

MODULE SPECIFICATION PROFORMA

Module Title:	Independent/Supplementary Prescribing for Nurses (V300) at Level 7	Level:	7	Credit Value:	40
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Module code:	NHS775	New <input type="checkbox"/>	Code of module being replaced:	NA
		Existing <input checked="" type="checkbox"/>		

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	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Advanced Clinical Practice (Therapies)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Health Sciences	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Health Sciences (Healthcare Leadership)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Health Sciences (Therapies)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Glyndŵr University Professional certificate (Practice Certificate in Independent/Supplementary Prescribing)	<input checked="" type="checkbox"/>	

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

Office use only

Initial approval November 17

APSC approval of modification Enter date of approval

Version 1

Have any derogations received SQC approval?

Yes No

Module Aims

The aims of this education programme are:

- To develop a systematic, evidence based, critically evaluative and critically reflective approach to clinical decision making skills, advancing own scholarship in relation to the development of independent/supplementary prescribing practice
- To enable nurses, midwives, specialist community public health nurses and pharmacists to develop the competence to practice safely, appropriately and cost-effectively as Independent/Supplementary prescribers in relation to professional standards set by Nursing and Midwifery Council (2006a, 2007).

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

Key Skills

At the end of this module, students will be able		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, including medication history to inform a working diagnosis or if necessary, monitor and modify treatments plan including the use of unlicensed medicines or refer/consult/seek guidance from another member of the health care team.	KS1	KS2
		KS4	KS5
		KS7	
3	Use effectively common diagnostic aids e.g. stethoscope, sphygmomanometer.	KS1	KS3
		KS9	
4	Critically examine and apply the relevant legislation to the practice of non-medical prescribing within a clinical governance framework including issues of record keeping and the use of unlicensed medicines.	KS1	KS3
		KS4	KS5
		KS6	KS8

5	Critically evaluate contemporary sources of information/advice including evidence based guidelines in prescribing practice.	KS1	KS3
		KS4	KS5
		KS8	KS9
6	Critically examine the complex influences – patients or carers wishes and values, that can affect prescribing practice demonstrating a systematic understanding by appropriate and ethical management of one's own prescribing	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 critical thinking and 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 scholarship 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	Demonstrate competence to take an appropriate history of a child, undertake a clinical assessment and make an appropriate decision based on the assessment to either diagnose or refer, having considered the legal, cognitive, emotional and physical differences between children and adults.	KS1	KS3
		KS4	KS5
		KS9	KS10
Transferable/key skills and other attributes			
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. There is a maximum of two attempts at any one element.
 + pass mark is 80% ++ pass mark is 100%

Assessment:

The assessment* for this module comprises 2 elements in line with PSRB requirements.

Element 1

A) Portfolio consisting of 3 tasks: *

Assessment 1 Reflective log – pass mark is 40%

Assessment 2 Portfolio including OSCE

Assessment 3 Clinical management plan – pass mark is 40%

In order to pass the portfolio must also contain the statement that clinical attendance requirements have been undertaken and the statement of competency, signed by the Designated Supervising Medical Practitioner (DSMP) and the Employer

Element 2

B) Unseen written examination in 2 sections.

Assessment 4 20 MCQ/short answer questions+.

Assessment 5 12 Numeracy/Drug calculation test++

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	All 1,2,3,4,5,6, 7,8 9,10,11,12	Reflective log	50%	Click here to enter text.	4,000 words equivalent
2	1,2,3,5,7,9	Portfolio including OSCE	Pass/Refer	Click here to enter text.	Click here to enter text.

3	1,2,6,7,8,9	Clinical management Plan with narrative	50%	Click here to enter text.	2,500 words
4	2,7,9,12	Unseen examination consists of: MCQs and short answer questions.(80% pass mark)	Pass/refer	2 hours	
5	2,7,9,12	Unseen examination consists of: Numeracy/drug calculation test (100% pass mark)	Pass/refer	1 hour	Click here to enter text.

Learning and Teaching Strategies:

A variety of learning and teaching methods will be used and are designed to stimulate student enquiry and self-directed learning around the curriculum content. This includes class room based strategies such as interactive lectures and discussions, seminars and workshops, tutorial sessions and problem-based / case-based learning supported by internet-based resources and use of the virtual learning environment - 'Moodle' . In clinical practice an experiential strategy, including observation, guided practice and observed independent practice, will be used to meet the module outcomes.

