

Module Details	
Module Title	Clinical Examination and Case Management (Skin Cancer) (Level 7)
Module Code	PRP7003-C
Academic Year	2020/1
Credits	30
School	School of Nursing and Healthcare Leadership
Subject Area	Nursing
FHEQ Level	FHEQ Level 7
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours	
Type	Hours
Online Lecture (Synchronous)	11
Learning Objects Interaction	2
Work based learning	160
Online Seminar (Synchronous)	13
Independent Study	110

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1
BDA	University of Bradford / Semester 2

Module Aims
To develop existing knowledge and skills of the principles of anatomical examination and pathophysiology underpinning patient assessment and enhance the clinical skills associated with assessment in order to undertake safe examination amongst a specified client group, with the ability to demonstrate clinical reasoning. To develop a critical understanding of the disease processes for a specified client group and the skills required to assess and manage these clients within professional boundaries and protocols. To identify opportunities for patient care and service delivery.

Outline Syllabus
Anatomy, physiology of the skin and pathology of skin cancer. Carcinogenesis. Ethical and legal aspects of advanced and extended nursing roles. Clinical history taking and examination relevant to specific cancer. Protocols and procedures and the auditing of practice. Clinical governance and clinical effectiveness. Utilisation of contemporary research evidence to improve and develop service provision

Learning Outcomes	
Outcome Number	Description
1	1.1 Critically apply the knowledge of anatomy, physiology and pathophysiology to the assessment of clients, within a specified group. 1.2 Critically evaluate care provision in terms of an assessment of the changes from the norm.
01	1.1 Critically apply the knowledge of anatomy, physiology and pathophysiology to the assessment of clients, within a specified group. 1.2 Critically evaluate care provision in terms of an assessment of the changes from the norm.
2	2.1 Undertake comprehensive assessment and clinical decision making in order to diagnose clinical problems. 2.2 Design, implement and evaluate a plan of care and demonstrate appropriate referral, with a differential diagnosis. 2.3 Appraise the concept of professional accountability and evaluate the evidence base for roles or models of care delivery that challenge accepted practices. 2.4 Analyse the ethical and legal issues associated with extended/advanced roles and the mechanisms for protection of the public/practitioner.
02	2.1 Undertake comprehensive assessment and clinical decision making in order to diagnose clinical problems. 2.2 Design, implement and evaluate a plan of care and demonstrate appropriate referral, with a differential diagnosis. 2.3 Appraise the concept of professional accountability and evaluate the evidence base for roles or models of care delivery that challenge accepted practices. 2.4 Analyse the ethical and legal issues associated with extended/advanced roles and the mechanisms for protection of the public/practitioner.
3	3.1 Demonstrate the maintenance of professional relationships with clients and other healthcare professionals. 3.2 Demonstrate a high level of interpersonal skills with clients.
03	3.1 Demonstrate the maintenance of professional relationships with clients and other healthcare professionals. 3.2 Demonstrate a high level of interpersonal skills with clients.

Learning, Teaching and Assessment Strategy

Key lectures and seminars will deliver core content; providing students with the opportunity to acquire knowledge in the delivery of care for people with cancer and will focus on Advanced Practice roles, physiology and pathophysiology (LO 1.1, 2.3, 2.4 & 3.1). This will be complemented by group discussions to enable students to apply this learning to their own role and service examining the evidence base and theoretical approaches to care including how multi-agency and multi-professional support works to assess and manage referrals and care (LO 1.1, 2.3, 2.4 & 3.1). Seminars, group discussions and tutorials will be used to facilitate individual and group learning focused on analysing models of care and service delivery within a multi-cultural society (LO 2.2, 2.3, 2.4, 3.1 & 3.2). Some will be delivered as a live (synchronous session and some as an asynchronous session ? meaning you can access the session at your own convenience)

Directed study provides students with the opportunity to work with fellow students online and undertake directed reading and to develop their own portfolio of learning to enhance transferable skills and knowledge relating to evaluation of own role, communication skills and care provision (LO 1.1, 1.2, 2.2, 2.3 & 2.4). VLE will be used to provide access to online resources, lecture notes and external links to websites of interest. Learning objects will involve allocated time within the module for students to engage with specific packages of learning using problem based learning or clinical skills resources. 'Work-based learning' consists of opportunities to participate in practice within own or other clinical area and to enhance acquisition of skills. This will be linked to completion of competency outcomes assessed by a Practice Mentor (LO 1.1, 1.2, 2.1, 2.2, 3.1 & 3.2). LO 1.1, 1.2, 2.1, 2.2, 3.1 & 3.2 are assessed by Mode of Assessment 1 & 3. LO 1.1, 1.2, 2.2, 2.3 & 2.4 are assessed by Mode of Assessment 2.

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Examination - practical/laboratory	Lesion diagnosis, skin examination, MCQ and short-answer exam	2 hour	50%
Summative	Coursework	Lesion diagnosis, skin examination, MCQ and short-answer exam (3000 words)	N/A	50%
Summative	Clinical Assessment	Achievement of pass in competency outcome in practice document (Pass/Fail)	N/A	0%

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.

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