

Graduate School of Nursing, Midwifery & Health



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FACULTY OF HUMANITIES AND SOCIAL SCIENCES

2013

**Course outline for HLTH514 Trimester 1 and 2 2013
Advanced Assessment and Clinical Reasoning**

Trimester 1+2/3

Course Coordinator: Helen Rook

Trimester 1

Trimester dates: 4 March 2013 – 3 July 2013

Easter break: 28 March 2013 – 3 April 2013

Mid-Trimester break: 22– 28 April 2013

Trimester 2

Trimester dates: 15 July 2013 – 17 November 2013

Mid-trimester break: 26 August 2013 – 8 September 2013

IMPORTANT NOTICE

The Graduate School of Nursing, Midwifery & Health at Victoria University of Wellington, uses all reasonable skill and care in an effort to ensure the information and course content information contained in this outline is accurate at the time of going to print.

Students should be aware, however, that in the event course timetables and venues need to be changed, all attempts will be made to notify the students.

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Section 1: Operational Information

COURSE COORDINATOR & CONTACT DETAILS

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POSTGRADUATE STUDENT ADMINISTRATOR

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POSTAL ADDRESS

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Victoria University of Wellington

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Newtown

Wellington 6242

PHYSICAL ADDRESS

Level 7, Clinical Services Block (CSB)

Wellington Regional Hospital

Riddiford St, Newtown

Wellington 6021

OFFICE HOURS

The Graduate School office will be open Monday 7 January 2013 and close on Friday 20 December 2013 from 9.00am – 4.00pm weekdays.

In keeping with the practice of other years, academic staff will not be available on Fridays, except for the times they are involved in Schools. Please contact the course coordinator directly either by telephone or email should you wish to make an appointment or discuss course related issues.

Section 2: Academic Requirements

COURSE PRESCRIPTION

This course is designed to develop the skills of systematic history taking, clinical examination and clinical reasoning with a focus on the respiratory, cardiovascular, abdominal, neurological and psychological systems. Students work alongside mentors in their clinical practice to develop these skills. Students must be in direct patient contact.

TEACHING/LEARNING SUMMARY

Teaching and learning in the programme employs a variety of formats and approaches. There will be two 3-day schools and one 2-day school in addition to a distance component that is supported by Blackboard. Knowledge and understanding are mainly developed through formal lectures both by core staff and by specialists in the field. Lectures are typically coupled with experiential learning formats, including small group work and clinical assessment workshops. Following on from this, interactive peer-led learning is encouraged that takes advantage of the diverse clinical nature of the student population. Assessment of knowledge and understanding in history taking, clinical examination and clinical reasoning will be evaluated through an academic blog, clinical case report and Objective Structured Clinical Examination (OSCE).

COMMUNICATION OF ADDITIONAL INFORMATION

All course information and information on changes that occur during the course will be conveyed to students via Blackboard or student VUW email.

COURSE CONTENT

This clinically based programme is designed to develop advanced assessment skills and knowledge to support nurses within their area of practice. The Schools offered through the academic year will support individual student's practice. The course will cover the following:

- Advanced health assessment through a process of identifying a presenting problem, taking a health consumer history pertinent to and articulating a systems review
- Clinical reasoning processes and effective clinical decision making strategies supported by theoretical frameworks
- In depth assessment and clinical examination of the following systems:
 - Respiratory
 - Cardiovascular
 - Neurological
 - Abdominal
 - Psychological
- Knowledge and skill in the application of health assessment tools and frameworks
- Skills and confidence in communicating assessment outcomes with health consumers and health professionals from the interdisciplinary team both orally and in writing
- Accurate nursing documentation that maintains confidentiality of information
- Current research and its application to advanced health assessment

COURSE AIMS

To facilitate the development of history taking and clinical examination skills for clinical practice in a range of health care settings.

STUDENT OUTCOMES

By the end of this course students will be able to apply advanced practice knowledge to care for health consumers and their families/whānau in order to improve healthcare outcomes.

