

Module specification

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Module code	NHS7D7
Module title	Clinical Assessment, Diagnostics and Reasoning in Advanced Practice Part Two
Level	7
Credit value	20
Faculty	FSLs
Module Leader	Gilly Scott
HECoS Code	100260
Cost Code	GANG

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MSc Advanced Clinical Practice	Core
Stand alone module	

Pre-requisites

Clinical Assessment, Diagnostics and Reasoning in Advanced Practice Part one needs to be successfully completed before taking part two.

Breakdown of module hours

Type of Module hours	Amount
Learning and teaching hours	66 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	66 hrs
Placement / work based learning	60hrs
Guided independent study	74 hrs
Module duration (total hours)	200 hrs

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Initial approval date	15/7/21
With effect from date	01/09/21
Date and details of revision	03/03/22 – amended learning and teaching hours. 21/08/23 – AM0 updated Indicative Assessment Tasks section for assessment element 1 with effect from Sep 23.
Version number	3

Module aims

1. Enhance critical thinking in the context of clinical decision-making to build on the practitioner's resources for autonomous clinical practice. As well as reinforcing knowledge gained from previous module the practitioner will be expected to show their developing confidence as a teacher of others. This will prepare advancing clinical practitioners with the capabilities for learning and leadership in their future practice
2. Examine different approaches to problem solving demonstrating transparency of judgement in the context of clinical assessment, reflecting insight into value and systems-based approaches to the patient's particular situation.

Module Learning Outcomes - at the end of this module, students will be able to:

		Education Pillar	Research Pillar	Leadership Pillar	Clinical Pillar
1	Undertake competent clinical examination demonstrating a methodical approach to making a diagnosis.				
2	Make a structured account of resources accessed and data gathered to inform a plan of clinical intervention.				
3	Reflect on influences in clinical decision-making as advanced practitioner.				
4	Demonstrate effective collaborate working with other professionals adopting leadership if appropriate to ensure safe efficient care management.				
5	Critically reflect upon the implications of the role of advanced practitioner for individuals and client groups.				

Assessment

Indicative Assessment Tasks:

1. Written assignment will be a critical reflection x 1 (1,500 words). Critically reflect upon the case management of a patient. The reflection should include a focussed and methodical search of the literature evidence base, demonstrating underpinning knowledge of pathophysiology of the patient examined and current diagnostic and treatment practices. A detailed search and summarise table will be included, demonstrating systematic literature review.
2. Evidence of successful completion of a 4 stage OSCE undertaken during the 60hrs practice based learning.
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. 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 (%)
1	2,3	Written Assignment (1,500 words)	100%
2	1,4	OSCE	Pass/Refer
3	5	Portfolio	Pass/Refer

Derogations

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 Glyndwr 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.

There will be no condonement allowed for any assessment, thus all elements of a 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 qualified 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 consist of clinical assessment, diagnostics and clinical reasoning. We will revisit and explore with more complexity 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 of enquiry

Indicative Syllabus Outline

- Revisit the principles of physical examination of cardiac, respiratory, neurological and abdominal systems.
- Pathophysiology and examination of Mental Health, Ear Nose and Throat, Eyes, Musculoskeletal, Dermatology, Female, Male and LGBT health.
- Paediatric and older person's nuances of clinical assessment.
- Clinical history taking and consultation models.
- Value/systems based approach to healthcare
- Collaborative communication and SBARR referral.
- Clinical reasoning, heuristics and deduction to formulate a range of differential diagnoses.
- Therapeutic intervention and health promotion
- The scientific method and the navigation of statistical evidence
- Introduction to leadership in clinical practice

Indicative Bibliography:

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

Essential Reads

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

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

Other indicative reading

Aveyard, H. (2021) *A Postgraduates Guide to doing a literature review in Health and Social Care*. Oxford: Open University Press.

Bethal, J. (2008) *Paediatric Minor Emergencies*. Keswick: M&K Publishing

Lovell, B., Lander, M. and Murch, N. (2020), *Clinical Skills, Diagnostics And Reasoning*. Eureka

Greenhalgh, T. (2019) *How to read a research paper: The basics of Evidence-based Medicine*. Chichester. Wiley & Sons.

McSherry, R. & Warr, J. (2008) *Introduction to Excellence in Practice Development in Health and Social Care*. Berkshire: Open University Press.

Ruthven, A. (2015). *Essential Examination: Step-By-Step Guides To Clinical Examination Scenarios With Practical Tips And Key Facts For OSCEs*. 3rd ed. Scion

Ranson, M., Abbott, H., Braithwaite, W. (Eds) (2017) *Clinical examination skills for healthcare professionals* 2nd ed. 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*. 2nd ed. Florida: Taylor France

Michel, J., Beattie, B., Martin, F. and Walston, J. (2017) *Oxford Textbook of Geriatric Medicine*. 3rd Edition. Oxford: Oxford University Press.

Rushforth, H. (Ed) (2009) *Assessment Made Incredibly Easy* UK Edition Philadelphia PA: Lippincott Williams & Wilkins 5th ed 2013 edition print copies in library

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)

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

Bruce, N., Pope, D. and Stanistreet, D. (2018) *Quantitative Methods for Health Research: A Practical Interactive Guide to Epidemiology and Statistics*. 2nd Edition. West Sussex: John Wiley and Sons Ltd.

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.

Blann, A. (2013). *Routine blood results explained*. 3rd ed. Keswick: M&K Publishing ebook

NICE (2011) *The diagnostics assessment programme manual*. Manchester; NICE
<http://www.nice.org.uk/>

Williamson, M.A., Snyder, L.M. (2014) *Wallach's interpretation of diagnostic tests*. 10th Ed. New York: Wolters Kluwer.

Purcell, D. (2016) *Minor Injuries: A clinical Guide*. 3rd Edition. Edinburgh: Churchill-Livingston

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Enterprising
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Critical Thinking
Emotional Intelligence
Communication