

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	FSLS
Module Leader	Yolanda Evans
<u>HECoS</u> 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

N/A

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	60 hrs
Guided independent study	74 hrs
Module duration (total hours)	200 hrs

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Initial approval date	15/07/21
With effect from date	01/09/21
Date and details of revision	03/03/22 – amended learning and teaching hours 21/08/23 – AMO updated Indicative Assessment Tasks section for assessment element 1 with effect from Sep 23.
Version number	3

Module aims

1. 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.
2. 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				
2	Utilise and critically apply research literature whilst demonstrating a sound contextual awareness of contributory influences on clinical decision-making in complex situations				
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.				
4	Make appropriate referrals to and work effectively with other professionals to ensure safe, effective and holistic care management.				

Assessment

Indicative Assessment Tasks:

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.

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

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	2,3	Written assignment 1,500 word	100%
2	1	OSCE	Pass/Refer
3	4	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 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.

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*. 13th 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. (2019) *Doing a literature review in health and social care: A practical guide*. London. 4th edition. Open University Press.

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

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

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 Francis

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) *Passing your advanced nursing OSCE*. London: Radcliffe

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.

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

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.

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