

# Prifysgol Wreccsam Wrexham University

## Module specification

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Module Code	NHS7D6
Module Title	Clinical Assessment, Diagnostics and Reasoning in Advanced Practice Part One
Level	7
Credit value	20
Faculty	Faculty of Social and Life Sciences
HECoS Code	100260
Cost Code	GANP
Pre-requisite module	N/A

### Programmes in which module to be offered

Programme title	Core/Optional/Standalone
MSc Advanced Clinical Practice	Core
PG Cert Clinically Enhanced Non-medical Prescribing	Core
Standalone module aligned to MSc Advanced Clinical Practice for QA and assessment purposes only.	Standalone

### Breakdown of module hours

Learning and teaching hours	66 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
<b>Active learning and teaching hours total</b>	<b>66 hrs</b>
Placement hours	60 hrs
Guided independent study hours	74 hrs
<b>Module duration (Total hours)</b>	<b>200 hrs</b>

### Module aims

To build on foundations of experienced practitioners to prepare for the responsibility of advancing practice able to demonstrate competence in clinical assessment, diagnostics and reasoning of a client or client group.

To enhance the practitioner's capabilities for examining and evaluating the complexities of competing influences in each clinical situation, accessing relevant resources for appropriate decision-making.

## Module Learning Outcomes

At the end of this module, students will be able to:		Education Pillar	Research Pillar	Leadership Pillar	Clinical Pillar
1	Within your enhancing scope of practice, confidently use clinical examination skills demonstrating a critical approach to accessing relevant resources (history, symptoms, diagnostic tests etc) to establish a diagnosis				x
2	Utilise and critically apply research literature whilst demonstrating a sound contextual awareness of contributory influences on clinical decision-making in complex situations		x		x
3	Critically reflect on processes of reasoning when assessing needs of an individual or client group during differential diagnosis, care planning and engaging in health advice/promotion.	x			x
4	Make appropriate referrals to and work effectively with other professionals to ensure safe, effective and holistic care management.			x	x

## Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Written assignment, critical reflection x 1 (1,500 words). Critically reflect upon the case management of a patient. The reflection should include a systematic search of the evidence based resources accessed and demonstrate your knowledge of the pathophysiology of the patient examined showing a transparent audit trail of clinical and diagnostic reasoning. A detailed search and summarise table will be included, demonstrating systematic literature review

Assessment 2: Evidence of successful completion of a 4 stage OSCE undertaken during the 60hrs practice-based learning.

Assessment 3: 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 demonstrating a plan of action and evidenced by formative observations, testimonials from colleagues/patients and a reflective learning log.

*Any work submitted, however competent from an academic viewpoint, which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a 'refer'. Students who fail to demonstrate competence or endanger patients by acts or omissions in practice may be subject to the University's Suitability*

*for Practice Procedures, as well as any invoked by their employer. Any decision to invoke the Suitability for Practice Procedures will be taken by the Programme Leader in consultation with the Professional lead, following discussion with the student, Practice Mentor/DSMP and the Service Manager.*

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	2,3	Written Assignment	1500	100	N/A
2	1	OSCE		Pass/Refer	N/A
3	4	Portfolio		Pass/Refer	N/A

## Derogations

*There will be no compensation allowed for any assessment, thus all elements of the module must be passed.*

## Learning and Teaching Strategies

The learning and teaching strategy aims to foster a student centred, creative approach, as students taking this programme will be registered and experienced, it is essential that the approach to learning and teaching used, throughout reflects and builds upon students' prior learning and clinical experience. The module will build the foundations of clinical assessment, diagnostics and reasoning and then revisit and explore with more complexity in Part 2 using the spiral curriculum.

Students will be in both classroom-based lectures and on-line delivery, using flipped classrooms, scale up, discussions, seminars, workshops, tutorial sessions, together with case-based learning and simulation based education.

The practice element, will employ an experiential strategy, including observation and supervision working towards practice competencies. Simulation based education is an important part of the teaching strategy and this will help the students to practice clinical skills, enhance practice (as they are already experienced clinicians), acquire skills and improve decision-making, in a safe educational environment and alongside the approved DSMP in clinical settings.

Synchronous and asynchronous teaching both online and on campus, within our active learning framework will be essential to our blended learning approach. The students will be expected to access the many resources in an asynchronous way, to complement their learning journey and their personal and employment circumstances. A key component of online learning and effective pedagogy is the construction of a community of enquiry (Garrison et al., 1999).

