



## ACADEMIC SERVICES

### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Physical Assessment and Clinical Reasoning				
Module Code	UZWRWU-20-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Acute and Critical Care Adult Nursing		
Department	Nursing and Midwifery				
Contributes towards	MSc Advanced Practice MSc Specialist Practice MSc Professional Development Postgraduate Diploma Professional Development				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	UZWS5F-20-3 Physical Assessment and Clinical Reasoning  UZWRH7-20-M Clinical Examination Skills for advanced practice  UZWSRR-15-M Physical Assessment and Clinical Reasoning		Module Entry requirements	Registered practitioner	

	UZWSRQ-15-3 Physical Assessment and Clinical Reasoning		
Valid From	1/9/15	Valid to	

<b>CAP Approval Date</b>	
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<b>Part 2: Learning and Teaching</b>	
<b>Learning Outcomes</b>	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate in depth knowledge and understanding of anatomy and physiology that underpins clinical examination within the practitioner's specialist field. (Component A and B)</li> <li>2. Detect and recognise deviations from normal and understand clinical significance. (Component B)</li> <li>3. Critically analyse and interpret findings of the advanced clinical examination. (Component B)</li> <li>4. Independently 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>5. Develop the knowledge, skills and attitude underpinning advanced clinical examination utilising research based practice. (Component A and Component B)</li> <li>6. Exercise clinical judgement; formulate an action plan based on the findings of the examination. (Component B)</li> <li>7. Critically evaluate their practice with contemporaneous research and demonstrate the ability to change their practice and that of others accordingly (Component B)</li> </ol>
<b>Syllabus Outline</b>	<p><b>Skills</b>  Systematic history taking  Use of assessment tools for recognising normal and abnormal findings  Introduction to use of frameworks for clinical reasoning  Risk Assessment</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>• Cardiovascular examination</li> <li>• Head, Neck, Skin, Eyes, Ears, Nose and Throat examination</li> <li>• Respiratory examination</li> <li>• Abdominal examination</li> <li>• Neurological examination</li> <li>• Musculoskeletal examination</li> <li>• Rationale for diagnostic investigations and relevance to practice</li> </ul> <p><b>Context of physical assessment and clinical reasoning</b></p> <p>Health promotion</p> <p>Legal/ethical principles Clinical governance Evidence based practice National and local initiatives for changing roles in practice</p>
<p><b>Contact Hours</b></p>	<p>48 contact hours. These will take the form of lectures, group activities, case study presentations and practical practice sessions.</p>
<p><b>Teaching and Learning Methods</b></p>	<p>A variety of approaches will be used which may include E-Learning, Lectures, Practical sessions, Seminars, Experts from practice, 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> <p><b>Independent learning</b> – students will engaged with essential reading, case study preparation and preparation for online examination.</p>
<p><b>Reading Strategy</b></p>	<p><b>Core readings</b></p> <p>Module guides will 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>All students are encouraged to make use of the extensive resources provided through the Library. Additional support is available through the Library web pages. This includes interactive tutorials on search skills and on the use of specific electronic library resources. Sign up workshops are also offered by the Library.</p>
<p><b>Indicative Reading</b></p>	<p><b>Indicative reading list</b></p>

<b>List</b>	<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>Students need to purchase or have regular access to a physical assessment textbook. Options include:</p> <p>Bickley, L. and Szilagyi, P. (2013) <i>Bates' Guide to Physical Examination and History Taking (11<sup>th</sup> Edition)</i> International addition. Philadelphia: Lippincott Williams and Wilkins.</p> <p>Douglas, G., Nicol, F. and Robertson, C. (2009) <i>Macleod's Clinical Examination (12<sup>th</sup> Edition)</i> Edinburgh: Churchill Livingstone, Elsevier.</p> <p>Seidel, H.M., Ball, J.W., Dains, J.E. and Bednedict, G.W. (2006) <i>Mosby's Guide to Physical Examination (6<sup>th</sup> ed.)</i> St Louis: Mosby.</p> <p>Tortora, G. and Derrickson, B. (2012) <i>Essentials of anatomy and Physiology</i>, Oxford: Wiley.</p> <p><b><u>Journals</u></b></p> <p>Emergency Nurse</p> <p>British Journal of cardiac nursing</p> <p>Advanced Practice</p> <p>Musculoskeletal journal</p>
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<b>Part 3: Assessment</b>
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<b>Assessment Strategy</b>	<p><b>Component A</b> The student is required to independently conduct an advanced clinical examination under exam conditions in the form of an Observed Structured Clinical Examination</p> <p><b>Component B</b> The student will provide is a 2000 word critical analysis and evaluation of an eclectic log of clinical examinations (18 examinations) undertaken by the student in practice. This is an opportunity for students to critically evaluate their practice and clinical examination techniques with supporting research.</p>
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<b>Identify final assessment component and element</b>	
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% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>
Student is required to pass both components of the module		
<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>	
2. 2000 word critical analyses of clinical logs	100%	

<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>	
2. 2000 word critical analyses of clinical logs	100%	
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.		