It is recognised that the learning needs of pharmacists and nurses are different – the former have an in-depth knowledge of pharmacology and related topics while nurses may have a higher level of clinical assessment skills. Therefore individual, negotiated learning is included in the learning and teaching strategy. Students will agree an individual/group contract at the beginning of the module with a member of the module teaching team, identifying specific learning needs. Students will also undertake a formative OSCE assessment in a simulated environment in order to help identify areas of strengths and weakness. Specific negotiated learning sessions (e.g. clinical assessment skills sessions) will be timetabled in order to support specific practitioner learning in relation to relevant knowledge and skills development.

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/examination skills relevant to the condition(s) for which the nurse/pharmacist intend to prescribe,
- development of a management plan and /or clinical management plan, monitor effectiveness to treatment.
- formulating a working diagnosis or best formulation,
- 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 nurses and pharmacists 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 compliance, 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, Prescribing controlled drugs and counselling of patients,

Legal, policy and ethical aspects

- sound understanding of the policy and legislation that impacts on prescribing practice e.g. 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 including the use of unlicensed medicines
- manufacturer's guidance relating to literature, licensing and off-label prescribing and the use of unlicensed medicines,
- 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

- The NMC code of professional conduct; standards for conduct, performance and ethics NMC Standards for prescribing practice
- ethical recommendations from the Shipman Inquiry, Fourth Report accountability and responsibility for assessment, diagnosis and prescribing maintaining professional knowledge and competence in relation to prescribing, accountability and responsibility to the employer,
- confidentiality, Caldicott and Data Protection issues

Prescribing in the public health context

- duty to patient/clients and society in particular context of health priorities 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 medicine

Bibliography:

Essential reading

British Medical Association, Royal Pharmaceutical Society of Great Britain (Current edition) *British National Formulary*. London BMA/RPSGB

Nuttall, D and Rutt-Howard, J (2015) *The textbook of non-medical prescribing*. 2nd ed. Chichester. Wiley-Blackwell

Rang, H.P. Dale, M.N. (20015) *Pharmacology (8th edition)* London. Churchill Livingstone.

Other indicative reading

Beckwith, S. and Franklin, P. (2011) *Oxford Handbook of Prescribing for Nurses and Allied Health Professionals*, London. Oxford University Press.

Bickley, L.S. and Szilagyi, P.G. (2010) *Bates' guide to physical examination and history taking (8th Edition)* Lippincott William and Wilkins. Philadelphia

Courtney, M and Griffiths, M (2010) *Independent and supplementary prescribing – an essential guide (2nd Edition)*. Cambridge. Cambridge University Press

Dimond B (2011) *Legal aspects of medicines*. London. Quay Books

Lymn, J., Bowskill, D., Bath-Hextall, F., Knaggs, R. (2010) *The new prescriber – an integrated approach to medical and non-medical prescribing*. Chichester. Wiley- Blackwell

McKinnon, J (2007) *Towards prescribing practice*. Chichester. John Wiley and Sons

National Prescribing Centre (2003) *Maintaining competence in prescribing: An outline framework to help nurse prescribers*. (2nd edition) Liverpool. National Prescribing Centre

Neal, M. J. (2015) *Medical pharmacology - at a glance. (8th edition)*. Chichester. Wiley-Blackwell

Nursing and Midwifery Council (2015) *Standards of proficiency for nurse and midwife prescribers*. London: Nursing and Midwifery Council (NMC).

Nursing and Midwifery Council (2007). *Additional requirement to include within the indicative content of nurse independent prescribing education and training programmes, NMC Circular 30/2007*. London: Nursing and Midwifery Council (NMC).

Nursing and Midwifery Council (2007). *Prescribing for children and young people, NMC Circular 22/2007*. London: Nursing and Midwifery Council (NMC).

Nursing and Midwifery Council (2015) *The NMC Code of Professional Conduct: Standards for Conduct, Performance and Ethics*. London. Nursing and Midwifery Council (NMC)

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Nursing and Midwifery Council (2010). *Nurse and midwife independent prescribing of unlicensed medicines NMC Circular 04/2010*. London: Nursing and Midwifery Council (NMC).

Royal Pharmacology Society (2016), *A competency framework for all prescribers*.

Rutter, P (2009) *Community Pharmacy. Symptoms, diagnosis and treatment. (Second edition)* London. Churchill Livingstone.

Thorp, C (2008) *Pharmacology for the health care professions*. Chichester. Wiley-Blackwell

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

Waite, M and Keenan, J (2010) *CPD for non-medical prescribers*. Chichester. Wiley-Blackwell

