PRESCRIBING FOR NURSES AND MIDWIVES
6KN10760

Level: 6
Credits: 60

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This handbook must be read in conjunction with module information provided on KEATS, the King’s E-Learning And Teaching Service. You will be given access to KEATS on enrolment. Important information relating to assessment and related regulations can be found in the Undergraduate Programme Handbook, available on KEATS and via the Nightingale Student Hub.

This handbook can also be provided in alternative formats (such as large print) upon request to asc@kcl.ac.uk.
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Module overview
This module can be taken part of a range of undergraduate programmes from the Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care. The module contributes to a programme of study by providing a foundation for a key area of practice for healthcare professionals.

The module can also be taken as a freestanding module.

Module aims
On completion of the module the practitioners will be able to:

- Establish professional relationships with clients to inform prescribing and achievement of concordance.
- Demonstrate the ability to take a systematic and complete history (to include medication history relating to all medicinal products).
- Outline and apply relevant legislation in the field of prescribing.
- Demonstrate up to date clinical and pharmaceutical knowledge based on a critical appraisal of relevant research.
- Critically appraise policies relating to prescribing and duties of care to individual clients and society as a whole.
- Demonstrate an understanding of the external pressures that impinge on prescribing practice and be able to make prescribing decisions within an ethical framework.
- Demonstrate the principles of sound prescribing practice including dosages and adverse reactions.
- Demonstrate working in partnership with care team members and a good understanding of roles of others including pharmacists.
- Demonstrate an awareness of professional accountability particularly regarding issues of patient consent, safe delegation and remote prescribing.
- Demonstrate an understanding of the legal and professional basis upon which unlicensed medicines may be prescribed by non-medical prescribers.
- Demonstrate the ability to prescribe rationally and safely.
- Demonstrate sound record keeping and awareness of professional accountability.
- Contribute to clinical governance through quality assurance and audit in their clinical area.
- Demonstrate reflective practice and the ability to audit own practice.
- Demonstrate being an effective role model in the delivery of care with the ability to advise peers regarding prescribing practice. Identify and utilise learning opportunities to fulfil personal continuing professional development needs.
- Develop a clinical management plan within legislative requirements.

NMC/Learning outcomes
Please see your practice portfolio document for these (this will be available to you via the KEATS site once you have enrolled).
Teaching arrangements
This 60-credit module will comprise 26 days of learning (university sessions and self-directed learning) and 12 days of linked practice experience with mentorship from a designated medical practitioner who will enable the development of sound skills in the field of prescribing practice. The module is delivered through a blended method of lectures, seminars and online learning materials. These web-based materials are delivered via the university’s e-learning platform called KEATS. On enrolment you will be provided with a King's College London email address. You will be able to access KEATS, both within the university and remotely via the World Wide Web, using your email log in details. Help with accessing KEATS will be available from the prescribing teaching team at the beginning of the module and help with problems is available from the:

IT Service Desk
Phone: 020 7848 2430 Mon-Fri, 08.00-18.00
Email: itservicedesk@kcl.ac.uk

The NMC view prescribing as a high-risk activity and attendance at university-based sessions is mandatory. If one session is missed you will be required to demonstrate your learning from the missed session by additional entries in your practice portfolio (500 words). Absence from more than one session may entail withdrawal from the module.

Whilst you can work through the online materials at your own pace you are expected to attend and contribute to the supporting lectures and tutorials. These provide an opportunity for you to discuss queries arising from your independent learning and also offer a time for discussion and debate around the topic areas. You will get the most out of this module if you do the exercises and suggested reading, bringing any remarks back to the tutorials.

We hope you enjoy the module.

We hope you enjoy the module.
Steven Maxwell and the prescribing teaching team.
**Support in Practice**
You will already have identified as a mentor, a designated medical practitioner (DMP), to support your learning in practice. You need to have selected a mentor who meets the Department of Health guidelines for assessors:

- The doctor must be a registered medical practitioner who:
  - Has normally had at least 3 years recent clinical experience for a group of patients/clients in the relevant field of practice;
  - Is within a GP practice and is either vocationally trained or is in possession of a certificate of equivalent experience from the Joint Committee for Post-graduate Training in General Practice Certificate (JCPTGP)

Or

- Is a specialist registrar, clinical assistant or a consultant within a NHS Trust or other NHS employer
- Has the support of the employing organisation or GP practice to act as the designated medical practitioner who will provide supervision, support and opportunities to develop competence in prescribing practice.
- Has some experience or training in teaching and / or supervising in practice.

*Information for your DMP is appended to this document and you are asked to share this with him/her prior to commencing the module.*

**Placement audit form**
The placement audit form (in the portfolio) has to be completed by the student and DMP. This should be submitted electronically at the fourth week from the start of the module, with a learning contract. A KCL module teaching member will review the submission and will sign the placement audit form. The completed placement audit form is required to be submitted within the portfolio.
Submitting coursework
For this module you are assessed by Steven Maxwell.

Assessment criteria
Coursework submission are provided on the KEATS module page. It is essential that you use your candidate number on all assignments/examinations. Your candidate number, which will begin with Y for the academic year 2017/18, will be available via Student Records on the King’s Intranet approximately one month after you enrol.

If you are unable to submit your work by the deadline please refer to the information in your programme handbook on “mitigating circumstances”.

