MD9A3-40 Independent & Supplementary Prescribing for Health Care Professionals

26/27

Department
Warwick Medical School
Level
Taught Postgraduate Level
Module leader
Daniel Mitchell
Credit value
40
Module duration
24 weeks
Assessment
Multiple
Study location
University of Warwick main campus, Coventry

Description

Introductory description

Independent and Supplementary prescribing (I&SP) is one of the essential skills to be mastered within Advanced Clinical Practice (ACP). This is achieved by undertaking a nationally recognised independent prescribing course that is ratified by several professional bodies. There is an approved national curriculum that needs to be followed to facilitate the student achieving a registerable qualification.

Module web page

Module aims

This module aims to prepare Nurses, Midwives and Allied Healthcare Professionals to prescribe safely, appropriately and cost effectively as an independent/supplementary prescriber. In doing so students will be required to evaluate the evidence underpinning the practice of independent and supplementary prescribing, critically reflect upon their level of competency in respect of independent and supplementary prescribing and develop an individual programme of learning in

practice. The learning outcomes for this registrable qualification are prescribed by and mapped to the national curriculum, as referenced in the Royal Pharmaceutical Society (RPS) Competency Framework. Having completed this module, the student is expected to demonstrate the ability to:

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The Independent & Supplementary Prescribing course includes knowledge and skills to enable the clinician to prescribe safely with underpinning knowledge of pharmacokinetics and pharmacodynamics. It includes the consultation where assessing the patient, identifying evidence-based treatment options available for clinical decision making, presenting options and reaching a shared decision, prescribing, providing information and monitoring response and reviewing patient progress are key skills. Prescribing governance will also be covered to ensure clinicians prescribe safely, professionally, and strive to improve prescribing practice as part of a team.

Learning outcomes

By the end of the module, students should be able to:

- 1. Critically discuss and demonstrate an ability to assess and consult with patients/clients, clients, parents and carers;
- 2. Undertake a thorough history, including medication history and current medication (including over the counter, alternative and complementary health therapies) to inform diagnosis
- 3. Critique and apply the relevant legislation to the practice of independent and supplementary prescribing for non-medical clinicians
- 4. Critically appraise sources of information/advice and decision- making frameworks in prescribing practice and identify evidence-based treatment options available for clinical decision making.
- 5. Critically debate the influences that affect prescribing practice and demonstrate understanding by managing prescribing practice in an ethical way;
- 6. Apply knowledge of pharmacodynamics and pharmacokinetics to their own prescribing practice, including the monitoring of response to therapy and justification to modify treatment.
- 7. Critically analyse the roles and relationships of others involved in prescribing, supplying and administering medicines.
- 8. Prescribe safely, appropriately and cost effectively.
- 9. Practise within a framework of professional accountability and responsibility.
- 10. Develop clinical management plans within legislative framework, whilst presenting options and reach a shared decision with patients.
- 11. Demonstrate the recognition of the unique implications and developmental context of the anatomical and physiological differences between neonates, children and young people.
- 12. Demonstrate the ability to calculate drug dosages and prescribing regimes within own area of practice.

Indicative reading list

Reading lists can be found in Talis

Specific reading list for the module

Subject specific skills

The fundamental skill sets accomplished in the Independent & Supplementary Prescribing Module can be broadly placed in two categories, based on mode of teaching delivery:

1. Full digest of the “Competency Framework For All Prescribers” laid out by the Royal Pharmacological Society (often called the “RPS Competency Framework”), full details of which can be found at https://www.rcpharm.org/professional-standards/a-competency-framework-for-all-prescribers/ . Much of this list of competencies is accomplished by students during their clinical practice hours under the supervision of approved senior clinical staff.

2. Rigorous understanding of common and important groups of medications in use in the UK, including drugs used to treat cardiovascular and respiratory disease, metabolic and gastrointestinal disease, symptom control, reproductive pharmacology, plus neurological and psychiatric illness. Specific theory sessions on cell biology, pharmacokinetics & pharmacodynamics, drug metabolism and prescribing in special circumstances (e.g. neonates, pregnancy, older age, in emergency medicine) are also prioritised. Learning in the above areas is delivered mostly during Academic Day sessions at WMS.

