

Module Details	
Module Title	Clinical Pharmacy Practice - Infection, Immunology, Mental Health, Cancer Care and Pain
Module Code	PHA7092-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 2

Module Aims
<p>The aim of this module is to enable students to confidently manage the care of patients with conditions in the area of infection, immunology, mental health, cancer care and pain. Students will build on their communication skills by learning to manage difficult conversations with both patients and healthcare professionals to ensure effective person-centred care; this includes across different healthcare organisations and especially at points of transitions of care.</p>

## Outline Syllabus

The module begins with an introduction to dealing with complex and challenging communication issues with service users, healthcare professionals and organisations.

Each of the four units (infection, immunology, mental health, cancer care and pain) 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, cultural competence and shared decision-making in the context of multiple co-morbidities, complex social needs and transitions of care
- Managing uncertainty and risk
- Medication review and individualising 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
- Working across health and social care sectors to reduce healthcare inequalities

## Learning Outcomes

Outcome Number	Description
01	Systematically gather, critically analyse and evaluate information in order to prioritise and solve complex problems in the care of patients with conditions in the areas of infection, immunology, mental health, cancer care and pain.
02	Anticipate and prevent health and medication related problems for ongoing monitoring in order to optimise the use of medicines for individual patients with complex conditions.
03	Demonstrate a conceptual understanding of the potential for communication problems across health and social care organisations to ensure continuity of high-quality person-centred care, particularly at points of transfer.
04	Use their understanding of healthcare systems to proactively work with systems and processes to effectively minimise risk and optimise patient safety and quality of care.
05	Communicate complex and sensitive information in an understandable, assertive and empathic way to a variety of audiences in difficult or challenging situations.

## Learning, Teaching and Assessment Strategy

Learning outcomes 1-4 are developed and achieved through four Team-Based Learning (TBL) units, one on each clinical topic (infection, immunology, mental health, cancer care and pain). TBL is an inclusive learning and teaching approach that enables students to keep track of their own performance. At the beginning of the module students will be introduced to influencing others, cultural competence and having challenging conversations and will practice employing these skills for different scenarios in each unit (LO5).

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 enables 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 1-4 are assessed by an individually presented Pharmaceutical Care Plan (PCP) which gives students the opportunity to explore multiple conditions in depth and to make decisions on patient care in scenarios where all information may not be available. Learning outcome 5 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 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.

Note:

Likely patient harm will be defined as follows:

In line with MHRS 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 hospitalization.

### 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	Presentation	Preparation of Pharmaceutical Care Plan and recorded presentation (eg podcast, PowerPoint presentation, video)	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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