



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Clinical Examination Skills and Practice for Urgent and Emergency Care Practitioners				
Module Code	UZWRVE-40-M	Level	M	Version	1
Owning Faculty	Health & Applied Sciences	Field	Acute and Critical Care Adult Nursing		
Department	Nursing and Midwifery				
Contributes towards	MSc Specialist Practice MSc Advanced Practice				
UWE Credit Rating	40	ECTS Credit Rating	20	Module Type	Standard
Pre-requisites			Co- requisites	Level 3 Clinical Reasoning for Emergency & Urgent Care Practitioners OR Level M Clinical Reasoning for Emergency & Urgent Care Practitioners	
Excluded Combinations	UZWS8N-20-M Decision making and clinical reasoning in emergency care  UZWR3C-20-3 Decision making in the Emergency Department  UZWRGK-20-3 Practice: Emergency Practitioner  UZWS8Q-20-M Practice: Emergency Practitioner  UZWS8P-20-M Clinical examination skills in Emergency Care  UZWRGJ-20-3 Clinical Examination Skills in Accident and Emergency  UZWSV4-30-M/UZWSV3-30-3 Clinical Examination Skills and Practice for Urgent and		Module Entry requirements	Must be a registered healthcare professional  In agreement with the Module Leader:  must have access to a relevant practice environment in order to meet the learning outcomes of the module  must have relevant named mentor within the practice environment	

	Emergency Care Practitioners		
Valid From	Sept 2015	Valid to	September 2021

<b>CAP Approval Date</b>	2 June 2015
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<b>Part 2: Learning and Teaching</b>	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Exercise clinical judgement and formulate a safe management plan based on the findings of the examination (Component A)</li> <li>• Safely make a differential diagnosis as well as the ability to analyse treatment options and prescribe treatment for a group of patients within your sphere of practice. (Component A)</li> <li>• Demonstrate evidence in the ability to exercise a high level of clinical judgement by using and critically analysing evidence based rationale. (Component A)</li> <li>• Demonstrate the ability to effectively document and reflect upon and demonstrate continuing learning from clinical findings in a coherent and acceptable governance framework. (Component A)</li> <li>• Demonstrate competence to assess a broad range of patients using appropriate clinical examination and history taking skills through practice-based competencies. (Component B)</li> <li>• Demonstrate an in-depth knowledge and understanding of anatomy and physiology that underpins clinical examination in emergency and urgent care settings. (Component B)</li> <li>• Independently and precisely conduct a clinical examination according to universally accepted standards. (Component B)</li> </ul>
Syllabus Outline	<ul style="list-style-type: none"> <li>• History taking e.g. using a focused systematic approach , presenting complaint, past medical history, medications</li> <li>• Advanced communication skills</li> <li>• Review of systems e.g. neurological, musculoskeletal</li> <li>• Note taking and documentation skills e.g. recording contemporaneous, accurate notes of examination, diagnosis, treatment and management options that are evidenced based</li> <li>• Clinical examination skills and techniques in a variety of body systems, with an additional focus on musculoskeletal trauma diagnosis and management,</li> <li>• Minor injury and major illness management in emergency and urgent care settings,</li> <li>• Evidenced based management of injury and illness, including patients with mental health presentations</li> <li>• X-ray interpretation</li> <li>• Managing risk and uncertainty safely in emergency and urgent care settings</li> <li>• Managing a variety of presentations in emergency and urgent care</li> </ul>

	across a broad age span, children, adults and older adults.
Contact Hours	96 hours
Teaching and Learning Methods	<p>A variety of teaching and learning approaches will be used which will include:</p> <ul style="list-style-type: none"> <li>• Lectures by speciality experts,</li> <li>• workshops,</li> <li>• Masterclasses,</li> <li>• skills stations,</li> <li>• seminars,</li> <li>• learning contracts,</li> <li>• portfolios of learning,</li> <li>• self-directed study and mentor supervision,</li> <li>• OSCEs: Objective structured clinical examinations</li> </ul>
Reading Strategy	<p><b>Core readings</b></p> <p>Any essential reading will be indicated clearly during face to face contact time, along with the method for accessing it, e.g. students may be given a print study pack or be referred to texts that are available electronically or in the Library. Students will be encouraged to refer to a core clinical examination text in order to underpin their learning. There is a wide variety of clinical examination texts available which meet the learning needs of the students will be encouraged to look at a selection of texts before they purchase one or use the library resources. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Further readings</b></p> <p>Further reading will be required to supplement the lecture content and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p><b>Access and skills</b></p> <p>The development of literature searching skills is supported by a Library seminar provided within the first few weeks of the module. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. 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</p>

