PREScribing FOR NURSES AND MIDwIVES
7KNiP016

Level: 7
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 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 post-qualification postgraduate 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.

Students will have a sound knowledge of the principles of prescribing and evidence-based practice. The module will build upon previous knowledge and understanding of pharmacology, physical assessment, ethics and professional accountability in order to develop practitioner skills as rational and safe independent-supplementary prescribers.

The module can also be taken as a freestanding module.

Module aims

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

- Use advanced communication skills to establish professional relationships with clients to inform prescribing and achievement of concordance
- Demonstrate advanced skills in taking a systematic and complete history (to include medication history relating to all medicinal products)
- Evaluate knowledge of relevant legislation in the field of prescribing
- Demonstrate up to date clinical and pharmaceutical knowledge based on an expert critical appraisal of relevant research
- Critically appraise policies relating to prescribing and duties of care to individual clients and society as a whole
- Demonstrate a critical understanding of the external pressures that impinge on prescribing practice
- Demonstrate an expert understanding of prescribing decisions made within an ethical framework with due consideration for issues of equality and diversity
- Expertly evaluate the principles of sound prescribing practice including dosages and adverse reactions
- Demonstrate working in partnership with care team members and an advanced understanding of roles of others including pharmacists
- Demonstrate the ability to prescribe rationally and safely
- Demonstrate sound record keeping
- Demonstrate an awareness of professional accountability particularly regarding issues of patient consent, safe delegation and remote prescribing
- 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
- Demonstrate an understanding of the legal and professional basis upon which unlicensed medicines may be prescribed by non-medical prescribers
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 (college 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 College’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 internet, using your email login 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

Lynn Sayer, Sharon Kitcatt 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 Lynn Sayer and Sharon Kitcatt

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 Z for the academic year 2018/19, 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 here 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 unseen 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) Unseen Exam
This is a one hour written examination comprising multiple choice and short answer questions that include two drug calculations. A pass/fail grade is awarded. In order to pass the exam, 80% of the questions and both drug calculations must be answered correctly.

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: 15 October 2019

Submitted work available for download
Portfolio: 12 November 2019

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. The assignment is only 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 Lois Seddon. 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’s section.

Results and resubmissions for coursework
Students will receive a provisional (unratified) mark for their coursework 4 weeks following submission. For all work submitted online: you will be able to download marked coursework from KEATS.

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 on KEATS. Please also refer to the section 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 Lynn Sayer and Sharon Kitcatt

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: 7 January 2020

Resubmitted work available for download
Portfolio: 4 February 2020

Dates for examinations
You will be notified of dates for examination on the Student Records section of the King’s Intranet. Exam period: 5 August-16 August 2019 (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 to make examination scripts available to any student who makes a request, free of charge. Any requests for examination scripts should be managed in accordance with the General Data Protection Regulation. 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. Further information is available on the FNFNFM Assessments KEATS page under “examination information”.

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: 6 January-10 January 2020 (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


Specialist Nurses and Midwives who have completed nurse prescribing courses and gained an academic qualification in nurse prescribing can prescribe medicines and set up treatment plans. The Code: Standards of Conduct, Performance and Ethics for Nurses and Midwives recommends that only qualified and competent professionals should be able to prescribe. 


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%20medicines%20and%20unlicensed%20medicines.pdf [Date accessed 20 February 2019]

**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 (CMPs)

**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](http://www.keats.kcl.ac.uk) 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 further guidance regarding the completion of the portfolio. Obtain feedback regarding their portfolio development.

