MODULE SPECIFICATION

KEY FACTS

<table>
<thead>
<tr>
<th>Module name</th>
<th>Advanced Physical Assessment, Critical Thinking and Diagnostic Reasoning across the Lifespan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>APM024</td>
</tr>
<tr>
<td>School</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>Department or equivalent</td>
<td>Division of Nursing</td>
</tr>
<tr>
<td>UK credits</td>
<td>30</td>
</tr>
<tr>
<td>ECTS</td>
<td>15</td>
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<tr>
<td>Level</td>
<td>7</td>
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</tbody>
</table>

MODULE SUMMARY

Module outline and aims

This module aims to contribute to the development of a knowledgeable, competent Advanced Nurse Practitioner capable of fulfilling the competencies and domains (NMC, 2006; RCN, 2012; AANPE, 2008 and DH, 2010) implicit in Advanced Practice.

Advanced Practice encompasses education, management and research and is designed to deliver quality care to individual patients and families. To achieve this Advanced Practitioners are required to draw on their extensive in-depth knowledge, clinical expertise, professional and clinical judgement. This module will provide Practitioners with opportunities to develop their knowledge of clinically relevant biological sciences, patient consultation, and physical assessment skills and advance their analytical, critical reasoning, diagnostic and patient management skills. Emphasis will be placed on holistic and humanistic care utilising effective collaborative approaches in patient management, referral and discharge.

Aims of this module are to enable you to:

- Demonstrate in-depth understanding of the concepts of health and how these could contribute to optimal quality of life.
- Adapt your role to changing developments in health, social care and medical practice.
- Build upon existing knowledge and skills by drawing on relevant theoretical, clinical and research perspectives related to effective patient consultation and physical assessment.
- Demonstrate in-depth knowledge and understanding of the disease specific pathophysiology related to common acute, long-term and end of life conditions.
- Demonstrate competence in health assessment and utilising critical reasoning in extrapolating clinically significant evidence and formulating diagnostic conclusions.
Content outline

• Patient consultation, history taking and documentation techniques
• Special considerations of child, infant and older adult assessment
• Use of equipment in physical assessment
• The General Survey
• Systems approach assessments (to include where relevant inspection, palpation, percussion and auscultation):
  ▪ Integumentary and lymphatic assessment
  ▪ Head, neck, eye and vision assessment
  ▪ Ear, nose and throat assessment
  ▪ Cardiovascular assessment
  ▪ Respiratory assessment
  ▪ Abdominal/Gastrointestinal assessment
  ▪ Genitourinary assessment
  ▪ Neurological assessment
  ▪ Musculoskeletal assessment

• Models, measurement, and strategies utilised in:
  ▪ Critical-thinking
  ▪ Drawing on patient specific bio-physical evidence
  ▪ Requesting and evaluating investigative data
  ▪ Diagnostic reasoning (Using inductive and deductive approaches)
  ▪ Clinical judgement and decision making
  ▪ Patient-centred problem solving
  ▪ Patient-centred case management
  ▪ Risk assessment and corresponding management

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:

• Critically evaluate the biological and psychological evidence to be able to physically assess and manage the patient.

• Demonstrate ability to formulate Evidence-based diagnoses and determination of appropriate therapeutic interventions.

• Recognise problems, considering credible problem solving approaches and initiating evidence-based therapeutic interventions.
• Utilise complex, conceptual critical reasoning skills and sound professional judgements when formulating diagnostic conclusions and considering evidence-based therapeutic interventions

• Share significant knowledge and expertise with other health and social care teams and guide their learning and practice.

**Skills:**

• Elicit age-appropriate comprehensive health history through the use of skilful interviewing/consultation of the person/client/family.

• Demonstrate competence in health assessment and ability to critically evaluate the patients’ biophysical and psychosocial evidence in the process of formulating a working diagnosis.

• Demonstrate competence in examination techniques including inspection, palpation, percussion and auscultation.

• Draw distinctions between normal biophysical findings and findings suggestive of patient specific deviations.

• Critically evaluate and interpret the history of the chief complaint, related problems, presenting symptoms, physical findings, and diagnostic information.

• Formulate action plans based on scientific rationales and appropriate evidence-based standards and practice guidelines.

• Initiate appropriate and timely consultation and/or referral when the problem exceeds the scope of the Advanced Practitioners and/or expertise.

• Critically evaluate the effectiveness of the evidence-based therapeutic interventions.

**Values and attitudes:**

• Demonstrate professionalism and expertise when working in partnership with clients and colleagues.

• Demonstrate compassion in care delivery through therapeutic relationships based on empathy, respect and dignity.

• Demonstrate courage in raising concerns in practice, have the personal strength and vision to innovate and embrace new ways of working within the evolving healthcare environment.

• Advance your role beyond previous practice and apply credible theory, research based knowledge, interpersonal and specialist clinical skills in planning, implementing and evaluating individualised care for people/clients within primary,
HOW WILL I LEARN?
You will learn through a variety of methods which include:

Lead Lectures
Will present overviews of the current perspectives on specific subject matter and provide the basis for critical reading and reflection.

Clinical
You will be required to have a nominated supervisor/mentor with Advanced Clinical assessment skills to work with you to complete your Skills Validation Set (Appendix 1) in practice. You must negotiate this time (minimum 90 hours) with your Trust.

