ADVANCED ASSESSMENT IN ENHANCING PALLIATIVE CARE PRACTICE 7KNIM726 – 2017/18

Level: 7
Credits: 30
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This module handbook must be read in conjunction with module information provided on KEATS. You will be given access to KEATS on enrolment. Important information related to assessment and assignment related regulations can be found in the Postgraduate Handbook available on KEATS.
Contents

Module Overview .................................................................................................................. 3
Module Outcomes .................................................................................................................. 3
Academic Support ................................................................................................................ 3
Teaching arrangements ......................................................................................................... 4
Core reading ......................................................................................................................... 4
Submitting Coursework ........................................................................................................ 5
Assessment criteria ............................................................................................................... 5
Summative Assessments ....................................................................................................... 5
Submission date for summative assessment .......................................................................... 7
Results and resubmissions for coursework ......................................................................... 8
Resubmission date ................................................................................................................ 8
Course Management Team ................................................................................................... 8
Learning outcomes .............................................................................................................. 9
Day 1 .................................................................................................................................... 9
  Sessions 1-3 ...................................................................................................................... 9
Days 2-5 ................................................................................................................................ 10
  Session 4: Assessment Tools and Documents ................................................................. 10
  Session 5: Advanced Assessment — A Structured and Systematic Approach .......... 10
  Session 6: General Physical Examination .................................................................. 11
  Session 7: Advanced Assessment and Clinical Examination of a Person with Palliative Care Needs ............................................................................................................................. 11
  Session 8: Using Secondary Data to ‘rule in or rule out’ Differential Diagnosis Part 1 — Radiology ....................................................................................................................... 11
  Session 9: Using Secondary Data to ‘rule in or rule out’ Differential Diagnosis Part 2 — Blood Tests ....................................................................................................................... 12
  Session 10: Assessment of Common Respiratory ......................................................... 12
  Session 11: Assessment of Common Gastrointestinal Symptoms ............................... 12
  Session 12: Assessment of Common Neurological Symptoms ..................................... 13
  Session 13: Assessment of Common Symptoms of Advanced Heart Failure .......... 13
  Session 14: Assessment of Common Mental State Symptoms ..................................... 13
Day 6 ..................................................................................................................................... 14
Days 7-10 ............................................................................................................................ 16
Module evaluation .............................................................................................................. 17
  Action from previous evaluations .................................................................................. 17
Module Overview

This standalone module has been developed in partnership with St Christopher’s Hospice. The first day will be delivered at KCL, Waterloo and the remainder at St Christopher’s Hospice, Sydenham.

This course aims to facilitate the personal and professional development of palliative care nurses and allied health professionals (AHPs) engaged in advancing their clinical practice and enhancing palliative care service delivery. The aim is to equip practitioners to work effectively within their organisational structure and to apply key principles to the development of their practice/service. The development of these skills will be underpinned by strategic concepts, appropriate theoretical frameworks and analytical tools, which will encourage practitioners to critically analyse the scope of their current role.

Module Outcomes

The course will enable practitioners to:

1. Critically examine the historical development of palliative care practice, in order to understand the current context
2. Critically evaluate the organisation & delivery of relevant palliative care services, demonstrating an in-depth understanding of social, political and professional influences which determine palliative care policy
3. Critically review the development of intra/inter professional working specifically in relevant palliative contexts
4. Critically examine legal and ethical issues influencing and inherent in advanced palliative care practice
5. Critically evaluate and apply models of problem solving and decision making and analyse influences on their own decision-making process
6. Demonstrate the necessary interpersonal skills, required to develop an effective therapeutic relationship with the patient and family/carers
7. Demonstrate the process of in-depth holistic assessment of patients with advanced progressive disease, including the analysis of primary and secondary data and physical examination when appropriate.
8. Demonstrate the coordination of complex decision-making processes involved in the management of care, particularly at the end of life.
9. Critically explore barriers and facilitators to role development, in relation to course learning outcomes

Academic Support

Academic support is received through the course leaders (contact details on page 1). Opportunities for a tutorial to discuss the assessment can be arranged on an individual basis as required.

The members of the teaching team can also be approached for advice regarding their particular area of expertise.
**Teaching arrangements**
The learning outcomes will be achieved through self-directed study, taught sessions, seminars, practice-based learning and the written assignment. The aim of the sessions is to provide a safe environment for stimulating interesting interaction. We hope to encourage your participation and look forward to discussion, questions and challenges. A variety of practitioner-centred, adult learning approaches will be adopted to facilitate shared learning, attitudinal change and professional reflection. These include lectures, discussion, skills training and supervised practice, small group work, guided professional practice, personal reflection and experiential learning.