LEARNING OBJECTIVES

The development of assessment skills and clinical reasoning in advanced health assessment supports advanced nursing practice that has a clinical and therapeutic focus. Advanced nursing programmes prepare registered nurses to develop their practice through scholarly inquiry, which is applied within a defined scope of practice. The New Zealand Nursing Council competencies for Nurse Practitioner (2008) underpin the objectives of this course. Students will interact in teaching and learning sessions in order to:

- Critique the use of advanced assessment and clinical reasoning skills within their area of practice
- Demonstrate the ability to confidently take a patient history relevant to the situation/practice area
- Demonstrate the ability to perform a competent and systematic examination of the respiratory, cardiovascular, neurological, abdominal and psychological systems
- Apply critical reasoning to nursing practice issues and decision making processes within their clinical area and critique advanced diagnostic inquiry based on the assessment
- Communicate the outcomes of assessments to the health consumer and the health professionals in the interdisciplinary team both orally and in writing
- Recognise limits to own practice and refer or consult appropriately
- Utilise evidence-based practice and research skills to develop advanced nursing knowledge
- Evaluate current research and its application to clinical assessment and clinical reasoning

You will identify a mentor from within the clinical area (an experienced, competent practitioner within your practice area) to support you throughout the duration of the course. Details about the role and responsibilities of the mentor (s) will be posted on Blackboard.

NURSING COUNCIL OF NEW ZEALAND NURSE PRACTITIONER COMPETENCIES THIS COURSE MEETS (NCNZ 2008)

- 1.1 Practices within a nursing model to apply advanced nursing practice in the provision of health care services to client/population groups.
- 1.2 Demonstrates accountability for practice in relation to the population/client group and the parameters of practice within health care settings.
- 2.1 Demonstrates advanced comprehensive client health assessment skills and diagnostic decision making relevant to specific area of practice.
- 2.2 Demonstrates advanced practice in direct client care within a range of contexts and situations.
- 2.4 Demonstrates confident and independent practice that is based on the synthesis of theory and practice knowledge from nursing and other disciplines.
- 2.5 Uses a formal approach to monitor and evaluate client responses to interventions.

EXPECTED WORKLOAD

30 point courses in the Graduate School of Nursing, Midwifery & Health have an average workload of twelve hours per week, approximately 300 hours of study across each trimester.

WITHDRAWAL DATES

Information on withdrawals and refunds may be found at www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds

RECOMMENDED READINGS/TEXTS

Bickley, L. S., & Szilagyi, P. G. (2008). *Bates guide to physical exam & history taking* (10th ed.). Philadelphia: Lippincott Williams and Wilkins

Jarvis, C. (2004). *Pocket Companion for physical examination and health assessment* (4th ed.). St Louis: Saunders.

Talley, N. J., & O'Connor, S. (2010). *Clinical examinations: A systematic guide to physical diagnosis*. (6th ed.). New South Wales: Churchill Livingstone.

PRE-READINGS

Links to articles will be made available via Blackboard.

RECOMMENDED WEBSITES

Links to articles will be made available via Blackboard.

TEXT BOOK PURCHASE

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Copies may also be obtained online from <http://www.fishpond.co.nz/> or <http://www.amazon.com/>

SCHOOL TIMETABLES

1st SCHOOL

Dates: Monday 18 – Wednesday 20 March 2013
Times: 8:30am – 4:30pm daily
Venue: CS801, Level 8, Clinical Services Building (CSB), Wellington Regional Hospital,
Riddiford St, Newtown, Wellington

2nd SCHOOL

Dates: Wednesday 29 – Friday 31 May 2013
Times: 8:30am – 4:30pm daily
Venue: CS801, Level 8, Clinical Services Building (CSB), Wellington Regional Hospital,
Riddiford St, Newtown, Wellington

3rd SCHOOL

Dates: Thursday 19 & Friday 20 September 2013
Times: 8:30am – 4:30pm daily
Venue: CS801, Level 8, Clinical Services Building (CSB), Wellington Regional Hospital,
Riddiford St, Newtown, Wellington

BLACKBOARD INFORMATION

Students enrolling for this course will need access to the VUW flexible learning system (Blackboard) via the Internet.

Blackboard is an online environment that supports teaching and learning at Victoria by making course information, materials and learning activities available online via the internet. Blackboard provides web-based access to course content, assessment, communication and collaboration tools. Instructions for using this will be provided as part of timetable during the 1st School. Students will need to be able to access the Internet on a regular basis.

