

MODULE SPECIFICATION

Module Title:	Clinical Assessment in Advanced Practice	Level:	7	Credit Value:	20
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Module code:	NHS777	New <input checked="" type="checkbox"/> Existing	Code of module being replaced:	NHS712
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Cost Centre:	GANG	<u>JACS3 code:</u>	B700
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Trimester(s) in which to be offered:	1	With effect from:	September 16
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School:	Social and Life Sciences	Module Leader:	Yolanda Evans
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Scheduled learning and teaching hours	60 hrs
Guided independent study	80 hrs
Placement	60 hrs
Module duration (total hours)	200 hrs

*Programme(s) in which to be offered	Core	Option
MSc Advanced Clinical Practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
NA

Office use only

Initial approval August 16

APSC approval of modification *Enter date of approval*

Version 1

Have any derogations received SQC approval?

Yes No

Module Aims
This module aims to: 1. Prepare advancing clinical practitioners to demonstrate competence in completing clinical assessments of a client or client group 2. Enhance the practitioner's skills in critical analysis and problem solving in order to make sound judgements in the clinical assessment and the implementation of care and health promotion for a client or client group

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	Within their scope of practice, competently use clinical examination skills to perform an accurate in-depth systematic assessment of the clinical needs of an individual or client group	KS1	KS3
		KS5	
2	Utilise in depth knowledge and understanding, supported by robust evidence taken from the forefront of their practice, to systematically analyse and interpret client history, presenting symptoms, clinical findings and diagnostic information	KS1	KS3
		KS4	KS5
		KS6	KS9
3	Systematically justify a differential diagnosis that informs clinical decision making, care planning and management including the promotion of health	KS1	KS3
		KS4	KS5
		KS6	KS9
4	Make appropriate referrals to and work effectively with other professionals to ensure safe, effective care management	KS1	KS2
		KS4	KS5
		KS6	
5	Critically reflect upon the planning and clinical management of care for an individual or client group	KS1	KS3
		KS4	KS5

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		KS6	KS9
Transferable/key skills and other attributes			
<ul style="list-style-type: none"> critical thinking diagnostic reasoning skills advanced problem solving decision making in complex and critical situations demonstrate effective verbal and written communication skills; exercise initiative and personal responsibility 			

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.					
Portfolio consisting of three elements					
<ol style="list-style-type: none"> Critically Reflective Clinical Logs x 6 (3,000 words). Critically reflective studies of the holistic assessment, planning and management of care for six clients/client groups undertaken during 100hrs of practice based learning during this module. The studies should demonstrate underpinning knowledge of the pathophysiology of the conditions examined, showing: Evidence of successful completion of a 4 stage OSCE undertaken during the 60hrs practice based learning. Additional supporting evidence from 60 hrs practice based learning to demonstrate achievement of learning outcomes. This must include a negotiated learning contract with a designated clinical supervisor and a signed record of 60 hrs practice based learning. Additional examples include action plans, formative observations and testimonials from colleagues and patients, together with a reflective learning log. 					
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	2,3,4,5	Practice Portfolio: Critically reflective clinical logs X 6	100%		3,000
2	1,2,3,4	4 stage OSCE	Pass/Refer		
3	1,2,3,4,5	Practice Portfolio – additional evidence of achievement	Pass/Refer		

Learning and Teaching Strategies:
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A variety of learning and teaching strategies will be used. Interactive lectures will be used to provide core knowledge of the assessment of body systems, whilst a practical element will be facilitated in the clinical lab in order to support the theory. In clinical practice, an experiential strategy based on a negotiated learning contract between the student and his/her Designated Supervising Medical Supervisor will be employed. Students must have an agreed DSMP in order to be admitted to this module.

Syllabus outline:

- Principles of physical examination of body systems
- Clinical history taking
- Consultation, professional communication and referral
- Diagnostic reasoning
- Clinical investigation and interpretation of findings
- Therapeutic intervention and health promotion
- Motivational interviewing
- Introducing the four pillars of advanced practice

Bibliography:

Essential reading

Douglas, G. (Ed) (2013) *Macleod's clinical examination: with student consult online Access, 13th ed* New York: Churchill Livingstone.

Ranson, M., Abbott, H., Braithwaite, W. (Eds) (2014) *Clinical examination skills for healthcare professionals* London: M&K Publishing

Kumar, P. and Clark, M. (Eds) (2016) *Kumar and Clark's Clinical Medicine 9th Ed* St. Louis, Mo.: Saunders Elsevier.

Rawles, Z., Griffiths, B. and Alexander, T. (2015) *Physical examination procedures for advanced practitioners and non-medical prescribers: Evidence and rationale* Florida: Taylor Francis

Other indicative reading

Rushforth, H. (Ed) (2009) *Assessment Made Incredibly Easy UK Edition* Philadelphia PA: Lippincott Williams & Wilkins

VanMeter, K.C. and Hubert, R.J. (2014) *Gould's pathophysiology for the health professions 5th Edition* St. Louis, Mo.: Saunders Elsevier.

Ward, H. and Barratt, J. (2009) *Passing your advanced nursing OSCE* London: Radcliffe