

Module Details	
Module Title	Clinical Examination and Case Management (Skin Cancer) (Level 7)
Module Code	PRP7003-C
Academic Year	2021/2
Credits	30
School	School of Nursing and Healthcare Leadership
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Seminars	6.5
Work based learning	160
Online Seminar (Synchronous)	19.5
Independent Study	114

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Academic Year

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
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.
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.
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
The core content of the module will be delivered through a series of group and individual seminars; 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). The seminars will be a combination of face to face and online synchronous (live) sessions. Seminars and group discussions 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). These will be delivered as a live synchronous sessions. You will be able to access asynchronous sessions, which have been prerecorded, meaning you can access the sessions at your own convenience) Independent 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, seminar notes and external links to websites of interest. '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) The Online discussion (coursework Written) will offer students an opportunity to develop their knowledge and will form part of the formative assessment strategy. The Reflective Case Study will assess learning outcomes (LOs) 1.1, 1.2, 2.1, 2.2, 3.1 & 3.2. The OSCE Examination and clinical competency assessment will assess learning outcomes (LOs) 1.1, 1.2, 2.2, 2.3 & 2.4.

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Objective Structured Clinical Examination	OSCE including - lesion diagnosis, skin examination, MCQ and short-answer exam (2 Hrs)	50%
Summative	Clinical Assessment	Achievement of pass in competency outcome in practice document (Pass/Fail)	N/A
Summative	Coursework - Written	Critically Reflective case study (1500 words)	50%
Formative	Coursework - Written	Online discussion: Students will respond to discussion prompts based on relevant topics for the week's study and then interact with peers' discussion posts on course topics. (300 words per discussion)	N/A

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.