



MODULE SPECIFICATION

Part 1: Information			
Module Title	Physical Assessment and Clinical Reasoning for Practice		
Module Code	UZWK9C-20-M	Level	M
For implementation from	September 2019		
UWE Credit Rating	20	ECTS Credit Rating	10
Faculty	Health and Applied Sciences	Field	Acute and Critical Care Adult Nursing
Department	Nursing and Midwifery		
Contributes towards	BSc (Hons) Specialist Practice (District Nursing) Professional Development Awards BSc (Hons) Health and Social Care MSc Specialist Practice (District Nursing) MSc Advanced Practice MSc Advanced Clinical Practice		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	UZWK9B-20-3 UZWRWV-20-3 UZWRWU-20-M		
Co- requisites	None		
Module Entry requirements	Practitioners with current professional registration with the Nursing and Midwifery Council or General Pharmaceutical Council or Health and Care Professions Council		

Part 2: Description	
<p>This module will provide you with the opportunity to enhance your knowledge and understanding of history taking, examination techniques of the main body systems, as well as clinical reasoning skills. In addition you will be taught to differentiate between normal and abnormal variants of the physical assessment and their clinical significance across the adult age ranges.</p> <p>You will cover:</p> <p>Knowledge and Skills</p> <p>Systematic history taking and consultation skills Use of Advanced physical assessment techniques Introduction to use of frameworks for clinical reasoning Risk Assessment using frameworks of clinical reasoning, including documentation and management of this a review of systems Fundamentals of relevant anatomy and pathophysiology Clinical findings related to head to toe physical assessment with application to related disease processes.</p>	

The following systems will be examined:

- Cardiovascular examination
- Head, neck, ears, eyes, nose and throat examination
- Respiratory examination
- Abdominal examination
- Neurological examination
- Musculoskeletal examination
- Rationale for diagnostic investigations and relevance to practice i.e. plan of care, clinical reasoning and management of care

Context of physical assessment and clinical reasoning

Legal/ethical principles in relation to scope of practice within current professional frameworks

Clinical governance

Evidence based practice and clinical guidelines

National and local initiatives for changing roles in practice

Teaching and Learning Methods

A variety of approaches will be used which may include E-learning, lectures, practical sessions, seminars, experts from practice, analysis of case studies, problem based learning, on-line patient scenarios and self-directed study.

Supervised physical assessment practice sessions undertaken throughout the module.

Part 3: Assessment: Strategy and Details

Component A:

Structured Oral and Practical Examination- maximum time 45 minutes.

For level M two systems will be assessed based on a patient based scenario

This assessment will enable students to demonstrate an ability to take a comprehensive history and conduct a thorough physical examination of a controlled patient. Students will be given the opportunity via critical questioning, during and after this process, to explain the significance of their findings in relation to the presenting complaint, provisional and differential diagnoses. During questioning, they will be required to demonstrate that they have used the underpinning evidence base to inform their decisions and planning.

Formative Assessment:

- It is recommended that students complete a minimum of six clinical examinations (one for each system) to develop a personal (and reflective) framework for safe documentation/record keeping and clinical examination skills in their current area of clinical practice
- Feedback will be provided by formative SOPE within the practical sessions.

Identify final timetabled piece of assessment (component and element)	A1	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	

	1. Structured Oral and Practical Examination	100																																			
Component B	Description of each element	Element weighting (as % of component)																																			
Resit (further attendance at taught classes is not required)																																					
Component A (controlled conditions)	Description of each element	Element weighting (as % of component)																																			
	1. Structured Oral and Practical Examination	100																																			
Component B	Description of each element	Element weighting (as % of component)																																			
Part 4: Learning Outcomes & KIS Data																																					
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an in depth knowledge and understanding of the evidence base underpinning physical assessment and clinical reasoning. (Component A) 2. Conduct a safe, relevant, comprehensive advanced physical examination and assessment within the practitioner's professional field (Component A) 3. Critically analyse and interpret findings of a comprehensive physical assessment, underpinned by the appropriate evidence base. (Component A) 4. Exercise clinical judgement and reasoning to provide differential diagnoses, and formulate an action plan based on the findings of the assessment. (Component A) 																																				
Key Information Sets Information (KIS)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: left;">Key Information Set - Module data</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="text-align: center; border: 2px solid black;">20</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th style="background-color: #cccccc;">Hours to be allocated</th> <th style="background-color: #cccccc;">Scheduled learning and teaching study hours</th> <th style="background-color: #cccccc;">Independent study hours</th> <th style="background-color: #cccccc;">Placement study hours</th> <th style="background-color: #cccccc;">Allocated Hours</th> </tr> <tr> <td style="text-align: center; color: red;">200</td> <td style="text-align: center; color: red;">48</td> <td style="text-align: center; color: red;">150</td> <td style="text-align: center; color: red;">0</td> <td style="text-align: center; color: red;">198</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center; color: red;">✘</td> </tr> </tbody> </table>		Key Information Set - Module data										<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	150	0	198					✘
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Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>																																				

Total Assessment	Total assessment of the module:			
	Written exam assessment percentage			0%
	Coursework assessment percentage			0%
	Practical exam assessment percentage			100%
				100%
Reading List	https://rl.talis.com/3/uwe/lists/022E7595-028D-A17B-6E7B-933E304DBFED.html?lang=en-GB&login=1			

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First Approval Date	26 June 2019		
Revision CAP		Version	1
Approval Date			RIA 12929