

MODULE SPECIFICATION PROFORMA

Module Title:	Supplementary Prescribing for Allied Health Professionals at level 7	Level:	7	Credit Value:	40
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Module code:	NHS736	New <input type="checkbox"/> Existing <input checked="" type="checkbox"/>	Code of module being replaced:	NA
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Cost Centre:	GANG	JACS3 code:	B700
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Trimester(s) in which to be offered:	2, 3	With effect from:	September 18
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School:	Social & Life Sciences	Module Leader:	Eleri Mills
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Scheduled learning and teaching hours	156 hrs
Guided independent study	166 hrs
Placement	78 hrs
Module duration (total hours)	400 hrs

Programme(s) in which to be offered	Core	Option
MSc Advanced Clinical Practice		✓
MSc Advanced Clinical Practice (Therapies)		✓
Glyndŵr University Professional certificate (Practice Certificate in Supplementary Prescribing)	✓	
MSc Health Sciences	<input type="checkbox"/>	✓
MSc Health Sciences (Healthcare Leadership)	<input type="checkbox"/>	✓
MSc Health Sciences (Therapies)	<input type="checkbox"/>	✓

Pre-requisites
Click here to enter an pre-requisite qualifications/modules that are applicable.

Office use only

Initial approval August 16

APSC approval of modification Enter date of approval

Version 2

Have any derogations received SQC approval?

Yes ☐ No

Module Aims

The aim of this education programme is to develop the students' knowledge and critical thinking skills to enable them to practice as Supplementary Prescribers safely, appropriately and cost-effectively and to meet the Standard of Proficiency and Educational Standards set by Health Professions Council.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Demonstrate critical insight into own effective communication/relationship with patient/clients, carers, other prescribers and members of the health care team.	KS1	KS2
		KS3	KS5
		KS7	KS9
2	Competently undertake a clinical assessment/history to inform diagnosis and to develop a Clinical Management Plan or if necessary modify treatment or refer the patient within the context of a prescribing partnership	KS1	KS2
		KS4	KS5
		KS7	
3	Use effectively common diagnostic aids eg stethoscope, sphygmomanometer.	KS1	KS3
		KS9	
4	Demonstrate a systematic understanding of the application of relevant legislation to the practice of non-medical prescribing within a clinical governance framework including issues of record keeping.	KS1	KS3
		KS4	KS5
		KS6	KS8
5	Critically evaluate contemporary sources of information/advice including evidence based guidelines within the context of supplementary prescribing.	KS1	KS3
		KS4	KS5
		KS8	KS9

6	Critically examine the complex influences that can affect prescribing practice, including patients or carers' wishes and values, demonstrating a systematic understanding by appropriate management of one's own prescribing in an ethical way.	KS1	KS2
		KS3	KS5
		KS7	
7	Apply knowledge of drug actions and interactions in prescribing practice.	KS1	KS4
		KS5	KS6
		KS8	
8	Critically reflect upon own and others role involved in prescribing, supplying and administering medicines.	KS1	KS2
		KS3	KS4
		KS5	KS10
9	Demonstrate the clinical decision making skills required to prescribe safety, appropriately and cost-effectively.	KS1	KS2
		KS3	KS4
		KS5	KS6
10	Practise competently within a framework of professional accountability and responsibility continuing to advance own knowledge and understanding through continuing professional development	KS1	KS2
		KS3	KS4
		KS8	KS9
11	Demonstrate a systematic and critical awareness of the public health issues relating to medicines use.	KS1	KS3
		KS5	KS6
		KS7	KS9
12	Know and be able to apply the key concepts which are relevant to safe and effective practice as a supplementary prescriber in order to have their name annotated on the HPC Register.	KS1	KS3
		KS4	KS5
		KS9	KS10
Transferable/key skills and other attributes			
<ul style="list-style-type: none">• Exercise initiative and personal responsibility• Make decisions in complex and unpredictable situations• Demonstrate effective verbal and written communication skills;• Exercise initiative and personal responsibility, demonstrating independent learning ability;• Demonstrate competency in word processing and the presentation of data;• Demonstrate competency in the use of libraries, databases and the internet as sources of information;• Assess and manage risk			

Derogations

* All elements of the assessment must be passed individually in order to pass this module. If a practitioner fails to correctly answer any questions that may result in direct harm to a patient/client the student will be 'referred' on that part of the assessment task
+++The pass mark is 50% or above
+ pass mark is 80% ++ pass mark is 100%

Assessment: Please give details of indicative assessment tasks below.

