



### MODULE SPECIFICATION

Part 1: Information			
<b>Module Title</b>	Advancing practice in clinical examination and diagnostic reasoning for urgent, emergency and primary care practitioners.		
<b>Module Code</b>	UZWK9N-40-3	<b>Level</b>	3
<b>For implementation from</b>	September 2019		
<b>UWE Credit Rating</b>	40	<b>ECTS Rating</b>	<b>Credit</b> 20
<b>Faculty</b>	HAS	<b>Field</b>	ACCN
<b>Department</b>	Nursing and Midwifery		
<b>Contributes towards</b>	BSc (Hons) Specialist Practice Professional Development Awards BSc (Hons) Health and Social Care MSc Specialist Practice MSc Advanced Practice MSc Advanced Clinical Practice MSc Specialist Practice		
<b>Module type:</b>	Professional Practice		
<b>Pre-requisites</b>	None		
<b>Excluded Combinations</b>	UZWK9M-40-M UZWRVH-20-3 UZWR1G-20-M UZWRVF-40-3 UZWRVE-40-M		
<b>Co- requisites</b>	None		
<b>Module Entry requirements</b>	<p>Practitioners with current professional registration with the Nursing and Midwifery Council or General Pharmaceutical health Council or Health and Care Professions Council.</p> <p>An identified clinical work environment, through either a permanent or honorary contract, with a clinical mentor for the duration of the module. Working with patients on first presentation in a pre-hospital; community; primary care, emergency or urgent care environment.</p>		

### Part 2: Description

This module has been developed to prepare practitioners with a professional registration in healthcare for a clinical role as an advancing autonomous practitioner working within a range of settings such as pre-hospital; community; primary; urgent; or emergency care. This module will prepare you to take a focused history; examine patients using a systems based approach; request appropriate diagnostic tests; interpret these; make a differential diagnosis and construct an evidenced based management plan for a range of patients and service users presenting with an undifferentiated range of symptoms. This will require demonstration of a higher degree of complex decision-making skills, expertise and knowledge in managing risk and diagnostics effectively and safely in the clinical context and environment within which you work.

**Indicative content:****Skills**

Appraising evidence for healthcare practice

Drivers for healthcare delivery

Introduction to use of frameworks for clinical reasoning

Systematic history taking and consultation skills

Use of advanced physical assessment techniques

Risk assessment frameworks for clinical reasoning, documentation and management

Clinical findings related to head to toe physical assessment with application to related disease processes

Advanced interpersonal skills

Clinical examination and review of systems:

- Cardiovascular examination
- Head, neck, ears, eyes, nose and throat examination
- Respiratory examination
- Abdominal examination
- Neurological examination
- Musculoskeletal examination
- Genitourinary examination
- Mental state examination

Note taking and documentation skills recording contemporaneous accurate notes of examination, diagnosis, treatment and evidenced based management plans

Clinical examination skills using a systems based approach with an additional focus on musculoskeletal trauma diagnosis and management.

Injury and physical and mental illness management in same day care settings

X-ray interpretation

**Context of physical assessment and clinical reasoning**

Complex decision-making and risk management including decision making theory and clinical reasoning approaches including the appropriate use of clinical decision making rules.

Legal and ethical issues concerning autonomous practice in 24 hour settings and in relation to scope of practice within current professional frameworks

Making safe and appropriate referrals

Assessment and management of patients with undifferentiated presentations across the life span

Evidence based practice and clinical guidelines

### 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

#### Component A:

Practice Competency Document: successful completion of identified competencies. Learners will include clinical logs demonstrating evidence based critical reflection of different episodes of care to inform their achievement of competencies to their mentor. The practice competency document will be assessed in practice by the identified mentor. The assessment will allow the student to demonstrate developing practice and autonomous clinical decision making.

#### Component B:

30 minute OSCE plus a 10 minute structured oral discussion to allow the student to demonstrate autonomous clinical decision making. The student will be expected to suggest a provisional diagnosis and a safe management plan relative to autonomous practice. A structured oral discussion will follow to allow the student to demonstrate autonomous clinical decision making.

#### Formative Assessment:

- Feedback will be provided by formative OSCE within the practical sessions.
- Formative assessment will take place through clinical mentorship and feedback.

Identify final timetabled piece of assessment  
(component and element)

Component B

% weighting between components A and B (Standard modules only)

A:

B:

#### First Sit

**Component A** (controlled conditions)  
**Description of each element**

**Element  
weighting  
(as % of  
component)**


1. Practice Competency Document

Pass/Fail

**Component B**  
**Description of each element**

**Element  
weighting  
(as % of  
component)**

1. OSCE		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</b> <b>(as % of component)</b>
1. Practice Competency Document		Pass/Fail
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b> <b>(as % of component)</b>
1. OSCE		100%
<b>Part 4: Learning Outcomes &amp; KIS Data</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. Safely assess and evaluate a range of patients using appropriate clinical examination and history taking skills through a wide range of practice-based competencies, underpinned by an analysis of the evidence. (Components A and B)</li> <li>2. Make a differential diagnosis based on a high level of knowledge of anatomy and pathophysiology related to an undifferentiated presentation. (Component B)</li> <li>3. Make a differential diagnosis, exercise clinical judgement and formulate a safe and evidenced based treatment and management plan based on the available evidence of the physical examination. (Component B)</li> <li>4. Appraise the main decision making theories that contribute to safe clinical judgement and allows the practitioner to support their practice. (Component B)</li> <li>5. Analyse and synthesise the issues that underpin managing risk and uncertainty, safely within this role. (Component B)</li> <li>6. Document and maintain contemporaneous records of clinical findings in line with governance frameworks. (Component A)</li> <li>7. Employ person centred communication skills, sensitively and effectively with patients across all age ranges, and their families, paying attention to diversity. (Component A)</li> </ol>	

<b>Key Information Sets Information (KIS)</b>	<b>Key Information Set - Module data</b>																																			
	Number of credits for this module					40																														
<b>Contact Hours</b>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																															
	400	96	229	75	400	✓																														
<b>Total Assessment</b>	The table below indicates as a percentage the total assessment of the module which constitutes a;																																			
	<b>Written Exam:</b> Unseen or open book written exam <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)																																			
	<table border="1"> <tr> <td colspan="4">Total assessment of the module:</td> <td></td> </tr> <tr> <td colspan="4"></td> <td></td> </tr> <tr> <td colspan="4">Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td colspan="4">Coursework assessment percentage</td> <td>25%</td> </tr> <tr> <td colspan="4">Practical exam assessment percentage</td> <td>75%</td> </tr> <tr> <td colspan="4"></td> <td>100%</td> </tr> </table>					Total assessment of the module:										Written exam assessment percentage				0%	Coursework assessment percentage				25%	Practical exam assessment percentage				75%					100%	
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<b>Reading List</b>																																				
	<a href="#">Clinical reasoning for urgent &amp; emergency practitioners</a> <a href="#">Emergency Practitioner Course</a>																																			

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<b>First Approval Date (and panel type)</b>	26/06/2019			
<b>Revision ASQC Approval Date</b> Update this row each time a change goes to ASQC		<b>Version</b>	1	<a href="#">RIA 12970</a>