

Module Details	
Module Title:	Physical Assessment and Clinical Decision Making Skills (Level 6)
Module Code:	NUR6039-C
Academic Year:	2019-20
Credit Rating:	30
School:	School of Nursing and Healthcare Leadership
Subject Area:	Nursing
FHEQ Level:	FHEQ Level 6
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	15
Work based learning	101
Tutorials	25
Laboratory	30
Directed Study	128

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2 (Feb - May)

Module Aims
To provide students with an understanding of the theory, concepts and management of the consultation process. Students will acquire knowledge and expertise to undertake a comprehensive clinical history and skilled physical assessment. Students will develop the in-depth knowledge and understanding of the evidence base that underpins clinical decision making and critically explore the interprofessional context of care-delivery and professional boundaries.

Outline Syllabus

Anatomy, physiology and pathophysiology of systems: cardiovascular, respiratory, neurological, gastrointestinal, musculo-skeletal, integumentary, eye and ENT, including consideration of socio-cultural, demographic and economic factors and risk factors of disease.

Comprehensive health history taking and problem focused history taking. Comprehensive physical assessment and examination and interpretation of clinical findings.

Communication strategies, consultation models and tools. Clinical decision making processes. Professional aspects: documentation, record keeping, accountability, risk assessment and management. Multi-disciplinary and interprofessional team work, ethical aspects and consent. Principles of Health and Safety legislation and policy relevant to persons, procedures, identification of risks and hazards. Health policy relating to infection control, specimens and equipment use, notifiable diseases.

Learning Outcomes

1.1	To evaluate critically, the theoretical basis underpinning the consultation process
1.2	A systematic understanding of knowledge and critical awareness of altered health, physiology and pathophysiology to inform your approach to undertaking a comprehensive history and physical assessment.
1.3	Deal with complex issues both systematically and creatively and make sound judgements with application to the formation, execution and evaluation of an evidence-based clinical management plan.
2.1	A comprehensive understanding of the theory and skills necessary to undertake a skilled, comprehensive physical assessment
2.2	Deal with complex issues both systematically and creatively, making sound judgement in the absence of clear data in the context of normal anatomy and physiology, and in the context of abnormality to inform the basis of identifying differential diagnoses.
2.3	Integrate professional, health and safety, risk assessment and management, legal and ethical principles to the clinical assessment of patients.
3.1	Demonstrate decision making in complex situations
3.2	Demonstrate initiative and personal responsibility in independent learning

Learning, Teaching and Assessment Strategy

Research informed key lectures will deliver core content; providing students with the opportunity to acquire knowledge and develop conceptual understanding (LO1.1,1.2,2.1,2.3).

Seminars and group learning will be used to facilitate teacher/learner/ peer dialogue and inter-professional discussion and further develop and challenge conceptual understanding (LO1.3,2.1,2.2).

Directed study provides students with the opportunity to undertake reading, participate in enquiry based learning, address individual learning needs and contextualise learning to the students own area of practice (LO 1.3,2.1,3.1).

Technology will be used to enhance learning whenever appropriate and may be used to deliver core content. VLE will be used to provide access to online resources, lecture notes & external

links to websites of interest and simulation in labs and practicals will be used, if appropriate, to acquire new skills.

Work based learning consists of opportunities to participate in practice, enhance acquisition of skills and gain competence (LO 2.1,2.2,2.3,3.1,3.2).

Formative assessment and feedback at individual tutorials, meetings and through electronic communication will facilitate reflection and student self-assessment.

LO 1.1,1.2, 1.3. 2.2, 2.3, 3.1, are assessed by a portfolio of evidence

LO .1.2, 1.3, 2.1, 3.1, 3.2 will be assessed by an An Objective Structured Clinical Examination (OSCE).

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Examination - practical/laboratory	An Objective Structured Clinical Examination (OSCE) (pass/fail)	1.5 hours	%
Summative	Coursework	Portfolio of evidence (4000) (must pass at 40%)	0-4000 words	100%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.