



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Physical Assessment and Clinical Decision Making				
Module Code	UZYRN3-30-1	Level	1	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professionals		
Department	Allied Health Professionals	Module Type	<i>Project</i>		
Contributes towards	Diploma (HE) Paramedic Science				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
First CAP Approval Date	January 2016	Valid from	April 2016		
Revision CAP Approval Date		Revised with effect from			

Review Date	April 2022
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Obtain and record a comprehensive health history in accordance with applicable legislation, protocols and guidelines. (Component A) 2. Demonstrate an understanding of the importance of valuing the service user's opinions and concerns when undertaking a health assessment (Component A) 3. Conduct a thorough and detailed physical examination of the service user using appropriate clinical skills to inform clinical reasoning and guide the formulation of a differential diagnosis and clinical decision making (Component A) 4. Differentiate between normal and abnormal variants of the physical assessment and their clinical significance (Component A) 5. Undertake and review a comprehensive set of clinical observations appropriate to the service user's condition. (Component A) 6. Apply knowledge of anatomy and physiology when undertaking a physical examination. (Component A) 7. Explain the factors involved in the clinical decision making process. (Component A)
Syllabus Outline	<ul style="list-style-type: none"> • Principles of clinical examination: <ul style="list-style-type: none"> - Human Factors - History taking - Documentation - Equipment • Models of clinical decision making

	<ul style="list-style-type: none"> • Systems based physical assessment skills: <ul style="list-style-type: none"> - Respiratory examination - Cardiovascular examination - Neurological examination - Musculo-skeletal examination - Gastro-intestinal examination - Genito-urinary examination 																				
Contact Hours	<ul style="list-style-type: none"> • Students will typically engage in ten, 3-hour interactive lecture, seminar and tutorial days. Group sizes on the module vary but groups are typically up to 30. Students are also given access to a module guide which directs them through bespoke, interactive learning resources for the module, containing directed reading, audios, games and quizzes giving opportunities to develop knowledge and understanding as they progress through the module. In addition, email and discussion group contact with staff is available throughout the module and during scheduled tutorial time. 																				
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops.</p> <p>Independent learning includes hours engaged with technology enhanced learning essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</p> <p>Placement learning: includes supervised practice of clinical examination skills in practice.</p>																				
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="459 1200 1369 1581"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>30</td> <td>140</td> <td>130</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p>	Key Information Set - Module data					Number of credits for this module				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	30	140	130	300
Key Information Set - Module data																					
Number of credits for this module				30																	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																	
300	30	140	130	300																	

Total assessment of the module:			
Written exam assessment percentage		0%	
Coursework assessment percentage		100%	
Practical exam assessment percentage		0%	
		100%	

Reading Strategy

Core reading

Any core reading will be indicated clearly, along with the method for accessing it, eg students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.

Further reading

All students are 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. Guidance to some key authors and journal titles available through the Library will be given in the module handbook and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

Access and skills

Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills already introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

Indicative reading list

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. *Current* advice on additional reading will be available via the module handbook or Blackboard pages

Indicative Reading List

- Douglas, G. et al (2013) *Macleod's Clinical Examination (13th Edn.)*. London: Churchill Livingstone
- Kumar, P. and Clark, M. (2012) *Clinical Medicine*. Oxford: Saunders
- Netter, F. (2014) *Atlas of Human Anatomy 6th ed.* Philadelphia: Elsevier.
- Waugh, A. and Grant, A. (2014) *Ross and Wilson Anatomy and Physiology in Health and Illness (12th Edn.)* London: Churchill-Livingstone

Part 3: Assessment	
Assessment Strategy	<p>Summative assessment</p> <ul style="list-style-type: none"> Component A: Written assignment: 3500 word analysis of an eclectic log of clinical examinations <p>Rationale; to provide an opportunity to assess the student's ability to apply the physical assessment skills and describe their thought processes involved in clinical decision making.</p> <ul style="list-style-type: none"> Formative assessment <p>Will take place through clinical examination supervision and feedback, also tutorial support and reading by a personal tutor of draft work.</p>

Identify final assessment component and element	Component A	
% 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. Written assignment: 3500 word analysis of an eclectic log of clinical examinations	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Written assignment: 3500 word analysis of an eclectic log of clinical examinations	100%
<p>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.</p>	