

Reflections on clinical pharmacy aspects of curriculum development

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Clinical Pharmacy

- Undergraduate - MPharm
- Postgraduate - MSc, MPhil, PhD, DPharm

- Pharmaceutical Care/Clinical Pharmacy
- Patient focussed

Scottish Credit and Qualifications Framework defines:



- Level of outcomes of learning

Postgraduate Masters (MSc) & Undergraduate Integrated Masters (MPharm) – both at SCQF level 11 (SHE level 5)

- Volume of outcomes – number of credits

1 credit = notional 10 hours of learning time

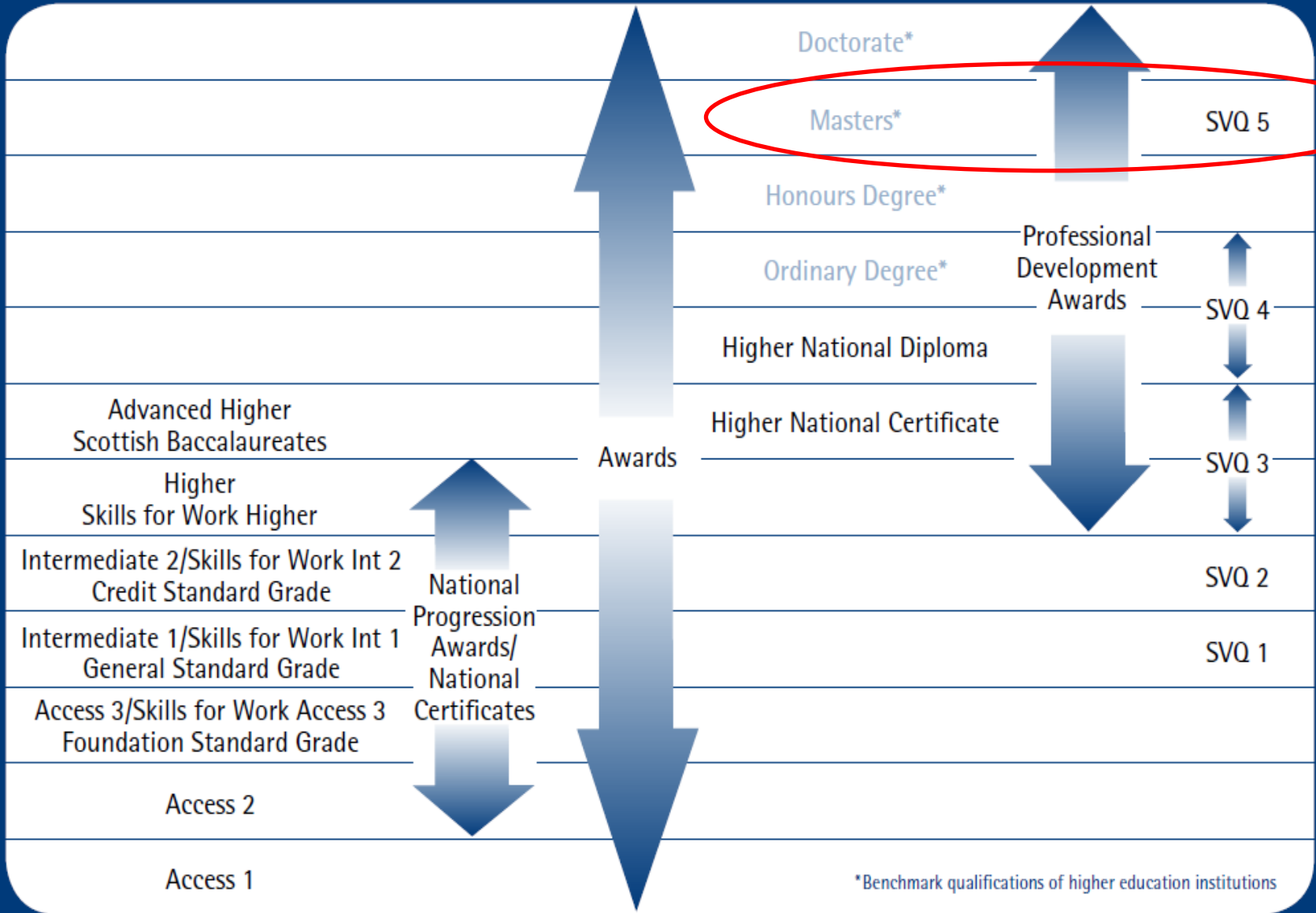
Compatible with European Higher Education Area (EHEA) under Bologna process