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 the following sites may be useful:


BMJ [http://learning.bmj.com](http://learning.bmj.com) [Accessed on 20 February 2019]


Health Information Online (HILO) [http://www.library.nhs.uk](http://www.library.nhs.uk) [Accessed on 20 February 2019]


UK Medicines Information (UKMi) [http://www.ukmi.nhs.uk](http://www.ukmi.nhs.uk) [Accessed on 20 February 2019]

Evidence Based Guidance [http://www.nice.org.uk](http://www.nice.org.uk) [Accessed on 20 February 2019]


NHS Improvement (Learning from patient safety incidents) [http://www.npsa.nhs.uk](http://www.npsa.nhs.uk) [Accessed on 20 February 2019]
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 *

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Tripartite discussion

If not resolved

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DMP or student identifies problem

Joint discussion

If not resolved

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Discuss with course leader

(Within one week of audit where relevant)

If not resolved

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Resolution Monitor

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Course leader to discuss with employer

If not resolved

Normally within 2 weeks

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Change of placement or withdrawal from course

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Resolution Monitor

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* Placement audit normally takes place within 6 weeks of start of course.
**Timetable**
The most up-to-date timetable can be found online here: [https://timetables.kcl.ac.uk/](https://timetables.kcl.ac.uk/) Please login in using your k-number and password.

<table>
<thead>
<tr>
<th>Teaching mode</th>
<th>Date</th>
<th>Type of session</th>
<th>Title</th>
<th>Time</th>
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<tbody>
<tr>
<td>University based study</td>
<td><strong>Day 1 Mon 29 Apr</strong></td>
<td>Seminar</td>
<td>Introduction to the module and assessments</td>
<td>10.00-13.00</td>
<td>Nurses</td>
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<td>Pharmacists</td>
<td>WBW G/552</td>
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<td></td>
<td></td>
<td></td>
<td>Legal aspects of prescribing and CMP</td>
<td>14.00-1700</td>
<td>Nurses and pharmacists</td>
<td>Stamford Street Lecture Theatre</td>
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<td><strong>Day 2 Tues 30 Apr</strong></td>
<td>Practical</td>
<td>Introduction to Library and Computer Services</td>
<td>10.00-11.00</td>
<td>Nurses and pharmacists</td>
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<td>Seminar</td>
<td>Learning contract and introduction to KEATS</td>
<td>11.00-12.00</td>
<td>Pharmacists</td>
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<td>Learning contract</td>
<td>11.00-13.00</td>
<td>Nurses</td>
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<td>Professional Accountability &amp; Clinical Governance</td>
<td>14.00-17.00</td>
<td>Nurses and pharmacists</td>
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<td>Day 3 Tues 7 May</td>
<td>Seminar</td>
<td>Evidence based practice and clinical decision making</td>
<td>09.00-11.30</td>
<td>Nurses and pharmacists</td>
<td>FWB 1.13</td>
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<td>Influences on prescribing</td>
<td>11.30-1300</td>
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<td>Portfolio development</td>
<td>14.00-16.00</td>
<td>Pharmacists</td>
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<td>DMP &amp; pharmacist joint training session-portfolio learning and assessment</td>
<td>16.00-17.15</td>
<td>Pharmacists &amp; DMPs</td>
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<td>E-learning</td>
<td>Before day 4</td>
<td>History taking and Mental state assessments</td>
<td>Self-directed</td>
<td>Pharmacists</td>
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<tr>
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<th>Day 4 Tues 14 May</th>
<th>Seminar</th>
<th>Basic clinical pharmacology</th>
<th>10.00-13.00</th>
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<td>Practical</td>
<td>Consultation, history taking and differential diagnosis</td>
<td>10.00-13.00</td>
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<td>Advance Physical Assessment Skills: Mental state assessment and assessing capacity</td>
<td>14.00-17.00</td>
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<td>Before day 5</td>
<td>Cardiovascular and Respiratory assessments</td>
<td>Self-directed</td>
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Before day 4:
- History taking and Mental state assessments

