proactively support and empower people to use their medicines and devices safely and effectively.
06	Demonstrate the professional values, attitudes and behaviours expected of a Stage 4 Pharmacy student at all times, including the ability to take responsibility for professional judgements and decisions, considering health, safety, law and ethics.
07	Apply the principles of evidence-based practice to critically evaluate benefits and risks, to inform shared-decision making and optimise outcomes, in a clinical assessment/practice setting.
08	Take responsibility for the legal, safe and efficient prescribing and administration of medicines.
09	Apply the scientific principles relating to the discovery, design, development, formulation, preparation, packaging, quality assurance and disposal of medicines and devices when discussing medicines with a variety of people, in a clinical/practice setting, while accounting for sustainability and environmental concerns.
10	Apply the scientific principles relating to chemistry, physiology, pharmacology, genomics and clinical therapeutics to ensure the safe and effective prescribing, use and monitoring of health, medicines and devices, in a clinical assessment/practice setting.
11	Complete a learning needs assessment, identify gaps in knowledge, reflect upon their development and create an action plan to proactively address their needs. Keep up to date with scientific developments and new technologies and be able to explain how they can assist in improving clinical outcomes and patient safety, in a clinical assessment/practice setting.
12	Take responsibility for all their actions. Ensure that all care and pharmacy service provision is safe, accurate and appropriate, in a clinical assessment/practice setting. Know the boundaries of their knowledge and refer to an appropriate senior colleague when necessary.
13	Apply the principles of clinical and information governance in relation to gaining consent, prescribing, supply, record keeping, safeguarding and management of people's personal data in a clinical assessment/practice setting.
14	Proactively introduce appropriate discussion around local and national health and social care policies to promote healthy lifestyles and public health when consulting with people, in a clinical assessment/practice setting.
15	Demonstrate an awareness of the principles of pharmacovigilance and effective patient monitoring in the management of care and how this can improve health outcomes and minimise risk, in a clinical/practice setting.
16	Demonstrate effective clinical assessment skills and diagnostic assessments, including physical examination, to identify the most appropriate course of action, in an assessment/practice setting.

Outcome Number	Description
	Demonstrate a holistic approach and encourage a shared decision-making process, accounting for the factors that influence the impact of prescribing decisions on people.
17	Demonstrate the ability to effectively identify, minimise and manage risk. Develop and manage performance of self (and others) to maintain and improve the quality of care, in a clinical assessment/practice setting.
18	Demonstrate resilience and flexibility, and apply effective strategies to manage multiple priorities, uncertainty, complexity and change. Reflect upon their development to identify and proactively address their learning needs. Support the learning and development of others.

Learning, Teaching and Assessment Strategy

Students will develop the knowledge, understanding and skills necessary to meet the learning outcomes of the module through the programme's instructional learning and teaching strategy, Team-Based Learning (TBL), as outlined in more detail in the Programme Specification. Activities will be based in a range of settings including classroom settings (workshops), laboratories and the clinical skills suite, providing opportunities to practise skills. Acquisition of clinical and communication skills will be enhanced through working in a simulated clinical environment with simulated / real patients.

Resources for self-directed study will be provided for students which will include: guided reading to support completion of TBL Study Packs, with signposting to additional sources of information to help students learn about where to find and how to use relevant information; preparation for taught sessions including RAPs, Application Exercises, workshops and prescription processing/ clinical skills sessions.

Students will be supported to develop a clear understanding of the module assessment criteria and how the teaching and learning opportunities will help them to achieve these, as outlined in more detail in the Programme Specification.

Taught sessions (lectures, workshops and clinical skills sessions) will prepare students for Clinical Placements, followed by a workshop-style post-placement debrief discussion.

Students are assessed via a range of assessments, including both individual and team assessments.

A long loop assessment, taken at the start of the year, is used to integrate and synthesise knowledge from the previous stage. Students are then assessed through a number of closed book individual readiness assurance tests (iRATs) throughout the academic year. On completion of the iRAT assessment, students form their pre-assigned teams (5-7 students) and retake the assessment as a team (tRAT). Once all of the answers have been collated, students receive instant in-class feedback from the academic expert. In subsequent sessions, teams of students will apply their new knowledge to a number of open book formative and summative Application Exercises (AEs), including role plays, problem-solving and production of pharmaceutical care plans. Formative and summative peer assessment of team members will be used to develop and assess team-working.

An e-portfolio will collect the student's evidence of meeting the minimum threshold in each stage for working towards the Entrustable Professional Activities. This will become a clear record of the student's employability skills and how they have developed over the programme

- * Skills logs will be used throughout the academic year to allow students to show their learning towards meeting the minimum threshold (pass/fail) for a pre-defined range of tasks, for example, dispensing.
- * Evidence collation sheets (ECS): Students will collect and electronically record evidence of development across the professional competencies.
- * Reflection and action planning: students will complete two full reflective cycles based on specified elements of their professional development. They will submit their reflection and action plan for feedback; they will then provide evidence of acting on the feedback and their action plan, completing the reflective cycle.

At the end of the academic year, summative assessment of learning outcomes is through a written examination and clinical assessment.

An opportunity for formative assessment and feedback is provided for all elements of assessment.

To pass the module, students will need to demonstrate a pass standard of 40% in the module overall and MUST ALSO achieve at least 40% in each of the elements of assessment (except the TBL component) including a PASS in the Patient Safety element of the Communication and Consultation Skills assessment.

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Team-Based Learning Assessment	SUMMATIVE 1: TBL: iRAT 6%; tRAT 6%; AE 6%; peer assessment 6%; long loop 6%. RESIT 1: 1000-words written reflection 30%	30%
Summative	Coursework - Portfolio/e-portfolio	SUMMATIVE 2A: Entrustable Professional Activities e-portfolio: skills log (PASS/FAIL, MUST PASS)	0%
Summative	Coursework - Portfolio/e-portfolio	SUMMATIVE 2B: Entrustable Professional Activities e-portfolio: Evidence with SLICE score (PASS AT 40%, MUST PASS)	5%
Summative	Coursework - Portfolio/e-portfolio	SUMMATIVE 2C: EPA e-portfolio: 1500-words reflection and action planning (PASS AT 40%, MUST PASS)	5%
Summative	Clinical Assessment	SUMMATIVE 3A: 120-minutes communication and consultation skills assessment (PASS AT 40%, MUST PASS)	40%
Summative	Clinical Assessment	SUMMATIVE 3B: Patient safety element of communication and consultation skills assessment (PASS/FAIL, MUST PASS)	0%
Summative	Examination - Open Book	SUMMATIVE 4: 90-minutes care plan examination (PASS AT 40%, MUST PASS)	20%
Formative	Classroom test	Team-based Learning assessment with in-class feedback	N/A
Formative	Coursework	Formative feedback and supported discussion on reflection (1000 words)	N/A
Formative	Coursework	Care Plan with formative feedback (1.5 hours)	N/A
Formative	Clinical Assessment	Mock Communication and Consultation Skills assessment with formative feedback (1 hour)	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.