Small group work
Small groups work using case study analysis will encourage you to apply theory to practice and extend the depth and breadth of your knowledge; providing opportunities for debate, exploration of personal thoughts and ideas and practice experiences.

Personal Tutorials
Tutorials and reflection on learning with your personal tutor enable your progress to be discussed as well as issues of concern about the module raised. Tutorials also offer you academic and pastoral support and may be face to face or on line a provided virtual learning environment (VLE).

VLE
The Moodle on line module will enable a variety of communication forums providing both real time and on-going discussion and reflection.

Teaching pattern:

<table>
<thead>
<tr>
<th>Teaching component</th>
<th>Teaching type</th>
<th>Contact hours (scheduled)</th>
<th>Self-directed study hours (independent)</th>
<th>Placement hours</th>
<th>Total student learning hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teaching</td>
<td>Lecture</td>
<td>60</td>
<td>180</td>
<td>0</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Seminars</td>
<td>30</td>
<td>30</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>90</td>
<td>210</td>
<td>0</td>
<td>300</td>
</tr>
</tbody>
</table>

| Totals:            | 90            | 210                       | 0                                      | 300             |
| Mentor/ Supervisor/| Practice      |                           |                                        | Minimum 90 hours|
|                    | Based Teaching|                           |                                        |                 |
| Tutoring in Clinical area using Skills Validation Set |  |

**WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?**

Assessments

The assessment will be in two parts:

1. You will be assessed via a 3,000 word Practice Based Assessment (PBA) and Skills Validation Portfolio Completed and signed by nominated supervisor/mentor.

**Assessment pattern:**

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Assessment type</th>
<th>Weighting</th>
<th>Minimum qualifying mark</th>
<th>Pass/Fail?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,000 word essay discussing a clinical examination of a patient/client</td>
<td>Written assignment including essay and Completion of Skills Validation Set with mentor/Supervisor/Tutor</td>
<td>100%</td>
<td>50</td>
<td>N/A</td>
</tr>
<tr>
<td>Skills Validation Set(Appendix 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. You will be assessed via an Objective Structured Clinical Examination (OSCE) and viva voce. To achieve a pass in this assessment you must achieve a pass in history taking, physical assessment and diagnostic reasoning skills.

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Assessment type</th>
<th>Weighting</th>
<th>Minimum qualifying mark</th>
<th>Pass/Fail?</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSCE with viva voce</td>
<td>Practical skills assessment using case scenarios and actors</td>
<td>0%</td>
<td>N/A</td>
<td>yes</td>
</tr>
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</table>

You must achieve 50% to pass the 3,000 word essay. The OSCE and skills validation set are both pass / fail. Failure to achieve 50% in your essay or to pass your skills validation set or OSCE will require a resubmission or re-take.
Assessment criteria

The Assessment Criteria describes the skills, knowledge or attributes you need to demonstrate in order to complete an assessment successfully. The Grade-Related Criteria describes the skills, knowledge or attributes you need to demonstrate to achieve a certain grade or mark in an assessment. Assessment Criteria and Grade-Related Criteria for module assessments will be given to students on the first day of the module. More information will be available from the module leader as the modules progresses. To achieve the learning outcomes, there is emphasis on obtaining practice experience via your mentor/supervisor in the clinical practice utilising the Skills validation portfolio provided (see appendix 1).

Feedback on assessment

Following an assessment, you will be given marks and feedback in line with the Assessment Regulations and Policy. Information on the above module assessment criteria and grade-related criteria can be found on the module space in Moodle.

More information on the timing and type of feedback that will be provided for each assessment will be available from the module leader.

Assessment Regulations

The Pass mark for the module is 50%. Any minimum qualifying marks for specific assessments are listed in the table above. The weighting of the different components can also be found above. The Programme Specification contains information on what happens if you fail an assessment component or the module.

INDICATIVE READING LIST

* Denotes core (indicative reading)
** Denotes supplementary reading
The remaining references are suggested reading


**Nagelkerk, J (2001). *Diagnostics Reasoning-case analysis in Primary Care Practice*. Philadelphia: W.B. Saunders


*Sawyer, S.S(2012) *Pediatric physical Examination and Health Assessment*, London: Jones and Bartlett Learning International


Version: 2.0
Version date: August 2015
For Use: 2015-16
Appendix:

See [http://www.hesa.ac.uk/component/option.com_studrec/task.show_file/Itemid,233/mn1,12051/href,JACS3.html/](http://www.hesa.ac.uk/component/option.com_studrec/task.show_file/Itemid,233/mn1,12051/href,JACS3.html/) for the full list of JACS codes and descriptions

<table>
<thead>
<tr>
<th>HESA Cost Centre</th>
<th>Description</th>
<th>Price Group</th>
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<tbody>
<tr>
<td>103</td>
<td>Nursing and allied health professions</td>
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<table>
<thead>
<tr>
<th>JACS Code</th>
<th>Description</th>
<th>Percentage (%)</th>
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<tbody>
<tr>
<td>B990</td>
<td>Miscellaneous grouping for related subjects which do not fit into the Others in Subjects Allied to Medicine categories. To be used sparingly</td>
<td>100</td>
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