



**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Physical Assessment and Clinical Reasoning of the Presenting Child				
Module Code	UZUSWD-20-M	Level	M level	Version	1
Owning Faculty	Health and Applied Sciences	Field	Maternal and Child Health		
Department	Nursing and Midwifery				
Contributes towards	MSc Advanced Practice MSc Specialist Practice				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	UZUSWE-20-3 Physical Assessment and Clinical Reasoning of the Presenting Child		Module Entry requirements	Registered Practitioner in a position of Advanced Practice or aspiring to such a position with clinical responsibility for children or working within children and young peoples field of practice	
Valid From	September 15		Valid to	September 2021	

<b>CAP Approval Date</b>	2 June 2015
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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 an indepth underpinning knowledge and skill in advanced clinical examination of children (Component A and Component B)</li> <li>• Differentiate between normal and abnormal variants of the physical assessment and their clinical significance in children and young people (Component B).</li> <li>• Develop an indepth knowledge and understanding of anatomy and physiology that underpins clinical examination in children and young people (Component A and B).</li> <li>• Safely and effectively conduct an advanced clinical examination within the practitioners chosen field, according to universally accepted standards and demonstrate accurate documentation (Component A and B)</li> <li>• Critically analyse and interpret findings of an advanced clinical examination in children and young people (Component B)</li> <li>• Use clinical reasoning to enhance critical analysis of diagnostic findings in children and young people (Component B)</li> <li>• Exercise clinical judgement and formulate an action plan based on the findings of the examination while working in partnership with child and family (Component B)</li> <li>• Critically reflect on their practice with supporting research and demonstrate</li> </ul>

	the ability to change their practice accordingly (Component B)
Syllabus Outline	<p><b>Skills</b>  Systematic history taking including developmental assessment  Use of assessment tools for recognising normal and abnormal findings in children and young people  Introduction to use of frameworks for clinical reasoning  Introduction to differential diagnosis and patient risk assessment  Introduction to investigations and relevance to practice</p> <p><b>Scientific Knowledge</b>  Foundations of relevant anatomy and pathophysiology  Introduction to clinical findings related to head to toe physical assessment with application to related disease processes.</p> <ul style="list-style-type: none"> <li>• Respiratory examination in children</li> <li>• Cardiovascular examination in children</li> <li>• Abdominal examination in children</li> <li>• Neurological examination in children</li> <li>• Musculoskeletal examination in children (Paediatric Gait Arms Legs Spine pGALS)</li> <li>• Examination of the newborn.</li> <li>• Head, Neck, Skin, Ears, Eyes, Nose and throat examination</li> <li>• Rationale for diagnostic investigations and relevance to practice</li> <li>• Adolescent consultation skills</li> </ul> <p><b>Context of physical assessment and clinical reasoning</b>  Legal/ethical principles in children's and young peoples practice (inc. consent, confidentiality and partnership working)  Clinical governance and safeguarding in children's practice  Evidence based practice  National and local initiatives for changing roles in Children's advanced practice  Health Promotion  Red Flags and safety netting in Children's practice  Communicating and building rapport with child young person and their family</p>
Contact Hours	48 contact hours. These will take the form of lectures, group activities, case study presentations and practical practice sessions
Teaching and Learning Methods	<p>A variety of approaches will be used which may include  E-learning including Blackboard,  Lectures,  Practical sessions,  Seminars,  Master-classes  Analysis of case studies.</p> <p>Formative OSCEs undertaken throughout the module will contribute to use as part of the student learning strategy for physical assessment.</p>
Reading Strategy	<p><b>Core readings</b></p> <p>It is essential that students read one of the many texts on research methods available through the Library. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Further readings</b></p> <p>Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet</p>

	<p>resources. Many resources can be accessed remotely.</p> <p><b>Access and skills</b></p> <p>These level three skills will build upon skills gained by the student whilst studying at levels one and two. 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.</p>
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. However, as indicated above, current advice on readings will be available via the module guide.</p> <p>Barnes, K. (2003)., <i>Paediatrics a Clinical Guide for Nurse Practitioners</i>. Edinburgh: Butterworth Heinemann.</p> <p>Douglas, G, Nicol, F, and Robertson, C. (2009)., <i>Macleods Clinical Examination</i>: Churchill Livingstone. Available from:  <a href="https://www.dawsonera.com/abstract/9780702053375">https://www.dawsonera.com/abstract/9780702053375</a>  [accessed on 18/05/2015]</p> <p>Lissauer, T &amp; Clayden, G (2007)., <i>Illustrated textbook of Paediatrics</i>, 3<sup>rd</sup> edition. Mosby Elsevier.</p> <p>Miall, L., Rufolf, M, and Smith, D (2012)., <i>Paediatrics at a Glance</i>, 3<sup>rd</sup> edition. Wiley~Blackwell: Chichester. Available from:  <a href="https://www.dawsonera.com/abstract/9781118306437">https://www.dawsonera.com/abstract/9781118306437</a>  [accessed on 18/05/2015]</p> <p>Peate, I and Gormley-Fleming, E.,(2014) <i>Fundamentals of Children's Anatomy and Physiology</i>. Wiley~Blackwell: Chichester.</p> <p>Schelven, C, Copeman, A, Davis, J, Jeanes, A and Young, J (2010)., <i>Paediatric Radiology for MRCPCH AND FRCR</i>. 2<sup>nd</sup> ed.The Royal Society of Medicine Press limited.</p>

<b>Part 3: Assessment</b>	
Assessment Strategy	<p><b>Component A- Observed Structured Clinical Examination (OSCE).</b>  <b>Component B is a 2000 word report based on critical analysis and evaluation of two clinical examinations undertaken by the student in practice</b></p> <p><b>Component A- (OSCE)</b> Students are required to independently conduct an advanced clinical examination under controlled conditions in the form of an Observed Structured Clinical Examination (OSCE). History taking station plus</p>

	<p>two systems stations.</p> <p><b>Component B is a 2000 word diary report based on critical analysis</b> and evaluation of two clinical examinations undertaken by the student in practice. This is an opportunity for students to critically evaluate their practice and clinical examination techniques with support of the evidence base and demonstrate the ability to change their practice accordingly.</p>
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Identify final assessment component and element	<b>B</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. OSCE	50%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. 2000 word report based on critical analysis of clinical examinations.	50%	

<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 (as % of component)</b>	
1. OSCE	50%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. 2000 word report based on critical analysis of clinical examinations.	50%	
<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>		