

Module Title:	Clinical Diagnostics	Level:	7	Credit Value:	20
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Module code:	NHS758/ NHS758D* *please see derogations section	New Existing X	Code of module being replaced:	NA
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Cost Centre:	GANG	<u>JACS3</u> code:	B700
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Trimester(s) in which to be offered:	2	With effect from:	September 16
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School:	Social and Life Sciences	Module Leader:	Joanne Pike
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Scheduled learning and teaching hours	48 hrs
Guided independent study	152 hrs (maximum)
Placement	60 hrs (optional)
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
MSc Advanced Clinical Practice (Therapies)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Advanced Clinical Practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Health Sciences	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Health Sciences (Healthcare Leadership)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Health Sciences (Palliative Care)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Health Sciences (Allied Health)	<input type="checkbox"/>	<input checked="" 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

- To support advancing clinical practitioners in developing and demonstrating competence in clinical diagnostics
- To support practitioners in critical appraisal of specialist diagnostic tests and therefore to be able to refer on appropriately

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	Demonstrate the implementation of a structured approach to diagnostics	KS1	KS3
		KS4	KS5
		KS6	KS9
2	Provide a critical justification for the choice of diagnostic aids ordered	KS1	KS3
		KS4	KS5
		KS7	KS9/10
3	Through an oral narrative, critically debate a range of differential diagnoses within a simulated environment	KS1	KS2
		KS3	KS4
		KS6	KS9
4	Critically formulate a management strategy on the basis of the diagnosis made	KS1	KS2
		KS3	KS6
		KS7	KS9

Transferable/key skills and other attributes

- Exercise initiative and personal responsibility
- Make decisions in complex and unpredictable situations

- Demonstrate communication skills necessary for advanced management of patients/clients
- Assess and manage risk

Derogations

Students on MSc Advanced Clinical Practice and MSc Advanced Clinical Practice (Therapies) will be registered on NHS758D and the following derogations will apply:

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.

This module will be assessed by two tasks, both of which must be passed in order to pass the module.

The Observed Structured Clinical Examination will be carried out in the clinical simulation suite and will be assessed by the teaching staff. This will involve a simulated assessment undertaken on a 'patient' with an undiagnosed complaint, tailored to simulate the types of patients the individual student would be expected to assess in practice. The student will give a differential diagnosis order and interpret diagnostic tests where relevant and give their rationale for their decision making.

The written examination will assess the student's ability to order tests and to make a judgement on the results, working towards a differential diagnosis in each presented case.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3	OSCE	Pass/Fail	30 mins	NA
2	1, 2,4	Written Examination	100%	1 hr	NA

Learning and Teaching Strategies:

Learning and teaching for this module will include classroom, workshop and simulation-based strategies. A variety of strategies will be used, such as lectures, simulation, case-based/problem-based learning, supported by the University's VLE.

Syllabus outline:

- The process of formulating a differential diagnosis
- Interpreting chest x-rays
- Ordering and interpreting haematological and biochemical tests
- Analysing ECGs

- Interpreting other clinical tests relevant to the student's field of practice

Bibliography:

Essential reading

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

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.

Other indicative reading

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.