The following software, which is necessary for using material on Blackboard, is freely available to download from the internet if you don't already have it:

- Netscape Communicator v 4.78 or higher (v. 7.1 recommended) OR
- Microsoft Internet Explorer v. 5.2.x or higher
- MS Windows 2000 or XP/ MacOS 9 or Mac OS X.2 or higher

Other software: Adobe Acrobat Reader - free download from <http://www.adobe.com/products/acrobat/>

Microsoft Office or Microsoft Viewers. The viewers can be downloaded free of charge from: <http://www.microsoft.com/office/000/viewers.asp>

Computer skills required:

- Internet browsing skills
- Basic word processing skills

How to log onto Blackboard

- Open a web browser and go to myVictoria.ac.nz
- Enter your account username which you can find in your *Confirmation of Study* sheet
- It is usually made up of 6 letters of your last name and 4 letters of your first name
- Enter your password. If you have never used Victoria computer facilities your initial password is your student ID number
- Click on the Blackboard icon
- Alternatively, if you want to access Blackboard without going through the myVictoria portal, just log on at <http://blackboard.vuw.ac.nz>

Off Campus access

Blackboard is available from any location where you can access the Internet. This may be your home, work or an Internet café.

Problems with access? Contact ITS service desk **04 463 5050**

MANDATORY COURSE REQUIREMENTS

In order to successfully complete this course you are required to attend all Schools unless under special circumstances prior arrangements have been made with the course coordinator. Students must complete all pieces of assessment and must pass the OSCE in order to pass this course. Lectures, tutorials, electronic and other distance learning resources, practical and fieldwork may all be an integral part of the learning experience and participation in such activities is regarded as necessary.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Approval is required in writing from the course coordinator if you wish to use work you have submitted from a previous course or have written for your organisation.

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism>

USE OF TURNITIN

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar (See Section C).

Other useful information for students may be found at the Academic Office website, at www.victoria.ac.nz/home/about/avcademic.

Section 3: Assessment Information

Learning objectives are assessed within the courses assessment activities.

ASSIGNMENT SUBMISSION GUIDELINES

The ability to plan for and meet deadlines is a core competency of both advanced study and professional practice. Failure to meet deadlines disrupts course planning and is unfair to students who do submit their work on time. It is expected therefore that you will complete and submit assignments not later than the due date if submitted on Blackboard and well before the due date if submitted by post. Assignments may only be submitted by email if organised with the course coordinator. Some courses require that you access Blackboard and submit all assignments only through this site. Your course coordinator will explain the expectations for this course at your first school.

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply to the course coordinator for an extension to the due date. Make sure that you keep a hard and/or electronic copy of your assignment until you have received feedback.

Extensions

An extension to a deadline will only be considered where there are extenuating circumstances. An application for an extension must be made by you in writing/e-mail to the course coordinator at least 24 hours before the due date. When communicating your request you must include the following information:

- Name, student number and contact details
- Course code
- Date of submission and request date for new submission
- Reason for extension request

Upon receipt of your request, course coordinators may grant an extension of up to 2 weeks. Any further request for an extension may require Head of School approval.

Submission

You must complete and submit your assignments by the due date and in the form specified by your course coordinator. In addition, check for the instructions for your particular assignment. If you are mailing your assignment it must be in the School no later than 5pm on the date of submission.

Late submission

Late assignments or assignments with extensions may be subject to delays in marking and may not receive comprehensive feedback.

A penalty will be incurred for late submission of work **where no prior arrangement** has been made as follows:

- Work submitted up to 7 days after the due date without an extension will receive a 2 grade penalty. For example a B+ to a B-.
- Work submitted 8-14 days after the due date without an extension will receive a 4 grade penalty. For example a B+ to a C.
- Work submitted more than 15 days (or more) late without an extension will not be marked and will receive an 'E' (fail) grade.

Other marking penalties

Assignments may also be penalised for poor presentation and for exceeding or being below the word limit by 10%.

Feedback

Student coursework assignments submitted by the due date will normally be returned with feedback within four weeks of the due date.

Grading

Grading is according to the University standard as follows:

85% - 100%	A+	60% - 64%	B-
80% - 84%	A	55% - 59%	C+
75% - 79%	A-	50% - 54%	C
70% - 74%	B+	40% - 49%	Fail D
65% - 69%	B	0 - 39%	Fail E

ASSIGNMENT WRITING: GUIDELINES FOR PRESENTATION AND FORMATTING

Unless you are instructed by the course co-ordinator please use the following guidelines on all assignments.

Referencing and Presentation

Use APA referencing and formatting. For support with APA style, please consult the *Publication Manual of the American Psychological Association* (6th ed). You may also refer to the *Referencing the APA Style: A Brief Guide* on http://www.vuw.ac.nz/st_Services/slss/studyhub/reference/APA.pdf. Finally, you can check <http://www.apastyle.org/> for other resources.