Formative assessment
Throughout the module seminars, sharing of problem-based learning (PBL) and web-based exercises will provide formative feedback to enable self-assessment and the development of competence in prescribing.

Summative assessment
The summative assessment of competence to practice will test underpinning knowledge, decision-making and application of theory to practice using:

- A practice portfolio
- An assessment of practice in the clinical area
- An open-book (access to BNF only) examination.

1) The Practice Portfolio
This document and full instructions for its use will be found on the module e-learning page that will be available to you once you have enrolled. Academic credit is awarded for the portfolio as a whole, which also includes a 2000 word case study.

2) The Assessment of Practice in the Clinical Area
This component of the assessment involves your patient/client consultation skills as they relate to prescribing. You will be assessed by your DMP using a structured check list The Msaf (LIV-MAAS). A copy of this and instructions for its use will also be available to you in the portfolio document and on the module e-learning site once you have enrolled.

3) The Open Book Exam
This is a one hour written examination comprising multiple choice and short answer questions that include a drug calculation. A pass/fail grade is awarded. In order to pass, 80% of the questions and the drug calculations must be answered correctly. A BNF will be available for use.

Please ensure you bring a calculator to the exam, you will not be provided with one at the examination. ONLY the following approved models of calculator are permitted in examinations (you will be committing an exam offence if you use an alternative model): Casio fx-83 or fx-85 range.

Please note that any issue regarded as unsafe practice will constitute an automatic fail.
Submission date for coursework
Portfolio: 16 October 2018

Submitted work available for download
Portfolio: 13 November 2018

Late submissions will be accepted for 24 hours following the submission date. All work submitted late will be marked as normal but will be capped at the pass mark for the module. If your assignment is hard copy please ensure you date stamp it and submit it to the submission room G15 JCMB. If your assignment is submitted electronically through TurnItIn, information about how to submit late will be provided on KEATS module sites under assessment information.

The external examiner for this module is Eleri Mills. Students are not to make direct contact with external examiners, in particular regarding their individual performance in assessments.

The university and its Examination Boards in the ten Faculties (Institutes/Schools, King's Learning Institute and the Association of King's College (AKC), work with over 500 external examiners to ensure the quality and standard of our taught awards. Find the latest report on the External Examiners Report page, navigate to the Faculty of Nursing and Midwifery section.

Results and re-submissions for coursework
Students will receive a provisional (unratified) mark for their coursework 4 weeks following submission. According to the method of submission as detailed on your KEATS site, if your work was submitted online you will be able to download marked coursework from KEATS; alternatively, if you completed a hard-copy submission you can collect your coursework and feedback from the Nightingale Student Hub.

To collect a hard copy assignment, you must provide your candidate number. Alternatively, you may send a stamped addressed envelope to the Nightingale Student Hub ensuring that this is large enough to accommodate your assignments and that you have applied sufficient postage. Hard copy assignments will be retained for four weeks; if you have not collected your assignment by then, it will be destroyed.

Feedback will include the award of a numerical grade which remains provisional until ratified by the examination boards. The dates for the examination boards are available on KEATS. Ratified marks can be viewed via Student Records on the King’s Intranet, the Monday following the relevant examination board.

The marking criteria by which your work is judged are provided in full in your programme handbook. Please also refer to the section in your programme handbook on plagiarism and how to avoid it. If you have a query about how to refer to a specific piece of work please ask your module leader, your group leader or a member of library staff for guidance.

The feedback you receive on your assignment will guide you towards how to do better next time or how to maintain your existing high standard!

If you do not understand your mark or the feedback you receive please contact Steven Maxwell.

If you are unsuccessful, it is recommended that you contact the module leader before submitting your second attempt. This will enable the module leader to provide you with an appropriate level of support as you prepare to re-submit your work.

Resubmission date
Portfolio: TBC
Resubmitted work available for download
Portfolio: TBC

Dates for examinations
You will be notified of the date of your examination on the Student Records section of the King’s Intranet.
Exam period: 6-17 August 2018 (TBC via KEATS)

Results and re-sits for examinations
Unratified results from exams will be available on your KEATS module site 4 weeks from the date of the examination.

Faculties are required from academic year (2016/17) to make examination scripts available to any student who makes a request, free of charge. Any requests for examination scripts should still be managed in accordance with the Data Protection Act 1998. Students may request access to their exam paper at any time (after the Assessment Sub Board meeting) during their programme of study. This policy applies to all summative, unseen, written examinations. MCQs and OSCEs are exempt from this process.

Re-sit dates will available on your KEATS module site. If you are unsuccessful, it is recommended that you contact the module leader before submitting your second attempt or re-sitting your examination.

Re-sit exam period: TBC (TBC via KEATS)
Learning resources

Session 1 – Introduction to the Module

A brief introduction to the module is presented and an opportunity to meet key team members and other students registered on the module. The development of non-medical prescribing is explored. The NMC requirements for professional practice are discussed in relation to nurse/midwife prescribing and management.

Different assessment strategies are highlighted. This session will also identify how and where to gain further help during the module.

Reading Material:


Session 2 – Legal Aspects of Prescribing for Health Professionals

The legal framework of practice and various methods available to prescribe and supply medications are discussed. The legal and professional basis for prescribing unlicensed medications is explored. The session highlights the different drug classifications, the difference between, unlicensed and off label drugs and which controlled drugs can be legally prescribed by a non-medical prescriber.

