

Module Details	
Module Title	Clinical Pharmacy Practice - Cardiovascular, Respiratory, Endocrine and Renal
Module Code	PHA7090-C
Academic Year	2024/5
Credits	30
School	School of Pharmacy and Medical Sciences
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Directed Study	235
Lectures	10
Practical Classes or Workshops	55

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

Module Aims
<p>The aim of this module is to introduce students to UK clinical pharmacy practice and, using students' experiences, to explore approaches to clinical pharmacy around the world. It will enable students to confidently manage patients with cardiovascular, respiratory, endocrine and renal conditions, using evidence-based information and guidelines. Students will learn to communicate effectively with patients and healthcare professionals to ensure culturally-competent person-centred care and shared decision-making; this includes across different healthcare organisations and at points of transitions of care.</p>

Outline Syllabus

The module begins with an introduction to cultural competence, communication and consultation models, person-centred care and shared decision-making. Students will also be introduced to the requirements for Masters level study and supported to develop the required academic skills.

Each of the four units (cardiovascular, respiratory, endocrine and renal) will cover:

- The provision of preventative, anticipatory and urgent pharmaceutical care for patients with conditions in these areas.
- Development and application of clinical decision-making skills.
- Assimilation and critical appraisal of available evidence and guidelines to answer therapeutic problems.
- Person-centred care and shared decision-making.
- Medicines reconciliation and support with adherence.
- Medication review and individualisation of drug therapy using relevant information including age, liver or renal disease or other co-morbidities.
- Interpretation of medicines data and patient monitoring to optimise medicines use, including biochemical tests, urea and electrolytes, renal function, liver function, haematology, microbiological monitoring.
- Identification and management of adverse drug reactions

Learning Outcomes

Outcome Number	Description
01	Systematically gather, critically analyse and appraise information in order to prioritise and solve complex problems in the field of pharmacy practice in patients with cardiovascular, respiratory, endocrine and renal conditions.
02	Critically evaluate healthcare to devise and justify appropriate course(s) of action to optimise medicines use, in the light of evidence and accepted practice.
03	Anticipate and prevent health- and medication-related problems to optimise the use of medicines for individual patients and populations, and share responsibility for ongoing monitoring with patients, carers and the multidisciplinary team
04	Confidently employ culturally competent professional communication skills including those required to influence, negotiate and educate patients and healthcare professionals.

Learning, Teaching and Assessment Strategy

Learning outcomes 1-3 are developed and achieved through four Team-Based Learning (TBL) units, one on each clinical topic (cardiovascular, respiratory, endocrine and renal). TBL is an inclusive learning and teaching approach that enables students to keep track of their own performance. Students will be introduced to cultural competence and models of consultation in the induction period and will practise selecting and applying the most appropriate model and methods of communication for different scenarios in each unit (Learning outcome 4). Students will be introduced to academic study at Masters level (level 7) and supported to understand the requirements for assessment at this level with workshops developing key skills, such as critical review and evaluation.

For each unit students will receive pre-work to ensure they have the underpinning knowledge required. This knowledge will then be assessed by an individual readiness assurance test (iRAT) followed by a team readiness assurance test (tRAT) which enable students to learn from each other, and to gain instant feedback on their individual knowledge and understanding. This enables them to identify areas to work on in preparation for the application of this knowledge in case-based scenarios. This is known as Assessment for Learning. The rest of the unit will consist of a combination of workshops, simulations and Application Exercises (AEs) to give students opportunities to discuss cases with experts working in each topic area and to consider the application of evidence and guidelines in practice. Together, the iRAT, tRAT, AE marks and peer evaluation contribute to the assessment of all learning outcomes, recognising the importance of both individual and teamworking abilities.

Learning outcomes 1-3 are further assessed in writing by an individually submitted Pharmaceutical Care Plan (PCP) which will give students the opportunity to explore multiple conditions in depth and to make patient care decisions in scenarios where all information may not be available. This will be undertaken as an open book exam.

Learning outcome 4 is assessed via an Objective Structured Clinical Exam (OSCE) which gives the opportunity for students to demonstrate their individual communication skills when delivering person-centred care. Together, these final assessments are Assessment of Learning. The OSCE is a MUST PASS assessment and therefore students MUST PASS the OSCE in order to pass the module.

Likely patient harm in any of the PCP or OSCE assessments will result in failure of that assessment. This is assessed as a separate component which MUST be passed in order to pass the module.

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Classroom test	Team-Based Learning (iRAT 10%, tRAT 5%, AEs - 10%, peer assessment 5%) (Supplementary: Reflection on TBL, 1000 words)	30%
Summative	Examination - Open Book	Pharmaceutical Care Plan	40%
Summative	Objective Structured Clinical Examination	Objective Structured Clinical Exam (OSCE)	30%
Summative	Clinical Assessment	Patient safety assessment (pass/fail) MUST PASS	0%

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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