

Module Details	
Module Title	Fundamentals of Person-Centred Care
Module Code	PHA6021-G
Academic Year	2023/4
Credits	120
School	School of Pharmacy and Medical Sciences
FHEQ Level	FHEQ Level 6

Contact Hours	
Type	Hours
Laboratories	4
Lectures	65
Clinical Placement	140
Practical Classes or Workshops	136
Directed Study	850
Tutorials	5

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

Module Aims
<p>To enable students to integrate the knowledge of different body systems developed in Stage 2 along with further development of the necessary clinical reasoning, prioritising, and evidence-based decision-making capabilities to respond to the undifferentiated needs of patients and develop management plans for them.</p> <p>To further develop the professional skills, attitudes and behaviours required of a future pharmacist; to continue to support themselves and others in their learning and development.</p>

## Outline Syllabus

Understanding the module's aims, learning outcomes and the approach to teaching and assessment. Continue to implement learning needs analysis using self and peer assessment; skills logs, evidence collection, reflection and action planning, making use of the Gibbs structured model, working towards the Entrustable Professional Activities (EPAs). Independent research: advanced literature search skills including formulating an answerable question; developing a project plan and grant application.

Predicting the mechanism of action of drugs, side effects, adverse drug reactions and contraindications; polygenic conditions and risks; pharmacogenomic medicines; impact of the body's development through life and disease on how drugs affect the body and how the body affects drugs.

Focus on symptoms and diseases that cross multiple body systems; diagnostic and consultation skills, differential diagnosis and monitoring (therapeutic drug monitoring; the pharmacist's role in testing and counselling in relation to pharmacogenomic testing), including medicines optimisation and development of care plans (including prescribing where appropriate) using evidence-based approaches. Shared care, understanding the patient's journey and the services pharmacists may provide during this journey; safe discharge and transition of care.

Processing complex prescriptions for multiple items; understanding of, and approach to, patient motivation to adhere to such treatments; educating patients, carers, prescribers and other healthcare professionals on the safe and effective use of medicines.

Development of approach to person-centred care: the concept of intersectionality; the communication needs of individuals; inclusive language, health beliefs, health needs of different people/communities and health inequalities and their influence on risk and benefit in healthcare. Equality, diversity and inclusion characteristics to include LGBTQI+, marriage/civil partnership and pregnancy/maternity.

Further development of motivational interviewing skills to support delivery of a range of public health strategies; critical appraisal of approaches to promoting health and preventing lifestyle-based health problems.

Further development of clinical reasoning: factors to consider when selecting appropriate drug treatment(s) to treat a range of common self-limiting and long-term conditions in different patients and at different stages of life, taking into account both drug-related and patient-related factors; taking responsibility for your actions and those of others. Understanding audit as a research tool.

Recording of, and transfer of, information as patients move through their care journey; appropriate documentation for justifying decisions (documenting care plan, signposting, documenting your recommendations), consultations in the community, hospital and GP practice and involving appropriate members of the multi-disciplinary team (MDT) and how/when to access. Working interprofessionally to improve medication safety.

Mathematical problem-solving skills, including the ability to extract and utilise appropriate information from reference sources, to complete complex pharmaceutical calculations.

Organisational resilience; NHS governance & risk management frameworks; understanding the Professional standards in relation to prescribing and applying them in practice; developing leadership skills.

Learning Outcomes	
Outcome Number	Description
01	Understand the need to involve the appropriate people in decisions about care and demonstrate this with a variety of people in multiple settings.
02	Understand the theory of teamwork dynamics, effective collaboration and problem solving and demonstrate these skills with peers, including other healthcare professional students. Understand the importance of working as part of a multidisciplinary team. Demonstrate these skills with peers, including other healthcare professional students.
03	Demonstrate cultural competency in the practice environment and reflect on such encounters in writing.
04	Demonstrate listening skills and adapt consultations and advice to provide an individualised outcome arrived at through shared decision-making processes.
05	Demonstrate in a near-life setting, the ability to 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 3 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, benefit and risk and use these to inform shared-decision making in near-life scenarios.
08	Demonstrate the ability to take responsibility for the legal, safe and efficient procurement, supply, prescribing and administration of medicines, in a clinical/practice setting.
09	Accurately perform complex pharmaceutical calculations, with the addition of the ability to extract the relevant information from resources, clinical pharmacokinetics, creatinine clearance calculations, complex multi-step calculations with unit conversion and for paediatric patients.
10	Demonstrate an understanding of 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 near-life scenarios, while accounting for sustainability and environmental concerns.
11	Demonstrate an understanding of 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, when discussing medicines with a variety of people, in near-life scenarios.
12	Complete a learning needs assessment, identify gaps in knowledge, reflect upon your development and create an action plan to proactively address your 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 near-life scenarios.
13	Take responsibility for all your actions. Ensure that all care and pharmacy service provision is safe, accurate and appropriate, in near-life scenarios. Know the boundaries of your knowledge and refer to an appropriate senior colleague when necessary.
14	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 complex near-life scenarios.
15	Proactively introduce appropriate discussion around local and national health and social care policies to promote healthy lifestyles and public health when consulting with people.