Reading Material:


Royal College of Paediatrics and Child Health information on use of licensed and unlicensed medicines available at: http://www.rcpch.ac.uk/system/files/protected/page/The%20use%20of%20licensed%20or%20unlicensed%20medicines.pdf [Date accessed 4 August 2016].


Session 3 – Clinical Management Plan (CMP) Development

The role of the CMP in practice is explored and an opportunity to appraise a number of CMPs. The student can gain feedback on any CMPs they have developed.

Reading Material:

DH (2011) Clinical management plans (CMP’s)

Session 4 – Introduction to the Library, Computing & Online Resources

Students have the opportunity to familiarise themselves with the King’s College IT systems and to navigate their way around the web based e-learning materials.

Session 5 – The Learning Contract

A focused session on how to negotiate a learning contract in practice is presented.

The learning contract template can be found on KEATS and in your portfolio document.

Session 6 – Professional Accountability

This session evaluates the impact of the NMC Code: Standards of conduct, performance and ethics for nurses and midwives, and other relevant documents. Key issues of accountability and responsibility relating to non-medical prescribing are explored.

Reading Material:


Session 7 – Issues Relating to Diagnosis

This session considers the use of different models of consultation. The importance of structured clinical examination and history taking skills in reaching a diagnosis are discussed and the skills required in order to prioritise complex assessment data are explored. Through the use of exemplars the skills in the collection, interpretation and critical analysis of patient/client data are presented.

Reading Material:


Session 8 – Portfolio Development

Obtain guidance regarding the completion of the portfolio.

Session 9 – Differential Diagnosis: Formative Presentations

An opportunity to receive group feedback to individual presentations of a patient history and differential diagnoses.
Session 10 – Basic Clinical Pharmacology

This session focuses on the basic mechanisms by which drugs exert their pharmacological effect and outlines what is meant by a receptor and a drug acting as an antagonist or agonist. The mode of action of antihistamines, drugs acting via adrenergic receptors, non-steroidal anti-inflammatory agents and antimicrobials are discussed.

Reading Material:


Session 11 – Evidence Based Practice & Influences on Prescribing

This session identifies sources of evidence and guidance. Strategies for maintaining competence are discussed. The session covers risk assessment and risk management including all aspects of safe storage, handling and disposal of medicines. This session also considers patient and external influences on prescribing and the reasons why people issue or expect a prescription.

Reading Material:


Session 12 – Basic Pharmacokinetics

The basic mechanisms of drug absorption, distribution, metabolism and excretion are highlighted. Key concepts of volume of distribution, clearance, and half-life are presented with an appreciation of their clinical relevance. The session then explores how these factors determine the route, dose and frequency of drug administration.
Session 13 – Therapeutics
The importance of monitoring the impact of drug therapy, and how this can be achieved is considered. The basic mechanisms underlying adverse drug reactions and the factors that predispose patients to them are explored. The basic mechanisms by which drugs interact and how to predict and avoid interactions are presented. How adverse drug reactions should be reported, and how to use the Yellow Card system is covered. The session provides an overview about the development of drugs including clinical trials, and how new drugs are approved in the UK.

Session 14 – Public Health Issues
Duties to the patient and wider society are explored and the implications of inappropriate prescribing; and inappropriate use of medication are considered.

Session 15 – Advanced Pharmacokinetics & Therapeutics
This session details how older people, children, patients with liver disease and patients with renal disease have altered pharmacokinetic and pharmacodynamic responses to drugs. Consideration is given to how to adapt prescribing for older people, children, in pregnancy and for patients with liver disease and patients with renal disease. Contra-indications to drug therapy, and whether they are absolute or relative are presented. The session covers the common reasons medication errors can occur in practice and how prescribers can reduce the risk of adverse drug events in practice.

Session 16 – Achieving Adherence & Clinical Governance
This session includes strategies to achieve adherence and clinical governance and audit are explored.

Session 17 – Prescription Writing
A practical session identifying the legal written requirements for a prescription and recommended practice guidelines.
**Session 18 – Ethics in Practice**
This session focuses on the different factors that contribute to clinical decision making including consultation and prescribing within the multidisciplinary team (MDT).

The principles of ethical health care practice are explored with due consideration for issues of equality and diversity.

**Reading Material:**


**Session 19 – Exam/Portfolio Preparation**
An opportunity to gain feedback from a mock exam paper and the session highlights the procedures for the examinations.

**Reading Material:**

**Session 20 – Portfolio Development & Support**

**Session 21 – End of Course Information & Evaluation**
NMC Standards for Prescribing Practice, additional guidance and end of module evaluation.
Websites
You will be directed to various websites as you work through the online learning resources but useful sites include:

http://www.npc.co.uk
http://www.bnf.org
http://www.cks.library.nhs.uk
http://learning.bmj.com
http://www.dh.gov.uk (search for non-medical prescribing)
http://www.emc.medicines.org.uk
http://www.library.nhs.uk
http://www.mapofmedicine.com
http://www.mhra.gov.uk/index.htm
http://www.nelm.nhs.uk
http://www.evidence.nhs.uk
http://www.nice.org.uk
http://www.nmc-uk.org
http://www.nmc-uk.org/Publications-/Circulars/Prescribing-Circulars
http://www.npsa.nhs.uk
http://www.nurse-prescriber.co.uk
http://www.sign.ac.uk
Module evaluation
As part of the university’s Student Voice Strategy, King’s uses an electronic module evaluation system known as EvaSys. This provides an opportunity for you to feedback on different aspects of the module through a series of pre-set questions and qualitative comments. At the end of the module you will receive an automated invitation via your KCL email account to complete your evaluation online.

