

UNIT SPECIFICATION				
<b>Unit title</b> Enhanced Assessment Skills for Clinical Practice				
<b>Level</b>	Level 6	<b>Credit value</b>	20 (10 ECTS)	
<b>Is this a common unit?</b>		No	<b>Expected contact hours for unit</b>	42
<b>Owning Department</b> Nursing Science				
<b>Pre and co-requisites</b> Applicants will be Registered Health Care Professionals working in direct patient care roles.				
<b>Aims</b> This clinically-focused unit has been developed in response to the need to enhance the assessment skills of healthcare professionals across the health and social care sector. The unit offers the opportunity for healthcare professionals to enhance their skills in the assessment of adult patients and further develop their knowledge in the relevant pathophysiology applied to stages of the assessment. As a result this will enable healthcare professionals to be able to confidently undertake a consultation of a presenting patient, perform an assessment utilising enhanced skills, identify any relevant red flags through their assessment, interpret the findings of their assessment and consider the relevant escalation and action plans, specific to the sector in which they are based.				
<b>Intended learning outcomes (ILOs)</b> Having successfully completed this unit the student is expected to: <ol style="list-style-type: none"> <li>1. Discuss and apply the patho-physiology of the bodily systems to the process of patient assessment.</li> <li>2. Identify red flags through interpretation of their history taking and assessment providing a range of differential diagnoses and evidence based treatment options.</li> <li>3. Develop patient-centered action plans working in partnership with the patient, their relatives and members of the multi-disciplinary team</li> <li>4. Evaluate and reflect on their own personal and professional development needed to further develop their skills in assessment in line with their clinical role.</li> </ol>				
<b>Learning and teaching methods</b> The unit will use a blended learning approach comprising a mixture of lectures, workshops, tutorials, on-line materials and work based learning. Students will be required to undertake group work and benefit from interprofessional peer learning.				
<b>Assessment</b>				
<b>Formative assessment/feedback</b> Students will be split into small groups, creating discussion boards on Brightspace on a red flag condition.				

Summative assessment			Indicative assessment		
Assessment	ILOs assessed	Percentage weightings	Students will undertake two forms of assessment: 1. A mini- OSCE 2. A completed portfolio of competence in assessment skills		
Examination (OSCE)	1, 2	50%			
Coursework 1 (Portfolio)	1-4	50%			
<b>Indicative unit content</b> <ul style="list-style-type: none"><li>• Approaches to person-centred consultation, using therapeutic communication</li><li>• General assessment and initial impressions – recognising soft signs</li><li>• Recognition of red flags and acute deterioration through assessment (supported by online learning materials)</li><li>• Pathophysiology and enhanced assessment of the cardiovascular system, interpretations finding of your assessment</li><li>• ECG Interpretation (Supported by online materials)</li><li>• Pathophysiology and enhanced assessment of the respiratory system, interpreting finding of your assessment</li><li>• Pathophysiology and enhanced assessment of the gastro-intestinal system, interpreting finding of your assessment</li><li>• Mental Health assessment tools – MMSE and strategies for supporting patients with mental health</li><li>• Developing patient – centred action plans</li><li>• Documentation of assessment finidngs</li></ul>					
<b>Indicative learning resources</b> <p>Adam et al 2010 <i>Rapid Assessment of the Acutely Ill Patient</i>. Chichester: Wiley-Blackwell</p> <p>Coviello J (2015) <i>ECG made incredibly easy</i> 6<sup>TH</sup> edition Lippincott, Williams and Wilkins</p> <p>Del Mar, C., Doust, J. and Glasziou, P. (2007) <i>Clinical thinking: evidence, communication and decision-making</i>. Malden, Mass: Blackwell.</p> <p>Grossman, S. and Porth, C. (2014) <i>Porth's pathophysiology: concepts of altered health states</i>. Philadelphia : Wolters Kluwer</p> <p>Harrison, M., Howard, D. and Mitchell, D. (2004) <i>Acute mental health nursing: from acute concerns to the capable practitioner</i>. London: SAGE</p> <p>Huether, S.E. and McCance, K.L. (2017) <i>Understanding pathophysiology</i>. Sixth edition. St. Louis, Missouri: Elsevier.</p> <p>NHS England (2019) Universal Personalised Care: Implementing the Comprehensive Model <a href="https://www.england.nhs.uk/publication/universal-personalised-care-implementing-the-comprehensive-model/">https://www.england.nhs.uk/publication/universal-personalised-care-implementing-the-comprehensive-model/</a></p> <p>Silverman, J., Kurtz, S.M. and Draper, J. (2013) <i>Skills for communicating with patients</i>. 3rd. ed., new and updated ed. London: Radcliffe Publishing</p> <p>Taylor, H. (2005) <i>Assessing the Nursing and Care Needs of Older Adults: A patient-centred approach</i>. Oxford: Radcliffe Pub.</p> <p>Tortora.G, Derrikson B (2013) <i>Essentials of Human Anatomy and Physiology</i>. Chichester: Wiley</p>					
Unit number		Version number	1.0	Date Effective from	Sept 2021