Outcome Number	Description
16	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 near-life scenarios.
17	Demonstrate, in near-life scenarios, effective clinical assessment skills, including physical examination, to identify the most appropriate course of action. Know how to make routine diagnostic assessments. Demonstrate a holistic approach and encourage a shared decision-making process, accounting for the factors that influence the impact of prescribing decisions on people.
18	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 near-life scenarios.
19	Apply the concept of resilience to personal and organisational performance. Demonstrate resilience and flexibility, and apply effective strategies to manage multiple priorities, uncertainty, complexity and change. Reflect upon your development to identify and proactively address your learning needs. Support the learning and development of others.
20	Apply research and scientific dissemination skills to develop and present a research grant proposal, in both oral and written formats and demonstrate how service evaluation, quality improvement and audit are used to improve care and services.

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

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, laboratory sessions 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. Following taught sessions to support the development of the knowledge and skills required to understand and undertake research and quality assurance projects, including provision by the Subject Librarian, students will be allocated a supervisor to support them in developing their independent research skills, with group and one to-one support sessions.

Development of mathematical manipulation skills for complex pharmaceutical calculations will be developed via taught workshop sessions, with additional resources provided to further aid students in meeting this learning outcome.

Students are assessed via a range of assessments, including both individual and team assessments. An opportunity for formative assessment and feedback is provided for all elements of assessment.

1: 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, laboratory experiments and production of pharmaceutical care plans. Formative and summative peer assessment of team members will be used to develop and assess team-working.

2: 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.

3 and 4: Research and quality assurance skills, including written and oral communication of students' findings, are assessed by a written grant proposal with oral presentation and a service evaluation and audit report.

5: Pharmaceutical calculations will be examined in the semester 1 exam period of each year; students MUST PASS the stage calculations examination at 70%, in line with the patient safety implications of performance in this area.

6 and 7: At the end of the academic year, summative assessment of learning outcomes is through a written examination and clinical 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% (70% in calculations) 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 10%; tRAT 5%; AE 5%; peer assessment 5%; long loop 5%. 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: 2000-words reflection and action planning (PASS AT 40%, MUST PASS)	15%
Summative	Coursework - Written	SUMMATIVE 3: 1000-words audit report (PASS AT 40%, PASS/FAIL)	0%
Summative	Presentation	SUMMATIVE 4A: Research and scientific dissemination: 10-minutes pitch for grant proposal (PASS AT 40%, MUST PASS)	2%
Summative	Coursework - Written	SUMMATIVE 4B: Research and scientific dissemination: 1500-words written grant proposal (PASS AT 40%, MUST PASS)	5%
Summative	Coursework - Written	SUMMATIVE 4C: Research and scientific dissemination: 500-words Service evaluation report (PASS AT 40%, MUST PASS)	3%
Summative	Examination - Closed Book	SUMMATIVE 5: 90-minutes calculations exam (PASS AT 70%, MUST PASS) at end of Semester 1	0%
Summative	Clinical Assessment	SUMMATIVE 6A: 60-minutes communications and consultation skills assessment (PASS AT 40%, MUST PASS)	20%
Summative	Clinical Assessment	SUMMATIVE 6B: Patient Safety element of communication and consultation skills assessment (PASS/FAIL, MUST PASS)	0%
Summative	Examination - Open Book	SUMMATIVE 7: 120-minutes exam comprising EMQs and written care plan (PASS AT 40%, MUST PASS)	20%
Formative	Team-Based Learning Assessment	FORMATIVE 1: Team-based learning with in-class formative feedback.	N/A
Formative	Coursework - Written	FORMATIVE 2: Formative feedback and supported discussion on reflection	N/A
Formative	Presentation	FORMATIVE 4: Formative feedback on plan for grant proposal pitch	N/A
Formative	Classroom test	FORMATIVE 5: Mock Calculations exam (90-minutes). Formative feedback session afterwards	N/A
Formative	Clinical Assessment	FORMATIVE 6: Mock Communication and Consultation Skills assessment (30-minutes) with formative feedback	N/A
Formative	Clinical Assessment	FORMATIVE 7: Mock exam (120-minutes) comprising Extended Matching Questions (EMQ) and a care plan paper. Formative feedback session afterwards	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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