Please take the time to complete as your feedback is important. It informs ongoing developments to individual modules to ensure that the learning needs and expectations of the Faculty’s student community are met to a high standard.

To strengthen the feedback cycle, a report summarizing the quantitative results for the module as a whole and the module lead’s reflections on your feedback will be sent to you after the online evaluation survey has closed.

Action from previous evaluations
1. Prescription writing session could be included.
   **ACTION:** now included.

2. Accountability session at beginning of module.
   **ACTION:** timetable amended.

3. Negotiating study days.
   **ACTION:** 26 suggested dates for both classroom sessions, self-directed study and e-learning are now on the module information page and timetable.
Troubled Placement Algorithm

Placement audit identifies a problem → Tripartite discussion

If not resolved → Placement audit identifies a problem

DMP or student identifies problem → Joint discussion

If not resolved → Discuss with course leader

(Within one week of audit visit where relevant) → If not resolved

Course leader to discuss with employer

If not resolved → Normally within 2 weeks

Change of placement or withdrawal from course

Resolution Monitor

Resolution Monitor

* Placement audit normally takes place within 6 weeks of start of course.
## Timetable

<table>
<thead>
<tr>
<th>Day</th>
<th>Teaching mode</th>
<th>Date</th>
<th>Type of session</th>
<th>Title</th>
<th>Time</th>
<th>Group</th>
<th>Room</th>
<th>Lecturer</th>
<th>Signing in sheet responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>University based study</td>
<td>Monday 30th April</td>
<td>Seminar</td>
<td>Introduction to the module and assessments</td>
<td>10.00-13.00</td>
<td>Nurses</td>
<td>WATERLOO FWB 1.17</td>
<td>Steven</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Seminar</td>
<td>Introduction to the module and assessments</td>
<td>10.00-13.00</td>
<td>Pharmacists</td>
<td>WATERLOO WBW 2/19</td>
<td>Becky</td>
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<td></td>
<td></td>
<td></td>
<td>Lecture</td>
<td>Legal aspects of prescribing and CMP</td>
<td>14.00-1700</td>
<td>Nurses and pharmacists</td>
<td>WATERLOO FWB 1.13</td>
<td>Julie</td>
<td></td>
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<tr>
<td>Day 2</td>
<td>University based study</td>
<td>Tuesday 1st May</td>
<td>Practical</td>
<td>Introduction to Library and Computer Services</td>
<td>10.00-11.00</td>
<td>Nurses</td>
<td>WATERLOO FWB 2.49 (SCR)</td>
<td>Steven</td>
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<td></td>
<td></td>
<td></td>
<td>Seminar</td>
<td>Learning contract and introduction to KEATS</td>
<td>10.00-13.00</td>
<td>Pharmacists</td>
<td>WATERLOO WBW 2/19</td>
<td>Becky</td>
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<td></td>
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<td></td>
<td>Seminar</td>
<td>Learning contract</td>
<td>11.00-13.00</td>
<td>Nurses</td>
<td>WATERLOO FWB 1.17</td>
<td>Steven</td>
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<td></td>
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<td></td>
<td>Lecture</td>
<td>Professional Accountability &amp; Clinical Governance</td>
<td>14.00-17.00</td>
<td>Nurses and pharmacists</td>
<td>WATERLOO FWB 1.13</td>
<td>Julie</td>
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</table>
### Independent Prescribing Course Timetable