Style considerations

- Fonts: Times New Roman, Arial, Calibri or Verdana only.
- Font size: 12.
- 1.5 line spacing
- 2.5 cm margin all round
- All pages should be numbered and should have a footer including the course code, assignment number and student ID number (left aligned), e.g. HLTH 512, Assignment 2, 300011122.
- Include a title page with the following details
 - Student number
 - Assignment number and name
 - Word Count - note the reference list is not included in the word count.
- Appendices should only be included if these are indicated as acceptable in assignment instructions. These may include additional materials related to the text but not suitable for inclusion due to length or format. These are not marked or counted in the word limit, but should be clearly referred to as appropriate within the main text (e.g. see Appendix A).
- Ensure you keep a copy of your assignment for your records.

Submission considerations

Hard copy:

- Assignments must be typed and printed clearly on one side of A4 size white paper only, with all pages fastened together by staple or secure clip.
- Do not use plastic sheets, clear files or folders.
- Send your assignment to the course coordinator.
- If you want your assignment sent back to you in hard copy, complete a self-addressed and stamped envelope and attach it to the front of your assignment.

Blackboard:

- Use MS Word for all electronic submissions.
- Name your file using the naming strategy COURSE CODE_ASSIGNMENT NUMBER_STUDENT NUMBER (Ex: HLTH501_2_300011122).

ETHICAL CONSIDERATIONS

The overall goal of the programmes in the Graduate School of Nursing, Midwifery and Health (GSNMH) is to assist students to advance their knowledge and practice. As much of the content for the course revolves around clinical practice and clinical education it is important to maintain clear and appropriate professional boundaries while undertaking study for this course.

Students are expected to ensure that:

- At all times they act within the boundaries of professional Codes of Conduct, professional standards, relevant legislative frameworks and the governance, rules and contracts of their employing organisation
- The work for this course does not constitute a formal research project and all information gathering must be clearly defined and remain within the student's professional boundaries
- They have regular contact with the course coordinator and raise any issues and concerns at the earliest possible time
- Where any particular person/patient/client is the subject of an assignment, verbal consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course coordinator how to proceed with the assignment
- Where any particular person/patient/client is the intended subject of an article or report, written consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course coordinator how to proceed with the article/report
- At no time in the course do they seek information from or apply interventions to patients/family/whānau that are beyond what is part of their scope and area of practice
- When recording practice-based information students maintain a high degree of ethical and moral comportment, with particular consideration of confidentiality and privacy issues when deciding what and how they record patient/ client information, and how they share practice experiences
- With regard to the confidentiality of practice-based information shared by peers within the context of the course, that they are guided by ethical considerations, their professional ethical Codes, and workplace and legislative requirements
- Colleagues and staff are treated with respect and consideration.

Should students have any concerns regarding their ability to fulfil requirements of the course assessments these must be discussed with the course coordinator. Similarly, if any issues arise in the context of completing course requirements these need to be discussed with the course coordinator.

Ethical approval from Victoria University of Wellington Human Ethics Committee has been obtained for courses at the Graduate School of Nursing, Midwifery & Health. For additional information contact your course coordinator.

CONFERENCE & SCHOOL PRESENTATIONS

Students of the Graduate School of Nursing, Midwifery & Health are encouraged to present their work at professional conferences and as papers for publication. Students should discuss this with the course coordinator in the first instance. Dissemination of findings from academic work is a very important part of graduate education and assists clinical teams and professional groups to access up-to-date and new knowledge. Course coordinators will provide academic guidance in relation to the targeted activities, and also in relation to the proper academic processes of authorship and acknowledgement.

For all conference, professional and workplace presentations our VUW Power Point template should be used. You are also required to use this template for all school presentations as part of your assignment requirements. This template is available and can be accessed by those students using Blackboard or you can email: annemarie.thorby@vuw.ac.nz for a copy of the template to be sent to you.

As a general rule, presentations and papers should cite yourselves as post-graduate students, and name the Graduate School of Nursing, Midwifery & Health as the organisation. In keeping with academic conventions course coordinators and for this paper academic advisors (the staff members who mark your work) who help with the ideas and preparation of the paper/presentation should be directly acknowledged or named as co-authors.

ASSIGNMENT NUMBER ONE

Assignment Name: **Literature Critique**

Due Date: Part A: Monday 15th April 2013

Part B: Monday 20th May 2013

Word Limit: 2000 words

The entire assignment must be completed by May 20th at 5.00 pm

This assignment is worth 25% of your final grade.

This on-line assignment is designed to undertake an in depth exploration of issues (professional, policy, contextual) that affect those undertaking advanced health assessment and clinical reasoning. A selection of papers will be loaded onto the blackboard site at the end of the first school. These will be individually and then collectively (within group discussion) critiqued within this assignment.