The ISP Module is also guided by the requirements set out by the Nursing and Midwifery Council (NMC) and Health and Care Professions (HCPC) pertaining to their accreditation criteria.

To summarise the subject specific skill sets:

- Professional Knowledge - students gain biomedical science knowledge on the specific drug classes, their mechanisms of action & pharmacokinetics, plus common and important side effects. Students also learn how to prescribe safely the drugs used in their areas of clinical specialty and utilise the British National Formulary (BNF) as a guide and clinical tool. In addition, students learn the process of prescribing governance and how to complete a safe prescription chart, which serves as both a healthcare instruction and a legal document. For example, to cite the RPS Competencies Framework, learning pursued in the ISP Module seeks to “[Apply] understanding of the pharmacokinetics and pharmacodynamics of medicines, and how these may be altered by individual patient factors” and “[Approach prescribing] in line with legislation, best practice, regulatory standards and contractual requirements”.
- Professional Skills – students gain skills in communication with patients and their carers (collectively defined as Service Users) specifically in relation to consultation & clinical assessment on pharmacological treatments and their prescription, including side effects and possible compliance issues. Students also achieve the highest level of proficiency in Prescribing Numeracy which is paramount in prescribing accuracy and safety. In addition,

students gain skills in communication with their clinical peers specifically in relation to prescribing. To cite the RPS Competencies Framework, learning pursued in the ISP Module seeks to “Stimulate discussions around prescribing competencies and multidisciplinary skill mix at an organisational level.”

- Professional Values and Behaviours – students gain skills in ethical and safe practice in relation to service user consultation and prescribing, including safeguarding. Students also develop skills in quality improvement, multidisciplinary teamworking and lifelong learning. To cite the RPS Competency Framework, learning “Considers patient dignity, capacity, consent and confidentiality” and includes commitments to “Inform and assure patients/carers about the competencies of a safe and effective prescriber”, and also “[Helps] healthcare professionals prepare to prescribe and provide the basis for on-going continuing education and development programmes, as well as revalidation processes.”

Transferable skills

The independent prescribing competency is one of the essential skills to be mastered within Advanced Clinical Practice (ACP). This registrable qualification will allow the HCP (regardless of initial qualification) to develop autonomous practice that opens up many more roles within healthcare.

To summarise transferable skill sets:

- Professional Values and Behaviours – Students consolidate general skills in practicing with integrity, respecting service user dignity, confidentiality, consent and promoting person-cantered care, in addition to strengthening clinical skills such as consultation, communication and clinical assessment & diagnostics. For example, to cite the RPS Competencies Framework, students “[Understand] the condition(s) being treated, their natural progression, and how to assess their severity, deterioration and anticipated response to treatment.’
- Leadership and Teamwork – the ISP Module helps students to build their professional roles and relationships by contributing to multidisciplinary and interprofessional teams and developing leadership roles, via shared involvement in prescribing. For example, to cite the RPS Competencies Framework, participation in this Module allows “Individuals and their organisations…..to analyse the way they do their jobs.”
- Education and Training – Students can develop skills allowing them to serve as a role model, educator, mentor, or giver/receiver of feedback. For example, to cite the RPS Competencies Framework, successful completion of the competencies within the Module can “Inform the design and delivery of education programmes, for example, through validation of educational sessions (including rationale for need), and [provide knowledge] as a framework to structure learning and assessment”, plus students can use their new learning “as a self-assessment tool when expanding scope of practice, changing scope of practice or returning to practice.”
- Research and Evidence-Based Practice – Students gains skills and tools for keeping up to date with practice standards and guidelines, especially via extensive use of the eBNF and NICE resources such as CKS Pathways. For example, to cite the RPS Competencies Framework, students “Access, critically evaluate, and use reliable and validated sources of information” and “Stay up to date in own area of practice and apply the principles of evidence-based practiced.”
- Health Promotion and Public Health – Students are expected to apply principles of

population health, prevention, and wellbeing relevant to specialty practice. To cite the RPS Competencies Framework, students must “[Consider] the wider perspective including the public health issues related to medicines, their use, and promoting health.”
- Legal and Ethical Awareness – Students consolidate their skills in understanding and applying the legal responsibilities, equality, diversity, and data protection in their clinical practice. For example, to cite the RPS Competencies Framework, students are expected to consider “Relevant patient factors [that] include ability to swallow, disability, visual impairment, frailty, dexterity, religion, beliefs and intolerances” and that their activities are “In line with legislation, best practice, regulatory standards and contractual requirements.”