The assessment* for this module comprises several elements in line with PSRB requirements.

- 1) Portfolio consisting of 4 tasks: *
 - a) Reflective log +++
 - b) OSCE
 - c) Reflective account +++
 - d) Clinical management plan +++
- 2) Unseen written examination in 2 sections.

Section 1) 20 MCQ/short answer questions+.

Section 2) Drug calculation/Numeracy test++

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	All	Portfolio	20%		1,500
2	1,2,3,5,7,9	OSCE	Pass/Refer		
3	1,2,3,4,6,8,9,10,11	Reflective Practice	40%		2,500
4	1,2,6,7,8,9	Portfolio - Clinical management Plan with narrative	40%		2,500
5	2,7,9	Unseen examination in 2 sections: 1) MCQs and 2) drug calculation	Pass/refer	2 hours	

Learning and Teaching Strategies:

A variety of teaching methods will be used. These include class room based strategies such as lectures, discussions, seminars, workshops, tutorial sessions, action learning sets and problem-based / case-based learning supported by internet-based resources will be used. In

clinical practice an experiential strategy, including observation, guided practice and observed independent practice, will be used to meet the module outcomes.

Interdisciplinary groups will join together for most of the teaching sessions i.e. nurses, pharmacists, physiotherapists, podiatrist, radiotherapists will share the lectures together. However, it is recognised that the learning needs of professional groups are different – some have a more in-depth knowledge of pharmacology like pharmacists while others like physiotherapists have a higher level of clinical assessment skills. Alternate and/or additional sessions will be put on to support groups which require to 'up-skill' the deficit skills in this respect.

Designated Supervising Medical Practitioners will also support students by offering them a minimum of 12 days supervised practice and the opportunities to allow them to observe and have 'hands-on' experiences in the clinical area where they will prescribe on qualification. They will also assess that the student is competent to practice and achieved the learning outcomes of the programme of study.

Syllabus outline:

Consultation, decision-making and therapy, including referral/review

- models of consultation,
- accurate assessment, history taking, communication and consultation with patients/clients and their parents/carers including their values and beliefs in shared decision-making,
- Clinical assessment skills relevant to the condition(s) for which the allied health professionals intend to prescribe,
- Development of a clinical management plan, monitor effectiveness to treatment. Confirmation of diagnosis/differential diagnosis- further examination, investigations, referral for diagnosis.
- prescribe, not to prescribe, non-drug treatment or referral,
- medicines reviews
- interpretations of investigations and clinical significance,
- numeracy and drug calculations

Influences on, and psychology of, prescribing

- Patient/client demand, and preference vs patient/client need - knowing when to say 'no'
- External influences at individual local or national levels, e.g. companies or colleagues
- Patient/client partnership in medicine-taking, including awareness of cultural and ethnic needs concordance as opposed to compliance

Prescribing in a team context

- rationale, adherence to, and deviation from national and local guidelines, local formularies, protocols, policies, decision support systems and formulae,
- understanding the role and functions of other team members and communicating effectively with them,
- documentation, with particular reference to communication between team members, including electronic prescribing or health records/clinical notes,
- auditing, monitoring and evaluating prescribing practice,
- interface between multiple prescribers and management of potential conflict
- budgets and cost effectiveness
- dispensing practice issues

Clinical pharmacology, including the effects of co-morbidity

- pharmaco-dynamics and pharmacokinetics,
- anatomy and patho-physiology of defined conditions for which allied health professionals intend to prescribe,
- basic principles of drugs to be prescribed - absorption, distribution, metabolism and excretion, including adverse drug reactions (ADR)
- interactions and reactions
- patient/client concordance and drug response
- impact of physiological state on drug responses and safety, e.g. in elderly people, neonates, children and young people, pregnant or breast feeding women and ethnicity,
- selection and optimisation of a drug regimen for the patient condition,
- impact of co-morbidities on prescribing and patient management.

