

Liverpool John Moores University

Title: Developing Patient Assessment
Status: Definitive
Code: **6502PQHEAL** (120815)
Version Start Date: 01-08-2016

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Education, Health and Community

Team	Leader
David Preston	Y

Academic Level: FHEQ6
Credit Value: 15
Total Delivered Hours: 30
Total Learning Hours: 150
Private Study: 120

Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	24
Practical	4
Tutorial	1

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Exam	OSCE	OSCE with VIVA	100	1

Aims

The aim of this module is to consider the rationale for performing patient assessment, the theory of patient assessment methods and the practice of using patient assessment tools to form a differential diagnosis.

Learning Outcomes

After completing the module the student should be able to:

- 1 Systematically assess a simulated patient and form a correct working diagnosis.
- 2 Critically evaluate the underpinning theory of medical conditions.
- 3 Critically review sources of information relating to patient assessment models.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

OSCE with VIVA	1	2	3
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Outline Syllabus

Models of consultation

Physiological Changes through the Life-course

Consideration of safeguarding issues

History taking

Patient assessment

- *Respiratory*
 - *Cardiovascular*
 - *Abdominal*
 - *Neurological*
- Minor injuries*
- *Upper limb*
 - *Lower limb*

Learning Activities

Classroom theory

Practical workshops

Online resources for self-directed study

Notes

This is a module which harnesses the students' experience of patient assessment in difficult circumstances – focussing predominantly on the non-life-threatening patient. This will better enable them to form a working diagnosis which informs the clinical decision-making process. The module is intended to bridge the gap between level five studies and future expectations which may be placed upon the students were they to take on level seven studies in the future.

The module will run annually starting each September. Application can be accessed through CPD APPLY from April until September.

Programme code 25593:

1. The module learning outcomes and relevant subject benchmark statements are in line with the QAA framework for higher education qualifications in England, Wales and Northern Ireland. The module is aligned to the Level 6 descriptors for a Level 6 Higher Education Qualification.

2. The module involves classroom attendance, which is further supported by a range of learning support tools.

3. The criteria for admission to the module require that candidates are currently working within an NHS Trust. Ideally candidates will have a minimum of a diploma (level 5).

4. The final award is a Continuing Professional Development – Developments in Patient Assessment, 15 credits at Level 6.

5. The students have access to a Blackboard site and the University's other range of electronic support such as access to the electronic library facilities. The module has continued to develop with an up to date Blackboard site reflecting contemporary reading lists and links to journal articles. The module Blackboard site has also developed and now includes a number of presentations for students to access on areas such as critical writing and library support. The students also have access to the module leader through phone contact, emails and face to face meetings if this is viable. A module guide is also provided, which guides students to the wider range of support available to students.

6. The programme is assessed and run in line with the Academic Framework

<http://www.ljmu.ac.uk/eaqs/121984.htm>

7. Attendance is required throughout the module; although some learning material will be available through the Blackboard site.

8. Module review 2016 /2017

9. The methods for improving the quality and standards of learning are as follows:

- Annual monitoring Review
- Liaison and feedback from the students
- Reports from External Examiner
- Programme team ensuring the module reflects the values of the current teaching and learning strategy
- Module leader updating knowledge and skills to ensure these remain current and relevant

10. This is a stand alone CPD. A specific external examiner is identified for the module who also covers the BSc students who complete this module. The module is also included in the programme specification for the BSc (Hons) Health and Social

Care Development, this is referred to as the top up degree for Health Care Professionals who already have a diploma, level 5 award.

11. Intake onto the degree can be found on the faculty website.