Before day 5:
- Cardiovascular and Respiratory assessments
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<th>Day 5</th>
<th>Tues 21 May</th>
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<tr>
<td>Seminar</td>
<td>Basic pharmacokinetics</td>
<td>10.00-13.00</td>
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<td>Group presentations; history taking and differential diagnosis</td>
<td>14.00-17.00</td>
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<tr>
<td>Practical</td>
<td>Advance Physical Assessment Skills: Cardiovascular and Respiratory</td>
<td>10.00-17.00</td>
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<th>Tues 28 May</th>
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<td>Practical</td>
<td>Advance Physical Assessment Skills: Neurology and MSK</td>
<td>10.00-17.00</td>
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<tr>
<td>Self-directed</td>
<td>Portfolio development day</td>
<td>Nurses</td>
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<tr>
<td>E-learning</td>
<td><strong>Before day 6</strong> Abdominal, GU, Eye, ENT and Skin</td>
<td>Self-directed</td>
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<th>Day 7</th>
<th>Tues 4 Jun</th>
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<tr>
<td>Seminar</td>
<td>Therapeutics</td>
<td>10.00-13.00</td>
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<td></td>
<td>Issues related to diagnosis. Collection and interpretation of primary and secondary data</td>
<td>14.00-17.00</td>
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<tr>
<td>Practical</td>
<td>Advance Physical Assessment Skills: Abdominal and GU (AM) and Eye, ENT and Skin (PM)</td>
<td>10.00-17.00</td>
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<td>Pharmacist</td>
<td>CSC G.8</td>
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<td>Day 22</td>
<td>E-learning</td>
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<td>Day 23</td>
<td>E-learning</td>
<td>E-learning activities on KEATS Accountability and clinical governance (9)</td>
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<tr>
<td>Day 24 Thur 3 Oct</td>
<td>Online discussion</td>
<td>End of Module Information and portfolio support</td>
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<td>Day 25</td>
<td>E-learning</td>
<td>E-learning activities on KEATS Clinical management plans (10)</td>
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<tr>
<td>Online based study</td>
<td>Day 26</td>
<td>E-learning</td>
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<td>University attendance pharmacists only</td>
<td>April 26</td>
<td>OSCEs (dates to be confirmed)</td>
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| University attendance pharmacists only | Day 27 | Portfolio assessment and feedback | End of Module Information and feedback at oral examination | 10.00-13.00 | Pharmacists | (room to be confirmed) |
| Venue | | | |
| FWB: Waterloo campus, Franklin Wilkins Building | | | | | |
| JCMB: Waterloo campus, James Clerk Maxwell Building | | | | | |
| CSC: Guy’s campus: Chantler Simulation & Interactive Learning Centre | | | | | |
| WBW: Waterloo campus, Waterloo Bridge Wing | | | | | |
| Lecturers | | | | | |
| KC | Kirsty Chambers | | | | |
| VC | Vicki Collings | | | | |
| JC | Jake Crawshaw | | | | |
| GD | Graham Davies | | | | |
| AH | Ateyeh Hassanzadeh | | | | |
| RJ | Roupmatee Joggiah | | | | |
| BJ | Barry Jubraj | | | | |
| SK | Sharon Kitcatt | | | | |
| HM | Helen Marlow | | | | |
| RO | Ruth Ohlsen | | | | |
| MR | Mary Raleigh | | | | |
| KR | Karen Rosenbloom | | | | |
| LS | Lynn Sayer | | | | |
| JW | Janique Waghorn | | | | |

26
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.

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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 require a verification signature in the portfolio 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 college 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 college 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. In addition to the learning contract, the completion of the audit form is required to confirm the opportunities and supports available in the learning environment. Students are required to submit the learning contract and audit form 4 weeks from the start of the course.

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. The audit form is required to assess the supports and opportunities of the learning environment. Any question or concerns can be discussed by arranging a meeting (placement visit or remotely via phone etc.) with the academic staff.
Troubled Placement Algorithm

Placement audit identifies a problem *

Tripartite discussion
If not resolved

DMP or student identifies problem
Joint discussion
If not resolved

Discuss with course leader
(Within one week of audit where relevant)
If not resolved

Resolution Monitor
Course leader to discuss with employer
If not resolved
Normally within 2 weeks

Resolution Monitor
Change of placement or withdrawal from course

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

Module support:

Module Leader: Lynn Sayer
Tel: 020 7848 3825
Email: lynn.sayer@kcl.ac.uk

Deputy Module Leader: Sharon Kitcatt
Tel: 020 7848 3543
Email: sharon.kitcatt@kcl.ac.uk