

<b>Module Title:</b>	Assessment and Intervention in Allied Health	<b>Level:</b>	7	<b>Credit Value:</b>	20
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<b>Module code:</b>	NHS776D	New <input checked="" type="checkbox"/>	Existing <input type="checkbox"/>	<b>Code of module being replaced:</b>	NA
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<b>Cost Centre:</b>	GANG	<u>JACS3</u> code:	B700
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<b>Semester(s) in which to be offered:</b>	1	<b>With effect from:</b>	September 16
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<b>School:</b>	Social and Life Sciences	<b>Module Leader:</b>	Helen Carey
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Scheduled learning and teaching hours	60 hrs
Guided independent study	80 hrs
Placement	60 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered</b>	Core	Option
MSc Advanced Clinical Practice (Therapies)	✓	<input type="checkbox"/>
MSc Health Sciences (Allied Health)	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
NA

Office use only

Initial approval August 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes ✓ No

**Module Aims**

To be able to reflect upon professional practice in context of current theoretical and practice issues relevant to their specific contemporary allied health profession.

To be able to apply concepts of clinical reasoning, reflection and client centred practice in areas of assessment, intervention and outcome measurement for their specific allied health profession.

**Intended Learning Outcomes**

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Evaluate and challenge own principles of practice by analysing current theoretical and clinical knowledge and experience.	KS1	KS3
		KS4	KS6
		KS8	KS9
2	Appraise and critically analyse specific assessment tools in contemporary allied health profession specific practice	KS1	KS3
		KS4	KS6
		KS8	KS9
3	Evaluate and apply concepts of clinical reasoning for intervention in own area of specialist practice	KS1	KS2
		KS3	KS5
		KS7	KS9
4	Evaluate and apply clinical effectiveness in own area of specialist practice	KS1	KS2
		KS3	KS6
		KS7	KS10

Transferable/key skills and other attributes

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**Derogations**

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module.

There will be no condonement allowed for any assessment, thus all elements of a module must be passed.

**Assessment:** Please give details of indicative assessment tasks below.

Present a case study demonstrating the application of contemporary evidence based profession specific assessment, intervention (as analysed in essay) and outcome measurement.

The presentation discusses the process of assessment, intervention and outcome measurements of a specific case devised by the student. The presentation focuses on delivery of contemporary, realistic evidence based practice applied to the case.

The case study written submission is an evidence based critique of assessment and intervention used in contemporary allied health profession specific practice and related to the specific case study.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Presentation	50%	30 minutes	
2	1,2,3,4,	Case Study	50%		3,000

**Learning and Teaching Strategies:**

Per unit: Keynote lecture with all students from varying professional groups followed by seminar or tutorial in profession specific groupings. Dependent on the specific professionals within the module would dictate whether group or individual delivery. On line discussions across professions will enable interprofessional discussion.

Discussions are an important aspect of learning and teaching strategy as enables formulation of ideas and expression and expansion with peers; of same and differing professional backgrounds – this will therefore be delivered in form of the key note lecture period but also within the on-line discussions.

**Syllabus outline:**

The module is broken into 5 units of study:

Unit 1: Contemporary profession specific context in health and social care

This unit focuses upon the policy drives and the service trends within their respective allied health professions. Students will be critically exploring the delivery of their practice within this context and apply it to their profession specific philosophy. Students will explore the challenges of delivery within this context and aspects where provision can be enhanced.

**Unit 2: Clinical reasoning**

The concepts of novice to advanced clinical reasoning are explored with specific application to the delivery of advanced reasoning.

**Unit 3: Assessment**

Each student will explore assessment - standardised and non-standardised - for their specific profession, setting and context. Challenges within contemporary assessment delivery are critically analysed and consideration to methods of carrying our high quality fit for purpose assessment. Concept of specialist and generic assessment will be explored.

**Unit 4: Intervention**

Each student will explore intervention for their specific, setting and context. The specific allied health profession will be applied to the intervention and critically analysed.

**Unit 5: Outcome measurement**

This will focus on evaluating intervention and consideration of outcome measurement for client feedback but also for service evaluation.

**Bibliography:**

**Essential reading**

Higgs, J. and Jones, M. (2008) *Clinical Reasoning in Health Professions 3<sup>rd</sup> Ed.* Oxford. Butterworth-Heinemann

Koubel, G. and Bungay, H. (2012) *Rights, Risks and Responsibilities: Interprofessional Working in Health and Social Care.* Hampshire. Palgrave Macmillan.

Other essential reading is profession specific and will be discussed with each student individually however it may include the following:

Precin P (2015) *Client Centred Reasoning: Narratives of People with Mental Illness.* New York. Echo Point.

Ajjawi R (2009) *Learning Clinical Reasoning and its Communication: in Physiotherapy practice.* Saarbrücken. VDM Verlag.

Robertson L (2012) *Clinical Reasoning in Occupational Therapy: Controversies in Practice.* Oxford. Wiley Blackwell.

**Other indicative reading**

Allied Health Profession specific and setting specific.