**Core reading**
The following books are recommended as core reading prior to commencing the course. Please note; some do appear again for specific sessions.

_N.B. You will need to have refreshed your knowledge and understanding of relevant anatomy and physiology prior to commencing the module. Martini et al. (2011) is highly recommended. Try the college or local authority library._


Submitting Coursework

Assessment criteria
All parts of the assessment must be completed and submitted by the dates below. Failure to submit assignments or attend examinations will result in a fail grade being awarded.

Please read carefully the information in the Postgraduate Handbook regarding assignments/examinations.

Summative Assessments
Overview of Summative Assessment:

1. **A 3,000-word Academic Assignment:**
   Contribution to course assessment — 100% of the course mark.

2. **Practice Assessment:**
   Contribution to course assessment – compulsory (must be submitted having followed the guidelines given below).

Academic Assignment (to be submitted electronically via KEATS):
This assignment will demonstrate learning from the module, linking theoretical knowledge and clinical practice experience.

**Title:** Critical exploration of **advancing** practice in palliative care, using an exemplar from a personal practice context.

**Guidelines:**
The assignment should include:
- Introduction and conclusion
- Respect confidentiality according to professional standards of conduct, for example the NMC performance and ethics for nurses and midwives (2008)
- Definitions of appropriate terms, advancing practice, advanced practice etc
- Discussion of the relationship between advanced practice and advancing practice
- Critical exploration of your role in relation to advancing practice
- Rationale for chosen exemplar
- Through analysis and synthesis of appropriate literature, application of relevant theory to the practice exemplar
- Critical analysis of learning from the module in relation to future advancing practice in your personal context
**Practice Assessment Portfolio (to be submitted as hard copy)**

This will comprise 4 workups of clinical assessments undertaken in practice verified by your mentor (no more than 1,000 words each). Please note that each of the four core systems taught on the course must have been clinically assessed within at least one of the workups.

It must also include evidence that 2 of the above clinical assessments were observed and critically reviewed by the student’s mentor using the provided marking criteria.

The above must be completed from your practice setting, and both the verification sheet and marking sheet completed and signed by your practice-based mentor prior to submission.

**Mentor in Practice:**

To undertake this course, you will need to be in clinical practice. Prior to commencing it is important to identify a practice-based mentor within your organisation. This should be a medical colleague who is a member of your multidisciplinary team and with whom you have regular contact and/or an advanced practitioner of any discipline who has undertaken an advanced assessment skills course and who is competent in physical examination of palliative care patients.

In addition to the ten taught days it is essential that you allow four extra clinical study days. These four days should be used to observe and practice clinical assessment skills with your mentor(s) whenever possible and in particular those skills needed to undertake physical examination.

Your mentor will be required to sign and verify your completion of the four clinical assessments required for your portfolio and will also be required to observe you undertaking two full clinical assessments and critically review your competence.

**Guidelines:**

Each of the 4 patient assessments must:

- State how consent was obtained
- Demonstrate a thorough and focused approach to history taking and systems review
- Include rationale and outcomes of any physical examination
- Include rationale for any secondary data used to assist in clinical decision making
- Give some indication of differential diagnosis
- Include an impression/diagnosis
- Include a plan for management and justify how you made your decisions
- Have been presented to or discussed with members of the multidisciplinary team
PLEASE NOTE THE FOLLOWING:

1. Informed consent
Patients' informed consent MUST be obtained to undertake all assessments and use their data in either assignment. Consent may be obtained verbally but must be clearly documented in writing for each assignment. If the patient is not competent to give informed consent (e.g. confused, sedated, unconscious, cognitive difficulties) this must be obtained from the medical practitioner in-charge of the patient’s case. It is also recommended that you also gain assent (agreement) from the patient’s family or significant other.

2. Confidentiality
Patients' anonymity MUST be respected at all times. You must state how you have maintained confidentiality in each assignment. Confidentiality of the patient/client must be maintained according to the NMC Code of Professional Conduct: Standards for Conduct, Performance and Ethics (NMC 2008).

Please note that confidentiality/ anonymity also applies to the ward/department, trust and health care professionals who must not be identified within the portfolio.

3. Unsafe practice
Any issue regarded as unsafe practice (including a major breach of confidentiality) will constitute an automatic fail.