**ALWAYS CHECK KEATS FOR THE MOST UP-TO-DATE TIMETABLE**

<table>
<thead>
<tr>
<th>Day 3</th>
<th>University based study</th>
<th>Tuesday 8th May</th>
<th>Lecture</th>
<th>Issues related to diagnosis. Collection and interpretation of primary and secondary data</th>
<th>10.00-13.00</th>
<th>Nurses and pharmacists</th>
<th>WATERLOO FWB 1.13</th>
<th>Ateyeh</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Seminar</td>
<td>Portfolio Development</td>
<td>14.00-16.00</td>
<td>Nurses</td>
<td>WATERLOO FWB 1.17</td>
<td>Steven</td>
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<td></td>
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<td></td>
<td>Seminar</td>
<td>Library introduction session followed by Portfolio development</td>
<td>14.00-16.00</td>
<td>Pharmacists</td>
<td>WATERLOO WBW 2/21</td>
<td>KCL library team + Becky</td>
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<td>Seminar</td>
<td>DMP &amp; pharmacist joint training session-portfolio learning and assessment</td>
<td>16.00-17.15</td>
<td>Pharmacists &amp; DMPs</td>
<td>WATERLOO FWB 1.17</td>
<td>Becky</td>
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<tr>
<th>Day 4</th>
<th>University based study</th>
<th>Tuesday 15th May</th>
<th>Lecture</th>
<th>Basic clinical pharmacology</th>
<th>10.00-13.00</th>
<th>Nurses</th>
<th>WATERLOO FWB 1.17</th>
<th>Julie</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Seminar</td>
<td>Communication skills</td>
<td>1000-1300</td>
<td>Pharmacists</td>
<td>WATERLOO WBW 2/19</td>
<td>Steven</td>
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<td>Lecture</td>
<td>Evidence based practice</td>
<td>1400-1530</td>
<td>Nurses and pharmacists</td>
<td>WATERLOO FWB 1.13</td>
<td>Helen</td>
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<td></td>
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<td></td>
<td>Lecture</td>
<td>Influences on prescribing</td>
<td>1530-1700</td>
<td>Nurses and pharmacists</td>
<td>WATERLOO FWB 1.13</td>
<td>Helen</td>
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21
<table>
<thead>
<tr>
<th>Day 5</th>
<th>University based study</th>
<th>Tuesday 22nd May</th>
<th>Lecture</th>
<th>Basic pharmacokinetics</th>
<th>1000-1300</th>
<th>Nurses</th>
<th>WATERLOO FWB 1.17</th>
<th>Julie</th>
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<tr>
<td></td>
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<td></td>
<td>Seminar</td>
<td>Group presentations; history taking and differential diagnosis</td>
<td>14.00-1700</td>
<td>Nurses</td>
<td>WATERLOO FWB 5.148, FWB 5.144, and FWB 2.44</td>
<td>Steven, Lee and Ateyeh</td>
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<td></td>
<td>Practical</td>
<td>Physical assessment: day 1 - cardiorespiratory examination &amp; vital signs</td>
<td>1000-1700</td>
<td>Pharmacists</td>
<td>Guys Campus CSC 2.6/2.7</td>
<td>Vinoda</td>
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<tr>
<td>Day 6</td>
<td>Self-directed study</td>
<td>Tuesday 29th May</td>
<td>Self-directed</td>
<td>Portfolio development</td>
<td>Self-directed</td>
<td>Nurses and pharmacists</td>
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<tr>
<td>Day 7</td>
<td>University based study</td>
<td>Tuesday 5th June</td>
<td>Lecture</td>
<td>Therapeutics</td>
<td>100.00-13.00</td>
<td>Nurses</td>
<td>WATERLOO FWB 1.13</td>
<td>Janique</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Practical</td>
<td>Physical assessment: day 2 – neurological &amp; ear examination</td>
<td>10.00-17.00</td>
<td>Pharmacists</td>
<td>Guys Campus CSC 2.6/2.7 (all day) + PM extra room 1.1 for OSCE</td>
<td>AM: Lee PM: Lee and Vinoda</td>
</tr>
</tbody>
</table>

**ALWAYS CHECK KEATS FOR THE MOST UP-TO-DATE TIMETABLE**
Independent Prescribing Course Timetable - **ALWAYS CHECK KEATS FOR THE MOST UP-TO-DATE TIMETABLE**

<table>
<thead>
<tr>
<th>Day 8</th>
<th>University based study</th>
<th>Tuesday 12th June</th>
<th>Lecture</th>
<th>Achieving adherence</th>
<th>10.00-11.30</th>
<th>Nurses and pharmacists</th>
<th>WATERLOO FWB 1.13</th>
<th>Jake</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lecture</td>
<td>Infection- stewardship and antimicrobial resistance</td>
<td>11.30-13.00</td>
<td>Nurses and pharmacists</td>
<td>WATERLOO FWB 1.13</td>
<td>Paul</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lecture</td>
<td>Advanced pharmacokinetics, therapeutics and de-prescribing</td>
<td>14.00-17.00</td>
<td>Nurses and pharmacists</td>
<td>WATERLOO FWB 1.13</td>
<td>Barry</td>
</tr>
<tr>
<td>Day 9</td>
<td>University based study</td>
<td>Tuesday 19th June</td>
<td>Lecture</td>
<td>Public Health</td>
<td>10.00-13.00</td>
<td>Nurses and pharmacists</td>
<td>WATERLOO FWB 1.13</td>
<td>Karen</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assessment</td>
<td>Communication skills OSCE</td>
<td>10.00-1300</td>
<td>Pharmacists as allocated</td>
<td>WATERLOO WBW 4.1</td>
<td>Steven + Natasha</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Assessment &amp; Tutorial</td>
<td>Mock exam &amp; Exam feedback</td>
<td>14.00-17.00</td>
<td>Nurses</td>
<td>WATERLOO JCMB B.17</td>
<td>Steven</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assessment &amp; Tutorial</td>
<td>Mock exam &amp; Exam feedback</td>
<td>14.00-17.00</td>
<td>Pharmacists</td>
<td>WATERLOO FWB 1.14</td>
<td>Becky</td>
</tr>
</tbody>
</table>
## Independent Prescribing Course Timetable

