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| **UNIT SPECIFICATION** | | | | | | | | |
| **Unit Name:** History Taking and Physical Examination for Advancing Practice | | | | | | | | |
| **Level** | Level 7 | | | Credit value | | 20 | | |
| **Is this a common unit?** | | | Yes | | **Expected contact hours for unit** | | | 54 |
| **Owning Department** | | Nursing Science | | | **Owning Programme** | | MSc Advanced Clinical Practice | |
| **Programme(s) where the unit is delivered**  MSc Advanced Clinical Practice  MSc Advanced Clinical Practice (advanced clinical practitioner integrated degree apprenticeship) | | | | | | | | |
| **Pre and co-requisites****: None** | | | | | | | | |
| **Aims**  This unit advances the student’s skills, knowledge and competence, for them to be able to proficiently conduct safe and effective, evidence-based, holistic patient assessments. The student will develop knowledge and skills to enable them to competently elicit comprehensive patient histories through a structured consultation process and using high level therapeutic communication and consultation skills. The student will critically apply knowledge and skills to the assessment process with demonstration of competence in conducting physical examination of body systems, distinguishing normal from abnormal findings and considering common problems for each system covered. The student will be able to accurately record assessments, using appropriate terminology and formats. | | | | | | | | |
| **Intended learning outcomes (ILOs)**  Having completed this unit, the student is expected to demonstrate ability to:   1. Critically articulate and apply advanced knowledge and understanding of the anatomy and physiology of the human body, to clinical assessment. 2. Demonstrate and critically appraise their ability to obtain an in-depth, structured patient history. 3. Demonstrate competence in their ability to perform a comprehensive, physical examination of body systems, critically appraising normal from abnormal findings. | | | | | | | | |
| **Learning and teaching methods**  It is expected, prior to undertaking this unit, that the student will have a breadth and depth of underpinning knowledge of anatomy and physiology, in particular, knowledge of the cardiovascular, respiratory, lymphatic, abdominal, musculo-skeletal and nervous systems.  The understanding, skills and knowledge acquired in this unit are critical for the development of clinical assessment skills, to a more advanced level. In this unit, the student will be supported by lectures and practical teaching sessions in which students acquire history taking and physical examination skills, through practising on each other, in a controlled and facilitated setting, supervised and guided by members of the teaching team. The student will be expected to have reviewed relevant anatomy and physiology in preparation for each session and to have engaged with the on-line learning materials. Learning opportunities within the clinical skills sessions will enable the student to apply theoretical principles and evidence-based practice to the clinical skills being learnt.  Further practice will be gained within the student’s own clinical setting under the supervision of a clinical mentor or other appropriate, clinically-based colleagues. It is, therefore, important that the student Is working, on a regular basis, in an environment where the skills and knowledge are used. This is required to enable immediate development, application and consolidation of new learning within the practice setting and to ensure ongoing application of the skills within the student’s practice. | | | | | | | | |

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| **Assessment** | | | | | | |
| **Formative assessment/feedback**  Completion of electronic learning package and diagnostic assessments on Brightspace interactive page on a weekly basis throughout the duration of the unit and reflection on learning related to the intended learning outcomes for the unit. Demonstration and supervised practice is provided for physical examination, with members of the teaching team who work within clinical practice settings who give verbal and one-to-one feedback, helping the student to assess their own abilities. The opportunity to undertake a ‘mock’ mOSCE examination is provided and the student will receive feedback on strengths and areas for development to inform their preparation for the summative assessment. | | | | | | |
| **Summative assessment** | | | | | **Indicative assessment** | |
| **Assessment** | **ILOs assessed** | | **Percentage weightings** | | Outcomes 1-3 are assessed through a modified Objective Structured Clinical Examination (mOSCE) Pass / Fail  The student undertakes a mOSCE and *viva voce* assessment that includes history taking, physical examination of body systems and applied anatomy and physiology, with determination of normal from abnormal findings, in a simulated clinical environment. | |
| **Examination** | **1-3** | | **100%** | |
| **Coursework 1** | n/a | | n/a | |
| **Coursework 2** | n/a | | n/a | |
| **Indicative unit content**   * Applied anatomy and physiology of the human body * History taking and consultation skills for advancing clinical practice * Advanced assessment of the adult * Principles and practice of physical examination for advancing clinical practice * Critical analysis of normal and abnormal findings and common problems * Evidenced-based guidelines for practice * Law, ethics and accountability * Consultation theories and models | | | | | | |
| **Indicative learning resources**  Bickley, L.S., Szilagyi, P.G. and Hoffman, R.M., 2021. *Bates Guide to physical examination and history taking. 13th edition.* Philadelphia, PA.: Lippincott, Williams and Wilkins.  Gprj, 2024. Calgary-Cambridge consultation model. Available from: [Calgary-Cambridge consultation](https://gpraj.com/educational-models/2019/8/17/cambridge-calgary-consultation-model)  [model — gpraj](https://gpraj.com/educational-models/2019/8/17/cambridge-calgary-consultation-model) [Accessed 14 February 2024].  Dover, A.R., Innes, J.A. and Fairhurst, K., eds., 2023. *Macleod’s Clinical examination. 15th edition.*  London: Churchill Livingstone.  Herring, J., 2022. *Medical law and ethics. 9th edition.* Oxford: Oxford University Press.  Jarvis, C. and Eckhardt, A.L., 2023. *Physical examination and health assessment. 9th edition*. St Louis, MO.: Elsevier.  Marieb, E.N. and Keller, S.M., 2018. *Essentials of anatomy and physiology. 12th edition.* Harlow:  Pearson Education.  Neighbour, R., 2005. *The inner consultation: how to develop an effective and intuitive consulting style. 2nd edition*. Oxford: Radcliffe Publishing.  Rawles, Z., Griffiths, B. and Alexander, T., 2015. *Physical examination procedures for advanced*  *practitioners and non-medical prescribers. 2nd edition*. Boca Raton, FL.: CRC Press.  Seidel, H., 2015. *Mosby's Guide to physical examination. 7th edition*. St Louis, MO.: Mosby  Waugh, A. and Grant, A., 2022. *Ross and Wilson Anatomy and physiology in health and illness. 14th*  *edition.* London: Churchill Livingstone.  **Web-pages**  BBC, 2024. Science: Human body and mind. Available from: [BBC - Science & Nature - Human Body and Mind](https://www.bbc.co.uk/science/humanbody/)  BioDigital Human, 2024. Available from: [BioDigital | Interactive 3D Anatomy - Disease Platform](https://www.biodigital.com/)  British Medical Journal, 2024. Available from: <http://www.BMJ.com>  GPnotebook, 2024. Available from: [Home - GPnotebook](https://gpnotebook.com/) | | | | | | |
| **Version number** | | 2.0 | | **Date Effective from** | | September 2024 |