Submission date for summative assessment

Academic Assignment: Tuesday 10 April 2018 by 11.59 midday

Practice Assessment Document: Tuesday 24 April 2017 by 11.59 midday

Coursework submission details are provided on the KEATS module page. It is essential that you use your candidate number on all assignments/examinations. Your candidate number, which will begin with Y for the academic year 2017/18, will be available via Student Records on the King’s Intranet approximately one month after you enrol.

If you are unable to submit your work by the deadline please refer to the information in your programme handbook on “mitigating circumstances”.

Late submissions will be accepted for 24 hours following the submission date. All work submitted late will be marked as normal but will be capped at the pass mark for the module. If your assignment is hard copy please ensure you date stamp it and submit it to the submission room G15 JCMB. If your assignment is submitted electronically through TurnItIn, information about how to submit late will be provided on KEATS module sites under assessment information.
Results and resubmissions for coursework

Students will receive a provisional (unratified) mark for their coursework 4 weeks following submission. According to the method of submission as detailed on your KEATS site, if your work was submitted online you will be able to download marked coursework from KEATS; alternatively, if you completed a hard copy submission you can collect your coursework and feedback from the Nightingale Student Hub.

To collect a hard copy assignment, you must provide your candidate number. Alternatively, you may send a stamped addressed envelope to the Nightingale Student Hub ensuring that this is large enough to accommodate your assignments and that you have applied sufficient postage. Hard copy assignments will be retained for four weeks; if you have not collected your assignment by then, it will be destroyed.

Feedback will include the award of a numerical grade which remains provisional until ratified by the examination boards. The dates for the examination boards are available on KEATS. Ratified marks can be viewed via Nightingale Student Hub on the King’s Intranet, the Monday following the relevant examination board.

The marking criteria by which your work is judged are provided in full in your programme handbook. Please also refer to the section in your programme handbook on plagiarism and how to avoid it. If you have a query about how to refer to a specific piece of work please ask your module leader, your group leader or a member of library staff for guidance.

The feedback you receive on your assignment will guide you towards how to do better next time or how to maintain your existing high standard. If you do not understand your mark or the feedback you receive please contact the module leader.

If you are unsuccessful, it is recommended that you contact the module leader before submitting your second attempt. This will enable the module leader to provide you with an appropriate level of support as you prepare to re-submit your work. Module leaders may indicate another for support.

Resubmission date Tuesday 17 July 2018 11.59 midday

Course Management Team

St Christopher’s Hospice personnel, key teaching staff, clinicians and user/client views are represented in the construction and ongoing evaluation of the course.
Learning outcomes

Day 1

Sessions 1-3

AIM: To increase understanding of relevant theoretical foundations to advancing practice in a palliative care context and the scope of the advanced practice role.

OUTCOMES:
By the end of the day students should be able to:
- Demonstrate awareness of appropriate theory regarding advanced practice
- Critically explore the scope of ‘advancing’ practice
- Critically discuss the current context of palliative care.

Indicative reading:
Days 2-5

AIM: To equip students to critically evaluate their clinical knowledge and skills and the scope of the advanced practice role in their specific area of practice.

SESSION OUTCOMES:

Session 4: Assessment Tools and Documents
By the end of the session the student should be able to:
- Critically reflect on the benefit or restriction of structured assessment tools
- Critically evaluate the tools used within their own clinical setting.

Indicative reading:
NICE Evidence search -
http://www.evidence.nhs.uk/search?q=nursing+assessment+tools
The Outcome Assessment and Complexity Collaborative (OACC)
http://www.kcl.ac.uk/lsm/research/divisions/cicelysaunders/research/studies/oacc/index.aspx

Session 5: Advanced Assessment — A Structured and Systematic Approach
By the end of the session the student should be able to:
- Understand and critically evaluate the principles of systematic, structured histories and systems reviews.
- Critically evaluate knowledge and skills required for consideration of differential diagnosis.
- Begin to understand the range of patient/client data required from both primary and secondary sources in order to make informed clinical decisions.
- Understand and have practiced the skills required to undertake a structured history and systems review.

Indicative reading:
Session 6: General Physical Examination
By the end of the session the student should be able to:

- Understand the general principles of physical examination and be able to critically apply these to own practice.

Indicative reading:


Session 7: Advanced Assessment and Clinical Examination of a Person with Palliative Care Needs
By the end of the session the student should be able to:

- Critically apply the principles of systems review and physical examination to the examination of a patient with palliative care needs.
- Critically analyse the use of interpersonal skills for data collection.