ASSIGNMENT OUTLINE:

This scholarly blog is to be completed on-line via blackboard. Marking criteria will be posted on blackboard.

Part A- Paper critique (10%)

Completion date- Monday April 15th at 5.00 pm

You will be given a series of current specialty practice papers related to advanced health assessment and clinical reasoning to read via Blackboard. You must choose **two** of these papers to examine in detail in relation to your own clinical practice.

For **each of the papers** you have chosen you will provide a succinct 500 word evidence based critique guided by the specific question posed related to that paper.

The contributions that make up this part of the assignment must be made by April 15th at 5.00 pm.

Part B- Group generated discussion (15%)

Contribution dates- Monday 20th May at 5.00 pm.

A series of questions generated from the student blog responses in Part A of this assignment will then be posed for further group discussion. As part of the blog discussion for this part of the assignment, you must make a minimum of **two** contributions **to each of the papers** you chose in Part A. Each blog contribution must be approximately 250 words and supported by pertinent literature and evidence base.

In Part B you *must* consider the question being posed and the responses of your peers on the subject being discussed.

All blogs in this assignment must be written in a scholarly manner.

This assignment assesses the following course learning objectives:

- Recognise limits to own practice and refer or consult appropriately
- Utilise evidence-based practice and research skills to develop advanced nursing knowledge
- Evaluate current research and its application to clinical assessment and clinical reasoning

ASSIGNMENT NUMBER TWO

Assignment Name: **Objective Structured Clinical Examination (OSCE)**

Due Date: 20 September, 2013

This assignment is worth 40% of your final grade.

The purpose of this assignment is to demonstrate skills in patient history taking and clinical examination. You will be required to complete **all OSCE stations** using standardised patients. You will be given scenarios on which the patients' presenting complaint is based and you will be given seven minutes in which to take complete each OSCE station. Assessment will be conducted by examiners appointed by the Graduate School of Nursing Midwifery and Health. Marking criteria will be posted on Blackboard.

This assignment assesses the following course learning objectives:

- Critique the use of advanced assessment and clinical reasoning skills within their area of practice
- Demonstrate the ability to confidently take a patient history relevant to the situation/practice area
- Demonstrate the ability to perform a competent and systematic examination of the respiratory, cardiovascular, neurological, abdominal and psychological systems
- Apply critical reasoning to nursing practice issues and decision making processes within their clinical area and critique advanced diagnostic inquiry based on the assessment
- Communicate the outcomes of assessments to the health consumer and the health professionals in the interdisciplinary team both orally and in writing
- Recognise limits to own practice and refer or consult appropriately
- Utilise evidence-based practice and research skills to develop advanced nursing knowledge
- Evaluate current research and its application to clinical assessment and clinical reasoning

ASSIGNMENT NUMBER THREE

Assignment Name: **Evidence Based Case Study**

Due Date: 7th October 2013

Word limit: 3500 Words

This assignment is worth 35% of your final grade.

The purpose of this assignment is to demonstrate your clinical and academic skills in history taking, advanced health assessment and evidence based clinical reasoning. The case chosen should be broadly reflective of patients assessed in your daily practice.

Within this assignment you will need to address the following areas:

1. Present the patient case.
This should be a concise and focussed history of the health consumers: presenting, social and other relevant history, significant physical examination findings (maximum 500 words).
2. Identify a specific patient problem and take a full history of this.
3. Perform a relevant clinical examination.
4. Present a succinct summary of your findings including pertinent data that influenced your clinical reasoning.
5. Critically use the literature to support your clinical decision-making, including rationale for differential diagnoses made as a result of your health assessment.
6. Justify your clinical reasoning exploring the literature and best practice.
7. Reflect on how effective your assessments skills are in practice.

This assignment assesses the following course learning objectives:

- Critique the use of advanced assessment and clinical reasoning skills within their area of practice
- Demonstrate the ability to confidently take a patient history relevant to the situation/practice area
- Demonstrate the ability to perform a competent and systematic examination of the respiratory, cardiovascular, neurological, abdominal and psychological systems
- Apply critical reasoning to nursing practice issues and decision making processes within their clinical area and critique advanced diagnostic inquiry based on the assessment
- Communicate the outcomes of assessments to the health consumer and the health professionals in the interdisciplinary team both orally and in writing
- Recognise limits to own practice and refer or consult appropriately
- Utilise evidence-based practice and research skills to develop advanced nursing knowledge
- Evaluate current research and its application to clinical assessment and clinical reasoning