**Always check KEATS for the most up-to-date timetable**

<table>
<thead>
<tr>
<th>Day 10</th>
<th>University based study</th>
<th>Tuesday 26th June</th>
<th>Lecture</th>
<th>Ethics in practice</th>
<th>Time</th>
<th>Nurses and pharmacists</th>
<th>Location</th>
<th>Presenter</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lecture</td>
<td>MDT working &amp; continuity of care</td>
<td>12.00-13.00</td>
<td>Nurses and pharmacists</td>
<td>WATERLOO JCMB G.16</td>
<td>Steven</td>
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<tr>
<td></td>
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<td>Lunch provided</td>
<td>Closing lunch</td>
<td>13.00-14.00</td>
<td>Nurses and pharmacists</td>
<td>WATERLOO JCMB G.16</td>
<td>All</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Tutorial</td>
<td>Prescription writing and Portfolio development</td>
<td>14.00-17.00</td>
<td>Nurses</td>
<td>WATERLOO JCMB B.17</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Tutorial</td>
<td>Assessment surgery and portfolio development</td>
<td>14.00-16.00</td>
<td>Pharmacists</td>
<td>WATERLOO WBW 2/21</td>
<td>Becky</td>
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<table>
<thead>
<tr>
<th>Day 11</th>
<th>Online based study</th>
<th>E-learning activities</th>
<th>E-learning activities on KEATS</th>
<th>Diagnostic tests and patient assessment(1)</th>
<th>Self directed</th>
<th>Nurses and pharmacists</th>
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<tbody>
<tr>
<td>Day 12</td>
<td>Online based study</td>
<td>E-learning activities</td>
<td>E-learning activities on KEATS</td>
<td>The consultation and history taking (2)</td>
<td>Self directed</td>
<td>Nurses and pharmacists</td>
<td></td>
</tr>
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</table>
## Independent Prescribing Course Timetable - **ALWAYS CHECK KEATS FOR THE MOST UP-TO-DATE TIMETABLE**

<table>
<thead>
<tr>
<th>Day</th>
<th>Course Title</th>
<th>E-learning Activities</th>
<th>Supporting Learning Activities</th>
<th>Training Type</th>
<th>Profession</th>
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<tbody>
<tr>
<td>13</td>
<td>Online based study</td>
<td>E-learning activities</td>
<td>E-learning activities on KEATS The legislation and regulations that govern prescribing (3)</td>
<td>Self directed</td>
<td>Nurses and Pharmacists</td>
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<tr>
<td>14</td>
<td>Online based study</td>
<td>E-learning activities</td>
<td>E-learning activities on KEATS Clinical effectiveness and evidence based medicine (4)</td>
<td>Self directed</td>
<td>Nurses and Pharmacists</td>
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<tr>
<td>15</td>
<td>Online based study</td>
<td>E-learning activities</td>
<td>E-learning activities on KEATS Influences on prescribing (5)</td>
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<td>Nurses and Pharmacists</td>
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<td>16</td>
<td>Online based study</td>
<td>E-learning activities</td>
<td>E-learning activities on KEATS Pharmacology (6)</td>
<td>Self directed</td>
<td>Nurses and Pharmacists</td>
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<td>17</td>
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<td>E-learning activities</td>
<td>E-learning activities on KEATS Pharmacokinetics (6)</td>
<td>Self directed</td>
<td>Nurses and Pharmacists</td>
</tr>
<tr>
<td>Day</td>
<td>Study Type</td>
<td>Date</td>
<td>Session Type</td>
<td>Topic</td>
<td>Time</td>
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<td>18</td>
<td>University based</td>
<td>Thursday 23rd August</td>
<td>Tutorial</td>
<td>Portfolio Q and A</td>
<td>10.00-13.00</td>
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<td>nurses only</td>
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<td></td>
<td>Online based study</td>
<td>Tuesday 28th August</td>
<td>Online discussion</td>
<td>Portfolio support</td>
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<tr>
<td>18</td>
<td>Online based study</td>
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<td>E-learning activities</td>
<td>E-learning activities on KEATS Therapeutics (6)</td>
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<tr>
<td>20</td>
<td>Online based study</td>
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<td>E-learning activities</td>
<td>E-learning activities on KEATS Deprescribing (6)</td>
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<tr>
<td>21</td>
<td>Online based study</td>
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<td>E-learning activities</td>
<td>E-learning activities on KEATS Working in teams (7)</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Day 22</td>
<td>Online based study</td>
<td>E-learning activities</td>
<td>E-learning activities on KEATS Public Health (8)</td>
<td>Self directed</td>
<td>Nurses and pharmacists</td>
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<tr>
<td>Day 23</td>
<td>Online based study</td>
<td>E-learning activities</td>
<td>E-learning activities on KEATS Accountability and clinical governance (9)</td>
<td>Self directed</td>
<td>Nurses and pharmacists</td>
</tr>
<tr>
<td>Day 24</td>
<td>Online based study</td>
<td>Thursday 4th October Online discussion</td>
<td>Portfolio support</td>
<td>Self directed</td>
<td>Nurses</td>
</tr>
<tr>
<td></td>
<td>Online based study</td>
<td>Monday 24th September Online discussion</td>
<td>Portfolio support</td>
<td>Online discussion</td>
<td>Pharmacists Online Becky</td>
</tr>
<tr>
<td>Day 25</td>
<td>Online based study</td>
<td>E-learning activities</td>
<td>E-learning activities on KEATS Clinical management plans (10)</td>
<td>Self directed</td>
<td>Nurses and pharmacists</td>
</tr>
</tbody>
</table>
### Independent Prescribing Course Timetable - **Always check KEATS for the most up-to-date timetable**

<table>
<thead>
<tr>
<th>Day</th>
<th>Online based study</th>
<th>E-learning activities</th>
<th>Case study</th>
<th>Self directed</th>
<th>Nurses</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>University attendance</td>
<td>Wednesday 31st October</td>
<td>Assessment + feedback</td>
<td>End of Module Information and feedback</td>
<td>at Viva</td>
<td>Pharmacists WATERLOO WBW 4.1</td>
</tr>
</tbody>
</table>

