



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Assessment and Clinical reasoning				
Module Code	UZTSG9-20-2	Level	2	Version	3.1
Owning Faculty	Health and Applied Sciences	Field	Continuing Care Adult Nursing		
Contributes towards	BSc (Hons) Nursing (Adult), Dip HE Nursing (Adult)				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2013		Valid to	September 2019	

<b>CAP Approval Date</b>	19th May 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of the human anatomy and physiology that underpins clinical reasoning processes (Component A)</li> <li>• Demonstrate knowledge and understanding of the skills and reasoning underpinning basic physical assessment and clinical reasoning (Component A and B)</li> <li>• Establish the normal variants of physical assessment (Component A)</li> <li>• Demonstrate knowledge of how to document and communicate findings appropriately (Component A and B)</li> <li>• Recognise findings from clinical history and physical assessment and demonstrate how to communicate this information to appropriate staff (Component B)</li> <li>• Demonstrate an awareness of common tools to enable clinical reasoning (Component A and B)</li> <li>• Demonstrate knowledge and understanding of the common ethical and legal issues that impact on clinical reasoning (Component A)</li> <li>• Apply the process of basic physical assessment and clinical reasoning to patient interactions (Component B)</li> <li>• Organise and present written documentation and oral communication based on the findings of physical assessment (Component A and component B)</li> <li>• Share findings (as appropriate) and seek support to form an action plan</li> </ul>

	(Component B)
Syllabus Outline	<p><b>Professional Values</b></p> <ul style="list-style-type: none"> <li>• Holistic approach: <i>including physical, mental, social and spiritual dimensions.</i></li> <li>• Consider legal, ethical issues affecting vulnerable groups</li> <li>• Issues of consent and capacity</li> </ul> <p><b>Communication and Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• Communication in context</li> </ul> <p><b>Nursing Practice and Decision Making</b></p> <ul style="list-style-type: none"> <li>• Systematic Review including: <i>General Survey, History Taking, Long term conditions, Acute conditions, Preventative measures, Compliance/concordance, Health promotion</i></li> <li>• Use of assessment tools for recognising normal variant findings</li> <li>• Structured approaches to documentation</li> <li>• Situation Background Assessment Recommendation (SBAR)</li> <li>• Reason Story Vital Signs Plan (RSVP)</li> <li>• Nursing Process</li> <li>• Subjective Objective Assessment Planning Intervention Evaluation and Revision (SOAPIER) including assessment of the: <i>Head, Eyes, Ear, Nose and Throat, Skin, Cardio Vascular /Peripheral Vascular, Respiratory, Gastrointestinal I/Genito Urinary, Musculo-skeletal, Neurological systems.</i></li> </ul> <p><b>Leadership Management and Team Working</b></p> <ul style="list-style-type: none"> <li>• Structured approach of talking to patients, carers and peers</li> </ul>
Contact Hours	48 hours contact in the form of face to face teaching, practical skills, simulation, case based learning and online learning
Teaching and Learning Methods	<p>A variety of approaches will be used which may include:</p> <ul style="list-style-type: none"> <li>• Lectures,</li> <li>• Seminars,</li> <li>• Simulation of scenarios through ICT based platforms e.g. Blackboard</li> <li>• Clinical Skills</li> <li>• Workshops</li> <li>• Role play</li> <li>• Self directed learning</li> </ul> <p>Those learning outcomes not individually mapped to the module assessment will be assessed formatively within the module delivery</p>
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				20
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
200	48	152		200



The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen MCQ and written exam

Total assessment of the module:	
Written exam assessment percentage	100%
Coursework assessment percentage	
Practical exam assessment percentage	
	100%

Reading Strategy

### **Core readings**

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.

### **Further readings**

All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

### **Access and skills**

Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the

	Library.
Indicative Reading List	<p><b>Indicative reading list</b></p> <p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>D'amico, D. and Barbarito, C. (2012) <i>Health and Physical Assessment in Nursing</i>. 2nd ed. New Jersey: Pearson.</p> <p>Hogan-Quigley, B., Palm, M.L. and Bickley, L. (2012) <i>Bates' Nursing Guide to Physical Examination and History Taking</i>. Philadelphia: Lippincott, Williams and Wilkins.</p> <p>Jenson, S. (2011) <i>Nursing Health Assessment. A Best Practice Approach</i>. Philadelphia: Lippincott, Williams and Wilkins.</p> <p>Rogers, M.A. and Scott, W.N. (2011) <i>Nurses! Test Yourself in Pathophysiology</i>. Maidenhead: Open University Press.</p> <p>Rosto, E. (2009) <i>Pathophysiology Made Incredibly Easy!</i> Philadelphia: Lippincott, Williams and Wilkins.</p> <p>Rushforth, H. (2009) <i>Assessment made Incredibly Easy! (1st UK edition)</i>. London: Wolters-Kluwer.</p> <p>Thomas, J. and Monaghan, T. (2007) <i>Oxford Handbook of Clinical Examination and Practical Skills</i>. Oxford: Oxford University Press.</p> <p>Weber, J.R. and Kelley, J.H. (2009) <i>Health Assessment in Nursing</i>. 3rd ed. Philadelphia: Lippincott, Williams and Wilkins.</p> <p>Zelman, M., Tompary, E., Raymond, J., Holdaway, P., Mulvihill, M.L., Steggall, M. and Dingle, M. (2011) <i>Introductory Pathophysiology For Nursing and Healthcare Professionals</i>. Harlow: Pearson.</p> <p><b>Journals</b>  British Journal of Nursing – e journal  Evidence Based Practice  Journal of Advanced Nursing e- journal  Journal of Clinical Nursing  Journal of Community Nursing  Journal of Wound Care  Nurse Education in Practice</p>

### Part 3: Assessment

Assessment Strategy	<p>The assessment will include a 2- part examination under controlled conditions. Specific learning outcomes assessed in individual components are highlighted in the Teaching and Learning section.</p> <p>Component A will be a Multiple Choice Question (MCQ) exam consisting of 50 questions. Duration 1.5 hours. This will test the students' knowledge and understanding of anatomy, physiology, pathophysiology, and ability to accurately assess individuals in a systematic manner.</p> <p>Component B will be a written referral to another health professional under controlled conditions based on a visual case study and based on a structured communication tool such as SBAR or RSVP. Duration 1.5 hours. This will test the students' ability to collate a range of patient information, including findings from physical assessment and ability to accurately communicate in a meaningful and systematic manner to another healthcare professional.</p>
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Identify final assessment component and element	Component B	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b> 50%	<b>B:</b> 50%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. 1.5 Hour MCQ Exam	50%	
2.(etc)		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. 1.5 Hour Written exam under controlled conditions	50%	
2.(etc)		

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. 1.5 Hour MCQ Exam	50%	
2.(etc)		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. 1.5 Hour Written exam under controlled conditions	50%	
2.(etc)		
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		