The community of enquiry model supports a social constructivist approach and attempts to create an effective learning experience, through the adoption of the three interdependent elements – social, cognitive and teaching presence. Critical thinking and a social presence will

start in the classroom or simulation suite and continue in the discussion groups. The programme team will facilitate and direct the course of study to build the community.

### Welsh Elements

Students are entitled to submit assessments in the medium of Welsh.

### Indicative Syllabus Outline

- Principles of physical examination of cardiac, respiratory, neurological and abdominal systems
- Clinical history taking and consultation models,
- Collaborative communication and SBARR referral
- Clinical reasoning, heuristics and deduction to formulate a range of differential diagnoses.
- Clinical investigations and interpretation of findings incl: blood tests, analysis of chest x-ray and electrocardiograms (ECG).
- Therapeutic interventions and health promotion.
- Introduction to the four pillars of advanced practice.
- Reliable and valid evidence-base for informing practice.
- Introduction to literature searching, reading research with a purpose and research methods.

### Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

#### Essential Reads:

Bickley, L. S. and Szilagy, P. (2016), *Bates' Guide To Physical Examination And History Taking*. 12th ed.

Douglas, G., Nicol, E. F. and Robertson. C. (eds.). (2013), *Macleod's Clinical Examination*. 13<sup>th</sup> ed.

Japp, A., Robertson, C., Wright, R., Reed, M., & Robson A. (2018), *Macleod's clinical diagnosis*. 2<sup>nd</sup> ed. Edinburgh: Elsevier.

#### Other indicative reading:

Aveyard, H. (2019) *Doing a literature review in health and social care: A practical guide*. London. 4<sup>th</sup> edition. Open University Press.

Blann, A. (2013). *Routine blood results explained*. 3<sup>rd</sup> ed. Keswick: M&K Publishing  
ebook and print copies in stock

Corne, J., Kumaran, M. (2015) *Chest X-ray made easy*. 4th Ed. Edinburgh: Elsevier

- Greenhalgh, T. (2019) *How to read a research paper: The basics of Evidence-based Medicine*. Chichester. Wiley & Sons.
- Hampton, J. R. (2013) *The ECG made easy*. 8th Ed. Edinburgh: Elsevier
- Higgins, C. (2013) *Understanding laboratory investigations: A guide for nurses and health professionals*. 3rd Ed. Oxford: John Wiley & Sons, Ltd.
- Kumar, P. and Clark, M. (Eds) (2016) *Kumar and Clark's Clinical Medicine*. 9th Ed. St. Louis, Mo.: Saunders Elsevier.
- Land, L. (2016) *Research methods for Nurses and Midwives: Theory and Practice*. Los Angeles. SAGE.
- Lovell, B., Lander, M. and Murch, N. (2020), *Clinical Skills, Diagnostics And Reasoning*. Eureka
- NICE (2011) *The diagnostics assessment programme manual*. Manchester; NICE  
<http://www.nice.org.uk/>
- Ranson, M., Abbott, H., Braithwaite, W. (Eds) (2017) *Clinical examination skills for healthcare professionals*. 2nd ed. London: M&K Publishing
- Rawles, Z., Griffiths, B. and Alexander, T. (2015) *Physical examination procedures for advanced practitioners and non-medical prescribers: Evidence and rationale*. 2<sup>nd</sup> ed. Florida: Taylor Francis
- Rushforth, H. (Ed) (2009) *Assessment Made Incredibly Easy*. UK Edition Philadelphia PA: Lippincott Williams & Wilkins 5<sup>th</sup> ed 2013 edition print copies in library
- Ruthven, A. (2015). *Essential Examination: Step-By-Step Guides To Clinical Examination Scenarios With Practical Tips And Key Facts For OSCEs*. 3<sup>rd</sup> ed. Scion
- Saunders Elsevier. Ward, H. and Barratt, J. (2009) *Passing your advanced nursing OSCE*. London: Radcliffe
- VanMeter, K.C. and Hubert, R.J. (2014) *Gould's pathophysiology for the health professions*. 5th Edition St. Louis: Mo
- Williamson, M.A., Snyder, L.M. (2014) *Wallach's interpretation of diagnostic tests*. 10th Ed. New York: Wolters Kluwer.

### Administrative Information

For office use only	
Initial approval date	15/07/21
With effect from date	September 2021
Date and details of revision	Mar 2022 – amended learning and teaching hours Aug 2023 –AM0 updated indicative Assessment Tasks section for Assessment element 1 with effect from Sept 23 Aug 2025 – addition of PG Cert Clinically Enhanced Non-Medical Prescribing programme
Version number	4