**Venue**

- **FWB:** Waterloo campus, Franklin Wilkins Building  
- **JCMB:** Waterloo campus, James Clerk Maxwell Building  
- **SaIL Centre:** Guy’s campus: Chantler Simulation & Interactive Learning Centre  
- **WBW:** Waterloo campus, Waterloo Bridge Wing

**Lecturers**

<table>
<thead>
<tr>
<th>BC</th>
<th>Becky Chanda</th>
</tr>
</thead>
<tbody>
<tr>
<td>VC</td>
<td>Vicki Collings</td>
</tr>
<tr>
<td>PC</td>
<td>Vinoda” Paravedy Coopamah</td>
</tr>
<tr>
<td>JC</td>
<td>Jake Crawshaw</td>
</tr>
<tr>
<td>GD</td>
<td>Graham Davies</td>
</tr>
<tr>
<td>BJ</td>
<td>Barry Jubraj</td>
</tr>
<tr>
<td>HM</td>
<td>Helen Marlow</td>
</tr>
<tr>
<td>SM</td>
<td>Steven Maxwell</td>
</tr>
<tr>
<td>LM</td>
<td>Lucy Moorhead</td>
</tr>
<tr>
<td>KR</td>
<td>Karen Rosenbloom</td>
</tr>
<tr>
<td>JW</td>
<td>Janique Waghorn</td>
</tr>
<tr>
<td>JuW</td>
<td>Julie Wilson</td>
</tr>
<tr>
<td>NA</td>
<td>Natasha Ascott</td>
</tr>
<tr>
<td>AH</td>
<td>Ateyeh Hassanzadeh</td>
</tr>
</tbody>
</table>
Nurse Prescribing: Level 6/7 Designated Medical Practitioner (DMP) Handbook
Introduction
This information booklet contains a summary of the main aims and content of the programmes. It explains the role of the designated medical practitioner (DMP) and the processes used during the module to facilitate learning in practice.

The Aims
King’s College has an extensive portfolio of provision for nurses, midwives and specialist community public health nurses working in community, intermediate, palliative and acute care settings. Additionally, the School has an established partnership with the King’s College London Department of Pharmacy both regarding non-medical prescribing and other education. To summarise, the programme aspires to:

Prepare registered practitioners to prescribe safely and rationally from the British National Formulary (BNF) according to their sphere of competence and as supplementary prescribers provide a comprehensive education in all aspects of prescribing.

The Role of the Designated Medical Practitioner
The DMP plays a crucial role in the education of nurse/midwife prescribers and contributes to the student’s programme of learning by:

Establishing a learning contract with the student and planning a full learning programme in the practice field participating in ensuring the student integrates theory and practice and guiding the student through the learning experiences which are required for developing prescribing practice skills.

These are especially important in view of the fact that 12 days of the programme time must be in the practice field, and because of the emphasis throughout the programme on integrating theory and practice. The overall timetable and distribution of theory and practice for your student’s programme can be found in the student handbook.

Your student may be undertaking the module at either level 6 (BSc) or level 7 (M level). The primary role of the DMP is to guide the student through their 12 days in practice.

We have tried to divide the module into the three main components of continuing professional education:

- Knowledge
- Skills
- Attitude

The knowledge component e-learning materials are available to students via the module e-learning site, enforced and further developed in the weekly seminars.

The skills component is developed or revisited in the time spent in practice.

Attitudes are discussed, and developed in the seminars, with the DMP and by the process of critical, reflective writing within the student portfolio.

The Process
Each student has been asked to think about what type of service they want to deliver in the future and identify areas were their feel their knowledge and skills might be incomplete. This is what they have been asked to do:

- Identify learning needs and discuss them with their DMP
- The student should then prepare a learning contract that details the most relevant learning points.
We also advise the students to try to work out a timetable or schedule that indicates what they are going to do during their twelve days.

Below are some learning objectives that the previous cohort had in their contracts

- Improve consultation skills- observe DMP in practice
- Improve knowledge of DMP computer system - work with practice staff
- Devise implementation strategy for local CMP - write draft CMPs - discuss with DMP partners
- How the service was going to work for their own local situation
- Visit diabetic specialist nurse in Trust - observe consultations
- Carry out consultations observed by DMP
- Update and review clinical knowledge in chosen therapeutic area - give presentation to DMP practice about that area of prescribing.
- Liaise with clinical pharmacists in acute or primary care sector.

**What we would like the DMP to do**
(To make certain it is the student who does the work and not you as DMP!)

We would like you to guide the student in their learning and be prepared to discuss with them, issues that they might raise. During this discussion we would ask that you challenge the student with regard to both the practical and theoretical aspects of their learning.

We would ask you to look through the student's portfolio of practice and say whether or not you feel that the student is competent in the areas described.

As part of the summative assessment of competence to practice, we ask you to test underpinning knowledge, decision-making and application of theory to practice using a structured assessment tool the Modified systematic examination in practice – Msaf (LIV–MAAS).

The checklist, a copy of which will be provided by the student, contains selected, validated questions from the LIV-MAAS framework that have been adapted for use in the assessment of independent/supplementary prescribers. The assessment which takes the form of a patient consultation may take place at any time in the practice placement period but must be successfully passed by the time the practice portfolio is submitted. A completed and signed checklist should be submitted together with the student’s portfolio. Video recording where available or tape recording of the consultation may be helpful in completion of the checklist. It is the responsibility of the student and designated medical practitioner to ensure that informed patient consent has been obtained.