SCQF Levels

SCQF Levels

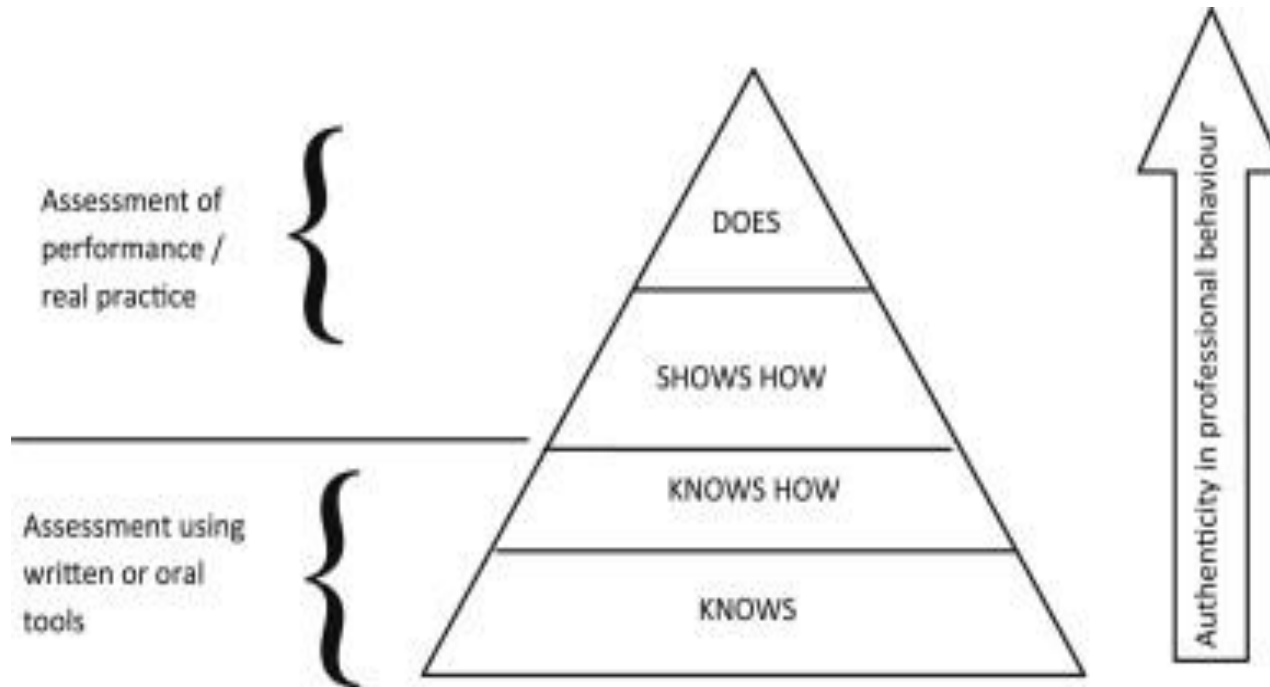
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*Benchmark qualifications of higher education institutions

Miller's triangle



Adapted from Miller GE. The assessment of clinical skills/competence/performance. 1990. Acad. Med. 65; 563-567

Development of undergraduate pharmacy curriculum

- All pharmacy degree courses in UK accredited by professional regulator – General Pharmaceutical Council (GPhC)
- New courses expected to include more experiential learning in earlier years
 - in community pharmacy and hospital pharmacy
- More emphasis on reflective learning and developing a personal development portfolio
- More emphasis on pharmaceutical care/clinical pharmacy concepts – patient care planning, medication review for patients with long term conditions

General course expectations

- Develop confidence
- Encourage high standards and performance
- Course should be challenging
- Stretch students beyond their expectations
- Team working
- Enhance engagement and motivation
- Fit for purpose
- Defined outcomes
- Encourage self and peer learning

Assessments

- Written examinations
- Written coursework assignments
- Oral presentations
- Practical assessments
- Objective Structured Clinical Examinations (OSCEs)
- Online development portfolio
- Reflective diary
- Role play communications skills
- Formative - ethical dilemmas

Entry to MSc Clinical Pharmacy

- Qualified pharmacist in own country
- Minimum of 1 year's clinical experience working in hospital or clinically related practice

MSc Clinical Pharmacy

- 180 credits postgraduate taught degree
- 120 credits to Diploma level + 60 credits research project
- 1 year full time or 2 years part time
- Managed and delivered jointly by university and National Health Service
- Range of specialist and general clinical sites/tutors
- Experiential and classroom learning
- Credits for prior learning

MSc Classes

- **Semester 1 – compulsory classes**
 - general pharmaceutical care concepts, clinical induction, pharmacokinetics
- **Semester 2 - choice of electives**
 - specialist topics, eg cardiology, respiratory, rheumatology, palliative care, cancer care, public health, care of the elderly
- **Semester 3 - research project**
 - linked with NHS to develop services

