

Module Title:	Assessment and Intervention in Allied Health	Level	7	Credit Value:	20
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Module code:	NHS7B5/ NHS7B5D	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:	Helen Carey
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Scheduled learning and teaching hours	21 hrs
Guided independent study	179 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
MSc Advanced Clinical Practice (Therapies)	✓	
MSc Health Sciences (Therapies)	✓	

Pre-requisites
NA

Office use only

Initial approval August 16

APSC approval of modification Enter date of approval

Version 2

Have any derogations received SQC approval?

Yes ✓ No

Module Aims

To be able to reflect upon professional practice in context of current theoretical and practice issues relevant to their specific contemporary allied health profession.

To be able to apply concepts of clinical reasoning, reflection and client centred practice in areas of assessment, intervention and outcome measurement for their specific allied health profession.

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

		Key Skills	
1	Evaluate and challenge own principles of practice by analysing current theoretical and clinical knowledge and experience.	KS1	KS3
		KS4	KS6
		KS8	KS9
2	Appraise and critically analyse specific assessment tools in contemporary allied health profession specific practice	KS1	KS3
		KS4	KS6
		KS8	KS9
3	Evaluate and apply concepts of clinical reasoning for intervention in own area of specialist practice	KS1	KS2
		KS3	KS5
		KS7	KS9
4	Evaluate and apply clinical effectiveness in own area of specialist practice	KS1	KS2
		KS3	KS6
		KS7	KS10

Transferable/key skills and other attributes

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: Please give details of indicative assessment tasks below.

Present a case study demonstrating the application of contemporary evidence based profession specific assessment, intervention (as analysed in essay) and outcome measurement.

The presentation discusses the process of assessment, intervention and outcome measurements of a specific case devised by the student. The presentation focuses on delivery of contemporary, realistic evidence based practice applied to the case.

The case study written submission is an evidence based critique of assessment and intervention used in contemporary allied health profession specific practice and related to the specific case study.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Presentation	50%	30 minutes	
2	1,2,3,4,	Case Study	50%		3,000

Learning and Teaching Strategies:

Per unit: Keynote lecture with all students from varying professional groups followed by seminar or tutorial in profession specific groupings. Dependent on the specific professionals within the module would dictate whether group or individual delivery. On line discussions across professions will enable interprofessional discussion.

Discussions are an important aspect of learning and teaching strategy as enables formulation of ideas and expression and expansion with peers; of same and differing professional backgrounds – this will therefore be delivered in form of the key note lecture period but also within the on-line discussions.

Syllabus outline:

The module is broken into 5 units of study:

Unit 1: Contemporary profession specific context in health and social care

This unit focuses upon the policy drives and the service trends within their respective allied health professions. Students will be critically exploring the delivery of their practice within this context and apply it to their profession specific philosophy. Students will explore the challenges of delivery within this context and aspects where provision can be enhanced.

Unit 2: Clinical reasoning

The concepts of novice to advanced clinical reasoning are explored with specific application to the delivery of advanced reasoning.

Unit 3: Assessment

Each student will explore assessment - standardised and non-standardised - for their specific profession, setting and context. Challenges within contemporary assessment delivery are critically analysed and consideration to methods of carrying our high quality fit for purpose assessment. Concept of specialist and generic assessment will be explored.

Unit 4: Intervention

Each student will explore intervention for their specific, setting and context. The specific allied health profession will be applied to the intervention and critically analysed.

Unit 5: Outcome measurement

This will focus on evaluating intervention and consideration of outcome measurement for client feedback but also for service evaluation.

Bibliography:

Essential reading

Higgs, J. and Jones, M. (2008) *Clinical Reasoning in Health Professions 3rd Ed.* Oxford. Butterworth-Heinemann

Koubel, G. and Bungay, H. (2012) *Rights, Risks and Responsibilities: Interprofessional Working in Health and Social Care.* Hampshire. Palgrave Macmillan.

Other indicative reading

Ajjawi R (2009) *Learning Clinical Reasoning and its Communication: in Physiotherapy practice*. Saarbrücken. VDM Verlag.

Precin P (2015) *Client Centred Reasoning: Narratives of People with Mental Illness*. New York. Echo Point.

Robertson L (2012) *Clinical Reasoning in Occupational Therapy: Controversies in Practice*. Oxford. Wiley Blackwell