Lastly, at the end of the 12 days we would like you to sign the statement, which indicates that you believe the student, will be a rational and safe independent and supplementary prescriber.

---


2 Adaptation of questions by kind permission of the Prescribing Research Group, Department of Pharmacology and Therapeutics, Health and Community Care Research Unit, University of Liverpool.
At the end of the module the student must submit a portfolio that must contain:

- Analytical accounts of their practice in each of the 10 areas of competency that have been determined by the Nursing and Midwifery Council (NMC)
- A completed Msaf (LIV-MAAS) form.

We also require a verification email from the student’s DMP confirming that the student has completed the 12 days in practice as detailed in their portfolio and has achieved the competencies for rational and safe independent and supplementary prescribing. Students are given further instructions regarding the verification email which we ask that they pass on to you.

**What the university does**

We read the practice portfolio and check that there is evidence that:

- The learning objectives indicated in the contract have been undertaken
- The student has indicated via their accounts that they have been an active learner and not just a passive observer.
- The student has drawn on both practical and theoretical knowledge.
- The student has demonstrated that they have met the NMC competencies.

**Module Structure and Content**

The module will utilise a variety of methods to enable learning. The module will comprise lectures, seminars and enquiry-based approaches (including a specially developed web-based programme combined with more traditional PBL). The student learning experience will be enriched through the constant application of theory to practice using problem-solving case scenarios and a learning log.

**Arranging a Programme of Learning in Practice**

Students are encouraged to question practice. DMPs need to be willing to discuss and articulate their practice, without feeling threatened. The university does not prescribe specific activities for students to undertake at particular times, since each placement is unique. The DMP is believed to be best placed to facilitate the most appropriate programme of learning for the student based on an agreed learning contract. Students will need to demonstrate learning from practice in order to complete the module assessments satisfactorily.

The summative assessment of competence to practise will test underpinning knowledge, decision-making and application of theory to practice using:

- A completed portfolio of practice including the Msaf (LIV-MAAS) checklist
- Satisfactory completion of practice experience with a DMP
- An open-book (access to BNF only) examination comprising multiple choice
- Questions that include drug calculations.

The practice related outcomes for the professional programme can be found in the student’s practice portfolio. This is the document through which practice is assessed. The student will be given his/her copy of the practice portfolio and is responsible for keeping it safe and ensuring that it is accurately completed and presented when required for summative assessment. Please take time to familiarise yourself with this document.
**Practice Portfolio**

**The Learning Contract**
Recognising that students come from a range of clinical backgrounds and with a variety of clinical skills the university does not prescribe specific activities as each student and each placement will be different. Instead we recommend the use of the learning contract whereby the student and DMP explore learning needs together at the beginning of the practice placement and decide on a programme of learning. The process should be dynamic as further learning needs may be identified as the module progresses. The learning contract is not formally assessed but does provide a useful talking point when the link lecturer visits the placement.

**The Learning Outcomes**
In this section of the practice portfolio the learning outcomes for practice as determined by the NMC are presented in bullet form.

The student demonstrates that the outcomes have been met by providing a written commentary with examples from their practice. How the outcomes were met must be made clear. The DMP is asked to verify that each of the student’s commentaries is an account of their actual practice. The DMP is asked to make qualitative assessments of the student’s progress in terms of values, skills and levels of knowledge. It is particularly helpful when these assessments are supported by examples from practice. At the end of the module the DMP is asked to provide a pass/fail classification. The entries provide evidence of the breadth of learning.

**The Verification of Practice Attendance Form**
Overall students must spend a minimum of 12 days in practice. At the end of the placement they must provide the relevant evidence in the form of the DMP’s signature on the verification of practice form provided/confirmation email.

**Summative Assessment Form**
At the end of the module the DMP is asked to record a pass/fail on the summative assessment form (in the student portfolio of practice). It is the student’s responsibility to ensure that the form is completed prior to submission.

**Educational Programme for DMPs**
A copy of the students’ handbook is appended above. It is advisable that you read this in conjunction with the students’ portfolio to orientate yourself to the aims of this module. There is an emphasis on enabling safe, rational prescribing and reflective clinical practice. Through this approach common issues will be constructively explored and a high level of commitment and quality to the role of practice supporter, especially regarding skill development, enablement and assessment, can be achieved. A visit will be made early during the module to see the student and mentor in practice. An assessment of the learning environment will take place at this visit and any question or concerns can be discussed at this meeting.
Troubled Placement Algorithm

Placement audit identifies a problem*

Ttripartite discussion

If not resolved

DMP or student identifies problem

Joint discussion

If not resolved

Discuss with course leader

(Within one week of audit visit where relevant)

If not resolved

Monitor Resolution

Monitor Resolution

Course leader to discuss with employer

If not resolved

Normally within 2 weeks

Change of placement or withdrawal from course

* Placement audit normally takes place within 6 weeks of start of course
Staff Contact Details
University staff are always happy to answer any queries, or hear suggestions about the module. Contact details for the teaching team are:

Module support:

Steven Maxwell
020 7848 3106
steven.maxwell@kcl.ac.uk