

MODULE SPECIFICATION

Module Title:	Clinical Assessment in Advanced Practice	Level:	7	Credit Value:	20
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Module code:	NHS777D	New Existing X	Code of module being replaced:	NA
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Cost Centre:	GANG	JACS3 code:	B700
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Trimester(s) in which to be offered:	1	With effect from:	September 18
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School:	Social and Life Sciences	Module Leader:	Yolanda Evans
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Scheduled learning and teaching hours	66 hrs
Guided independent study	74 hrs
Placement	60 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
MSc Advanced Clinical Practice	x	
MSc Health Sciences (all routes)		X

Pre-requisites
NA

Office use only

Initial approval August 16

APSC approval of modification Enter date of approval

Have any derogations received SQC approval?

Version 2

Yes ✓ No

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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
		KS6	KS9

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Transferable/key skills and other attributes

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

The following derogation will apply for students undertaking the MSc Health Sciences (all routes): 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.
 In Addition:
 Students undertaking the MSc Advanced Clinical Practice (all routes):
 There will be no condonement allowed for any assessment, thus all elements of a module must be passed.

Assessment:

Portfolio consisting of three elements

1. 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:
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 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		

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Learning and Teaching Strategies:

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) (2017) *Clinical examination skills for healthcare professionals 2nd ed.* London: M&K Publishing

Other indicative reading

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

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