



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Clinical Examination Skills and Practice for Urgent and Emergency Care Practitioners				
Module Code	UZWRVF-40-3	Level	3	Version	1
Owning Faculty	Health & Applied Sciences	Field	Acute and Critical Care Adult Nursing		
Department	Nursing and Midwifery				
Contributes towards	BSc (Hons) Specialist Practice BSc(Hons) Professional Development				
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  UZWSV3-30-3/UZWSV4-30-M Clinical Examination		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	

	Skills and Practice for Urgent and 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> <ol style="list-style-type: none"> <li>1. Exercise clinical judgement and formulate a safe management plan based on the findings of the examination (Component A)</li> <li>2. Make a differential diagnosis and devise a treatment plan for a group of patients (Component A)</li> <li>3. Exercise clinical judgement underpinned by evidence based rationale. (Component A)</li> <li>4. Document and maintain contemporaneous records of clinical findings in line with local governance frameworks. (Component A)</li> <li>5. Safely assess a range of patients using appropriate clinical examination and history taking skills through practice-based competencies. (Component B)</li> <li>6. Demonstrate a working knowledge and understanding of anatomy and physiology that underpins and demonstrates high level clinical reasoning skills and clinical examination in emergency and urgent care settings. (Component B)</li> <li>7. Independently conduct clinical examinations according to universally accepted standards using standard clinical examination techniques (Component B)</li> </ol>
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> </ul>

	<ul style="list-style-type: none"> <li>• Managing risk in emergency and urgent care settings</li> <li>• Managing presentations in emergency and urgent care across the life span</li> </ul>
Contact Hours	48
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>It is essential that students read one of the many texts on clinical examination skills 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 resources. Many resources can be accessed remotely.</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. 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, <i>current</i> advice on readings will be available via the module guide</p> <p>Cox, C (2010) <i>Physical Assessment for Nurses 2<sup>nd</sup> edition</i>. London: Blackwell Publishing.</p> <p>Cross, S and Rimmer M Eds (2007) <i>Nurse Practitioner Manual of Clinical</i></p>

*Skills* 2<sup>nd</sup> Edition. London: Bailliere Tindall Elsevier.

Douglas, G. Nicol, F. Robertson, C (2013). *MacLeod's Clinical Examination* Thirteenth Edition. London: Churchill Livingstone

Field, D. & Tillotson, J. (2008) *Eye Emergencies the Practitioner's Guide*. Cumbria: M&K publishing

Gross, J, M, Fetto, J, Rosen, E (2009) *Musculoskeletal Examination* 3<sup>rd</sup> Edition. London: Blackwell Science.

Johnson, G, Hill-Smith, I & Ellis, C (2006) *The Minor Illness Manual*. 3<sup>rd</sup> Edition. Oxford: Radcliffe Medical Press.

McRea, R (2010) *Principles of Orthopaedic Examination* 6<sup>th</sup> Edition. London: Churchill Livingstone.

Munro JF & Campbell IW (Ed's) (2009) *Macleod's Clinical Examination*. 12<sup>th</sup> Edition. London: Churchill Livingstone

Purcell, D (2010) *Minor Injuries- A Clinical Guide for Nurses* 2<sup>nd</sup> Edition London: Churchill Livingstone.

Raby, N, Berman L, De-Lacey G. (2005) *Accident & Emergency Radiology: A Survival Guide*. 2<sup>nd</sup> Edition. Saunders: London

Sakthivel-Wainford, K (2006) *Self-Assessment in Limb X-Ray Interpretation*. Cumbria: M&K publishing

**Journals**  
 Australasian Emergency Nursing Journal  
 Emergency Medicine Journal  
 Emergency Nurse Journal  
 International Emergency Nursing Journal

**Part 3: Assessment**

<p>Assessment Strategy</p>	<p>The assessment strategies have been devised in order to meet an appropriate and robust assessment workload and to be pertinent and 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>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)	A:	B:
	50%	50%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (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 (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 (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 (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%	
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.		