MSc Clinical Pharmacy

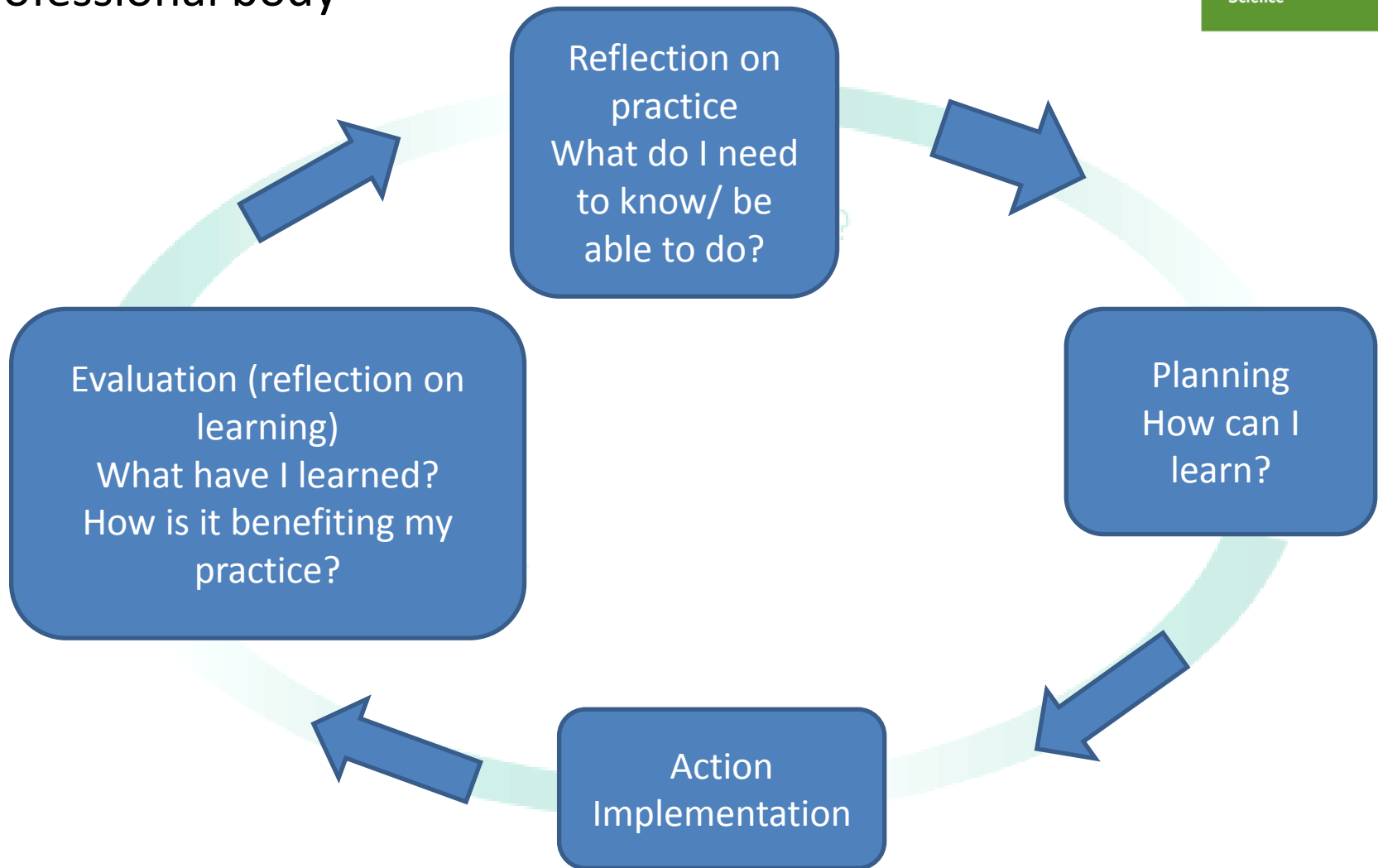
Class	Title	Credits
1	Clinical Induction *	20
2	Clinical Assignment 1	20
3	Health Service Skills	20
4	Clinical Assignment 2	20
5	Clinical Assignment 3	20
6	Clinical Assignment 4	20
7	Research Project	60

- Exempt if Recognised Prior Learning
- Exit points: Certificate 60 credits; Diploma 120 credits

Assessments

- Output focussed
- Move from written timed examinations to range of assignments:
- Case study portfolios – patient focussed, small and large cases
- Dissertations – in depth study of single patient case or mini case series
- Teaching plan development
- Oral presentations – formative and summative
- Research protocol
- Project thesis

Reflective Diary for clinical visits- in line with Continuing Professional Development as required by professional body



Strengths

- Experiential component key to developing clinical skills based on workplace learning
- Course taught jointly by practice based and academic tutors
- Small group teaching/learning - interactive
- Peer learning
- Assessments are reflective coursework linked to individual classes
- Flexible learning – FT or PT
- Pharmacy service development requires research skills to evaluate changes based on evidence

Future development

- Increase choice of learning
- Offer greater range of clinical electives to specialist level
- Develop some class content as distance learning to be linked with local experiential learning using approved local tutors
- Encourage peer learning – sharing of different clinical practice ideas
- Greater use of IT to promote good teaching practice

How do we measure success?

- Numbers of students?
- Student performance?
- Some other parameter?

- Success is the ability to go from one failure to another with no loss of enthusiasm.

Winston Churchill

Country
Austria
Austria
Brunei
Estonia
Greece
Hong Kong
Iraq
Kuwait
Malaysia
Nigeria
Oman
Oman
Oman
Oman
Pakistan
Qatar
Saudi Arabia
Saudi Arabia
Saudi Arabia
Saudi Arabia
Saudi Arabia
Saudi Arabia
Saudi Arabia
Saudi Arabia
Saudi Arabia
Scotland
Sudan
Switzerland
Taiwan
Turkey
Uganda

MSc Clinical Pharmacy Class of 2007 Full time students



Thank you
for your attention!