Study

Study time

Type	Required
Lectures	30 sessions of 1 hour (10%)
Seminars	15 sessions of 1 hour (5%)
Tutorials	15 sessions of 1 hour (5%)
Work-based learning	90 sessions of 1 hour (30%)
Online learning (scheduled sessions)	30 sessions of 1 hour (10%)
Online learning (independent)	30 sessions of 1 hour (10%)
Other activity	30 hours (10%)
Private study	60 hours (20%)
Total	300 hours

Private study description

Evidence-based learning for patient case studies and disease management to contribute to log-book/portfolio and On eFile learning journal

Other activity description

OneFile activity inc Tripartite reviews, learning journal

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A

	Weighting	Study time	Eligible for self-certification
Assessment component			
Portfolio of Practice (RPS 2021 Competency) including log-book of practice hours	70%	90 hours	Yes (extension)

1. A portfolio of practice that demonstrates application of theory to practice and provides rationale for prescribing decisions and reflective practice. It will also include evidence of numeracy skills, writing prescriptions and a range of scenarios. This will include 2 x 1500 word critical reflections, a portfolio of evidence (Mini-Cex/CBD's etc) mapped to the RPS competency framework, a logbook of practice hours (pass/fail element) and observed and assessed practice by Practice Assessor/Educator (pass/fail element). the overall pass mark for the portfolio is 50%.

Reassessment component is the same

Assessment component			
MCQ written paper	29%		No

1. A written examination consisting of 20 short answer/multiple choice questions (MCQ). The examination tests pharmacological knowledge and its application to practice. The pass mark for the examination is 80%. Weighting 30%

Reassessment component is the same

Assessment component			
Numeracy Examination (SNAP)	1%	10 hours	No

1. A numerical assessment within the context of prescribing practice. The pass mark for the numeracy assessment is 100% and is recorded as a pass/fail, no weighting.

	Weighting	Study time	Eligible for self-certification
Reassessment component is the same			

Assessment group D

	Weighting	Study time	Eligible for self-certification
Assessment component			
Practice profile	0%		
Reassessment component is the same			
Assessment component			
Portfolio	70%		
Reassessment component is the same			
Assessment component			
Written examination (In-department)	30%		
Reassessment component is the same			
Assessment component			
Numerical assessment (Prescribing practice)	0%		
Reassessment component is the same			
Assessment component			
Objective Structured Clinical Examination (OSCE)	0%		

	Weighting	Study time	Eligible for self-certification
Reassessment component is the same			

Feedback on assessment

WMS PGT rubrics will be used for Portfolio/Logbook, via Tabula
Examination results will also be via Tabula in the form of pass mark

Past exam papers for MD9A3

Availability

Pre-requisites

To take this module, you must have passed:

- All of
  - MD9A6-40 Clinical Examination and Diagnostic Skills for Healthcare Professionals
  - MD915-20 Understanding Research & Critical Appraisal in Health Care (Distance Learning)

Post-requisite modules

If you pass this module, you can take:

- MD9A2-20 End Point Assessment - Advanced Practice
- MS934-20 Critical Care Skills for Advanced Critical Care Practitioners

Courses

This module is Core for:

- Year 2 of TMDS-B90L Postgraduate Taught Advanced Clinical Practice
- Year 2 of TMDS-B94A Postgraduate Taught Advanced Clinical Practice
- Year 2 of EMDS-B94C Postgraduate Taught Advanced Clinical Practice (Degree Apprenticeship)