Evidence-based practice and clinical governance in relation to independent prescribing

- the rationale for national and local guidelines, protocols, policies, decision support systems and formularies-understanding the implications of adherence to and deviation from such guidance,
- continuing professional development - role of self and role of the organisation management of change
- risk assessment and management, including safe storage, handling and disposal aware of the local clinical governance policies and procedures including clinical supervision
- reflective practice/peer review,
- critical appraisal skills,
- auditing practice and scrutinising data, systems monitoring
- identify and report adverse drug reactions and near misses and learn from mistakes,

Legal, policy and ethical aspects

- sound understanding of the policy and legislation that impacts on prescribing practice eg PGD,
- legal basis for practice, liability and indemnity,
- legal implications of advice to self-medicate including the use of alternative therapies, complementary therapy and over the counter (OTC) medicines
- safe-keeping of prescription pads, action if lost, writing prescriptions and record keeping awareness and reporting of fraud (recommendations from the Shipman Inquiry, Fourth Report)
- drug licensing
- Yellow Card reporting to the Committee of Safety on Medicines (CSM) and reporting patient/client safety incidents to the National Patient Safety Agency (NPSA)
- prescribing in the policy context
- manufacturer's guidance relating to literature, licensing and off-label prescribing,
- ethical basis of intervention
- informed consent, with particular reference to client groups in learning disability, mental health, children, critically ill people and emergency situations,
- legal implications and their application to supplementary prescribing,

Professional accountability and responsibility

- ethical recommendations from the Shipman Inquiry, Fourth Report
- accountability and responsibility for assessment and prescribing
- maintaining professional knowledge and competence in relation to supplementary prescribing,
- accountability and responsibility to the employer,
- confidentiality, Caldecott and Data Protection issues

Prescribing in the public health context

- duty to patient/clients and society
- public health policies regarding use of antibiotics and vaccines,
- access to health care provision and medicines,
- inappropriate use of medication, including misuse, under-use and over-use
- inappropriate prescribing, over-prescribing and under-prescribing
access to health care provisions and medicines

Bibliography:
Essential reading
<p>Brookes, D and Smith, A (Eds.) (2006) <i>Non-medical prescribing in health care practice – A toolkit for students and practitioners</i>. Houndsmill; Palgrave.</p> <p>Coben, D. Atere-Roberts, E (2005) <i>Calculations for nursing and healthcare</i>. 2nd ed. Houndsmill. Palgrave</p> <p>Courtenay, M and Griffiths, M (2010) <i>Independent and Supplementary prescribing: an essential guide</i>. 2nd ed. Greenwich: Medical Media Media</p>
Other indicative reading
<p>Connolly, T, Arkes, H and Hammond, K (2000) <i>Judgement and Decision Making. An Interdisciplinary Reader</i>. Cambridge University Press, Cambridge</p> <p>Cox, N. and Roper, T. (Ed). (2005) <i>Clinical Skills</i>, Oxford, Oxford University Press.</p> <p>Department of Health (2004) <i>Outline Curriculum for Training Programmes to prepare Allied Health Professionals as Supplementary Prescribers</i> DH, London</p> <p>Downie, G. Mackenzie, J and Williams, A (2007) <i>Pharmacology and medicines management for nurses</i>. 4th ed. London. Elsevier</p> <p>Galbraith, A. (2007) <i>Fundamentals of pharmacology – a text for nurses and health professionals</i>. 2nd ed. Harlow: Addison Wesley Longman.</p> <p>Goolsby, M, and Grubbs, L. (2011) <i>Advanced Assessment- interpreting findings and formulating differential diagnoses</i>, 2nd ed. Philadelphia, F.A. Davis Company.</p> <p>Health and Care Professions Council (2013) <i>Standards of Proficiency for Chiropodists/Podiatrists</i> London, HPC</p> <p>Health and Care Professions Council (2013) <i>Standards of Proficiency for Physiotherapists</i> London, HPC</p> <p>Health and Care Professions Council (2013) <i>Standards of Proficiency for Radiographers</i> London, HPC</p> <p>Health and Care Professions Council (2016) <i>Standards of Conduct, Performance and Ethics</i>. London, HPC</p> <p>Hopcroft, K. and Forte, V. (2010) <i>Symptom Sorter</i>, (4th ed) Oxon, Radcliffe Medical Press Ltd.</p>

Kumar, P. and Clark, M. (Eds) (2016) *Kumar and Clark's Clinical Medicine 9th Ed* St. Louis, Mo.: Saunders Elsevier.

McKinnon, J (Ed) (2007) *Towards prescribing practice* Chichester. Wiley

Trounce J (2002) *Clinical pharmacology for nurses*. London. Churchill Livingstone.

Welsh Assembly Government (2011) *Non-medical prescribing in Wales: A guide for implementation*

Websites

www.mapofmedicine.com

National Prescribing Centre

<http://www.npc.co.uk> – Merged with NICE in 2010.