Indicative reading:


Session 8: Using Secondary Data to ‘rule in or rule out’ Differential Diagnosis Part 1 — Radiology
By the end of the session the student should be able to:

- Recognise the full range of secondary data sources available to support clinical decision-making.
- Critically evaluate the appropriate use of a secondary data when making informed clinical decisions in a palliative care context.
Session 9: Using Secondary Data to ‘rule in or rule out’ Differential Diagnosis Part 2 — Blood Tests
By the end of the session the student should be able to:
- Critically discuss the rationale for using blood test results to inform clinical decisions in the management of people with palliative care needs.
- Analyse common palliative care symptoms and signs including reversible emergencies and their application to interpretation of a range blood test results.

Session 10: Assessment of Common Respiratory (With demonstration)
By the end of the session the student should be able to:
- Understand the principles of history taking focused on the respiratory system of a person with palliative care needs.
- Understand the principles of clinical examination of the respiratory system of a person with palliative care needs.
- Analyse common respiratory and signs including potentially reversible emergencies and their application to history taking and clinical examination.
- Understand the principles of documenting a respiratory examination

Indicative reading:

Session 11: Assessment of Common Gastrointestinal Symptoms (With demonstration)
By the end of the session the student should be able to:
- Understand the principles of history taking focused on the gastrointestinal system of a person with palliative care needs.
- Understand the principles of an abdominal examination
- Analyse common gastrointestinal symptoms and signs and their application to history taking and clinical examination.
- Recognise bowel sounds and the implications of abnormalities.
- Understand the principles of documenting an abdominal examination.

Indicative reading:
**Session 12: Assessment of Common Neurological Symptoms**  
*(With demonstration)*

By the end of the session the student should be able to:

- Understand the principles of history taking focused on the neurological system of a person with palliative care needs.
- Understand the principles of clinical examination of relevant cranial nerves, motor system and reflexes and sensation.
- Analyse common neurological symptoms and signs including reversible emergencies and their application to history taking and clinical examination.
- Understand the principles of documenting a neurological examination.

**Indicative reading:**

**Session 13: Assessment of Common Symptoms of Advanced Heart Failure**  
*(With demonstration)*

By the end of the session the student should be able to:

- Understand the principles of clinical examination and management of the cardiovascular system in heart failure
- Analyse common heart failure signs and symptoms and apply this to the patient’s history and physical examination
- Understand the principles of documenting a cardiovascular assessment

**Indicative reading:**

**Session 14: Assessment of Common Mental State Symptoms**

By the end of the session the student should be able to:

- Understand the principles of history taking focused on mental health of people with palliative care needs.
- Analyse different mental health assessment tools and their application to practice in a palliative care context.

**Indicative reading:**

Day 6

AIM: To broaden knowledge in relation to leadership and management of advancement in palliative care practice

OUTCOMES:
By the end of the day students should be able to:
- Critically examine relevant theoretical perspectives on leadership and management of change
- Critically analyse own role in relation to leadership and facilitation of change in practice
- Critically evaluate the opposing arguments for and against the extension of the scope of the clinical role of the advanced palliative care practitioner
- Critically analyse legal, ethical and professional issues related to undertaking advanced assessments.

Indicative reading:
Web Resources:

NHS Scotland – Advanced Nursing Practice Toolkit
NMC (2010) Advanced Nursing Practice Update
Days 7-10

AIM: To consolidate learning from days 1-6

OUTCOMES:
By the end of the 4 days, participants should be able to
- Demonstrate an increased awareness of the possibilities of advancing practice in palliative care through advanced clinical skills, research, education and leadership.
- Identify areas for development in personal skill bases, with regard to advancing practice.
- Demonstrate through presentation and group discussion an understanding of the implications of the chosen themes to their own service delivery and development.
- Critically demonstrate advanced clinical decision-making skills related to patient assessment.
Module evaluation
As part of the university’s Student Voice Strategy, King’s uses an electronic module evaluation system known as EvaSys. This provides an opportunity for you to feedback on different aspects of the module through a series of pre-set questions and qualitative comments. At the end of the module you will receive an automated invitation via your KCL email account to complete your evaluation online.

Please take the time to complete as your feedback is important. It informs ongoing developments to individual modules to ensure that the learning needs and expectations of the Faculty’s student community are met to a high standard.

To strengthen the feedback cycle, a report summarizing the quantitative results for the module as a whole and the module lead’s reflections on your feedback will be sent to you after the online evaluation survey has closed.

Action from previous evaluations
No significant changes made for 2017.