	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. However, as indicated above, <i>current</i> advice on readings will be available via the module guide.</p> <p><b>Books</b></p> <p>Cox, C (2010) <i>Physical Assessment for Nurses</i> 2<sup>nd</sup> edition. London: Blackwell Publishing</p> <p>Cross, S and Rimmer M Eds (2007) <i>Nurse Practitioner Manual of Clinical Skills</i> 2<sup>nd</sup> Edition. London: Bailliere Tindall Elsevier</p> <p>Douglas, G. Nicol, F. Robertson, L (2013) <i>Macleod's Clinical Examination</i>. 13<sup>th</sup> Edition. London: Churchill Livingstone</p> <p>Field, D. &amp; Tillotson, J. (2008) <i>Eye Emergencies the Practitioner's Guide</i>. Cumbria: M&amp;K publishing</p> <p>Gross, J, M, Fetto, J, Rosen, E (2009) <i>Musculoskeletal Examination</i> 3<sup>rd</sup> Edition. London: Blackwell Science.</p> <p>Johnson, G, Hill-Smith, I &amp; Ellis, C (2006) <i>The Minor Illness Manual</i>. 3<sup>rd</sup> Edition. Oxford: Radcliffe Medical Press.</p> <p>McRea, R (2010) <i>Principles of Orthopaedic Examination</i> 6<sup>th</sup> Edition. London: Churchill Livingstone.</p> <p>Munro JF &amp; Campbell IW (Ed's) (2009) <i>Macleod's Clinical Examination</i>. 12<sup>th</sup> Edition. London: Churchill Livingstone</p> <p>Purcell, D (2010) <i>Minor Injuries- A Clinical Guide for Nurses</i> 2<sup>nd</sup> Edition London: Churchill Livingstone.</p> <p>Raby, N, Berman L, De-Lacey G. (2005) <i>Accident &amp; Emergency Radiology: A Survival Guide</i>. 2<sup>nd</sup> Edition. Saunders: London</p> <p>Sakthivel-Wainford, K (2006) <i>Self-Assessment in Limb X-Ray Interpretation</i>. Cumbria: M&amp;K publishing</p> <p><b>Journals</b></p> <p>Academic Emergency Medicine Journal  Advanced Emergency Nursing Journal  Australasian Emergency Nursing Journal  Emergency Medicine Journal  Emergency Nurse Journal  International Emergency Nursing Journal</p>

<b>Part 3: Assessment</b>	
Assessment Strategy	The assessment strategies have been devised in order to meet an appropriate and robust assessment workload and to be pertinent and

	<p>relevant to practice (incorporating nationally agreed competencies, and based on the translational evidence from research in this area (Fotheringham (2013): Mason et al 2005) in order to prepare students for the role of autonomous practitioner in emergency and urgent care settings and demonstrate competence in clinical examination and diagnostic reasoning skills.</p> <p>The assessment strategy comprises of</p> <ul style="list-style-type: none"> <li>• A summative OSCE of 2 systems undertaken under exam conditions</li> <li>• A log of learning achievement which incorporates national competencies pertinent to the role, as well as examinations from practice.</li> </ul> <p>Formative OSCEs will be undertaken in the classroom</p> <p>This module will be undertaken simultaneously with the module: Clinical Reasoning for Emergency &amp; Urgent Care Practitioners. The assessment is designed to assess the depth of knowledge of the students understanding in this speciality. The student will need to demonstrate the ability to act autonomously with minimal supervision or direction within agreed guidelines, using standard clinical examination techniques</p>
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Identify final assessment component and element	Component A	
% 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</b> <b>(as % of component)</b>	
1. Student to perform a clinical examination under controlled conditions. Followed by an oral discussion (30 minutes)	50%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Log of learning achievement that includes the achievement of agreed competencies including a minimum of 50 examinations from practice	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</b> <b>(as % of component)</b>	
1. Student to perform a clinical examination under controlled conditions. Followed by an oral discussion (30 minutes)	50%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
2. Log of learning achievement that includes the achievement of agreed competencies including a minimum of 50 examinations from practice	50%	

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.