



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Physical Assessment and Clinical Reasoning of the Presenting Child		
Module Code	UZUSWE-20-3	Level	Level 6
For implementation from	2020-21		
UWE Credit Rating	20	ECTS Credit Rating	10
Faculty	Faculty of Health & Applied Sciences	Field	Maternal and Child Health
Department	HAS Dept of Nursing & Midwifery		
Module Type:	Professional Practice		
Pre-requisites	None		
Excluded Combinations	Physical Assessment and Clinical Reasoning of the Presenting Child 2020-21		
Co-requisites	None		
Module Entry Requirements	None		
PSRB Requirements	None		

Part 2: Description
<p><b>Features:</b> Module Entry Requirements: Students must be a 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</p> <p><b>Educational Aims:</b> See Learning Outcomes.</p> <p><b>Outline Syllabus:</b> Skills: Systematic history taking including developmental assessment Use of assessment tools for recognising normal and abnormal findings in children and young people Introduction to the use of frameworks for clinical reasoning Introduction to differential diagnosis and patient risk assessment Introduction to investigations and relevance to practice.</p> <p>Scientific Knowledge: Foundations of relevant anatomy and pathophysiology Introduction to clinical findings related to head to toe physical assessment with application to related disease processes. □ Respiratory examination in children</p>

## STUDENT AND ACADEMIC SERVICES

Cardiovascular examination in children.  
 Abdominal examination in children.  
 Neurological examination in children.  
 Musculoskeletal examination in children (Paediatric Gait Arms Legs Spine pGALS).  
 Examination of the newborn.  
 Head, Neck, Skin, Ears, Eyes, Nose and throat examination.  
 Rationale for diagnostic investigations and relevance to practice. Adolescent consultation skills.

Context of physical assessment and clinical reasoning:  
 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.  
 Commnuiciating and building rapport with child or young person and their family.

**Teaching and Learning Methods:** A variety of approaches will be used which may include:

E-learning including Blackboard  
 Lectures  
 Practical sessions  
 Seminars  
 Master-classes  
 Analysis of case studies.

Formative OSCEs undertaken throughout the module will contribute to use as part of the student learning strategy for physical assessment.

48 contact hours. These will take the form of lectures, group activities, case study presentations and practical practice sessions

### Part 3: Assessment

Component A is a clinical practice portfolio. Students must complete a log of clinical examinations, performed in practice and discussed and verified with a clinical mentor.

Component B is an Observed Structured Clinical Examination (OSCE), comprising history-taking, advanced clinical examination and critical discussion under controlled conditions. The critical discussion demonstrates the opportunity for students to critically evaluate their practice and clinical examination techniques in line with current evidence.

First Sit Components	Final Assessment	Element weighting	Description
Practical Skills Assessment - Component B	✓	100 %	OSCE, comprising history taking, advanced clinical examination and critical discussion under controlled conditions.
Portfolio - Component A		0 %	Log of clinical examinations (pass/fail)
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Portfolio - Component A		0 %	Log of clinical examinations (pass/fail)

<b>Part 4: Teaching and Learning Methods</b>																			
Learning Outcomes	<p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th style="text-align: left;"><b>Module Learning Outcomes</b></th> <th style="text-align: left;"><b>Reference</b></th> </tr> </thead> <tbody> <tr> <td>Demonstrate knowledge and understanding of the evidence base underpinning physical assessment and clinical reasoning.</td> <td>MO1</td> </tr> <tr> <td>Differentiate between normal and abnormal variants of physical assessment and their clinical significance in children and young people.</td> <td>MO2</td> </tr> <tr> <td>Demonstrate knowledge and understanding of concepts related to anatomy, physiology and clinical reasoning that supports recognition of common illnesses in children and young people.</td> <td>MO3</td> </tr> <tr> <td>Safely and effectively conduct a clinical examination within the practitioners chosen field, according to universally accepted standards, and demonstrate accurate documentation.</td> <td>MO4</td> </tr> <tr> <td>Use clinical reasoning to enhance analysis of diagnostic findings in children and young people while working in partnership with child and family.</td> <td>MO5</td> </tr> <tr> <td>Identify and evaluate outcomes from a physical and developmental assessment in children and young people.</td> <td>MO6</td> </tr> <tr> <td>Exercise clinical judgement and formulate an action plan based on the findings of the clinical examination.</td> <td>MO7</td> </tr> <tr> <td>Apply the process of physical assessment and clinical reasoning to the students own clinical practice.</td> <td>MO8</td> </tr> </tbody> </table>	<b>Module Learning Outcomes</b>	<b>Reference</b>	Demonstrate knowledge and understanding of the evidence base underpinning physical assessment and clinical reasoning.	MO1	Differentiate between normal and abnormal variants of physical assessment and their clinical significance in children and young people.	MO2	Demonstrate knowledge and understanding of concepts related to anatomy, physiology and clinical reasoning that supports recognition of common illnesses in children and young people.	MO3	Safely and effectively conduct a clinical examination within the practitioners chosen field, according to universally accepted standards, and demonstrate accurate documentation.	MO4	Use clinical reasoning to enhance analysis of diagnostic findings in children and young people while working in partnership with child and family.	MO5	Identify and evaluate outcomes from a physical and developmental assessment in children and young people.	MO6	Exercise clinical judgement and formulate an action plan based on the findings of the clinical examination.	MO7	Apply the process of physical assessment and clinical reasoning to the students own clinical practice.	MO8
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Reading List	<p><i>The reading list for this module can be accessed via the following link:</i></p> <p><a href="https://uwe.rl.talis.com/modules/uzuswe-20-3.html">https://uwe.rl.talis.com/modules/uzuswe-20-3.html</a></p>																		

<b>Part 5: Contributes Towards</b>
This module contributes towards the following programmes of study: