

Graduate School of Nursing, Midwifery & Health

Te Kura Tapuhi Hauora



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FACULTY OF HUMANITIES AND SOCIAL SCIENCES

2014

## HLTH 514: Advanced Assessment and Clinical Reasoning 30 points

### Trimester 1 & 2 2014

### Course Coordinators:

### Helen Rook (T1) & Maureen Coombs (T2)

#### Important Dates

Trimester dates: 3 March to 16 November 2014

Easter/Mid-trimester break: 18 April to 4 May 2014

Mid-year break: 3–13 July 2014

Mid-trimester break 2/3: 25 August to 7 September 2014

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



## 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 distribution.

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**

Helen Rook, Lecturer  
Ph: 04 463-6145  
Email: [Helen.rook@vuw.ac.nz](mailto:Helen.rook@vuw.ac.nz)

Prof Mo Coombs, Professor of Clinical Nursing  
Ph: 04 463-5180  
Email: [Maureen.coombs@vuw.ac.nz](mailto:Maureen.coombs@vuw.ac.nz)

### **Postgraduate Student Administrator**

Belinda Tuari  
Ph: 04 463-6647  
Email: [belinda.tuari@vuw.ac.nz](mailto:belinda.tuari@vuw.ac.nz)

### **Postal Address**

Graduate School of Nursing, Midwifery & Health  
Victoria University of Wellington  
P O Box 7625  
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 6 January 2014 and close on Friday 19 December 2014 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.

## School Dates and Locations

### 1<sup>st</sup> School

Dates: Monday 17 – Wednesday 19 March 2014

Times: 8:30am – 4:30pm

Venue: CS801, Level 8, Clinical Services Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

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### 2<sup>nd</sup> School

Dates: Monday 26 – Wednesday 28 May 2014

Times: 8:30am – 4:30pm

Venue: CS801, Level 8, Clinical Services Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

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### 3<sup>rd</sup> School

Dates: Monday 6 and Tuesday 7 October 2014

Times: 8:30am – 4:30pm

Venue: CS801, Level 8, Clinical Services Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

## **Section 2: Academic Requirements**

### **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 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.

### **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 Learning Objectives (CLOs)**

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 who pass this course will be able to:

1. Critique the use of advanced assessment and clinical reasoning skills within their area of practice
2. Demonstrate the ability to confidently take a patient history relevant to the situation/practice area
3. Demonstrate the ability to perform a competent and systematic examination of the respiratory, cardiovascular, neurological, abdominal and psychological systems
4. Apply critical reasoning to nursing practice issues and decision making processes within their clinical area and critique advanced diagnostic inquiry based on the assessment
5. Communicate the outcomes of assessments to the health consumer and the health professionals in the interdisciplinary team both orally and in writing
6. Recognise limits to own practice and refer or consult appropriately
7. Utilise evidence-based practice and research skills to develop advanced nursing knowledge
8. 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.

## Teaching Format

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).

## 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.

## Mandatory Course Requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Attend all Schools unless under special circumstances prior arrangements have been made with the course coordinator.
2. Complete all pieces of assessment
3. 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.

## Workload

As a guide each 30-point course at the Graduate School requires students to allocate approximately 10 hours per point for self-directed study, research, assessments and attendance at Schools. Consequently 300 hours should be spread evenly over the 24 week trimesters. This course is comprised of approximately 64 hours of contact time for lectures, group work, practical demonstrations and objective structured clinical examinations (OSCE) with the average time notionally assigned for the completion of each assessment task being:

1. Assessment 1 Literature critique (25%): 59 hours
2. Assessment 2 Evidenced Based Case Study (35%): 82 hours
3. Assessment 3 OSCE (40%): 95 hours

## Blackboard Information

Students enrolling for this course will need access to the Victoria University of Wellington 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 1<sup>st</sup> 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](http://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**



## **Section 3: Assessment Information**

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. Marking criteria for each assessment will be posted on Blackboard.

Assessment items and workload per item		%	CLO(s)	Due date
1	Literature Critique	25%	1, 6, 7, 8	Part A: Monday 14 April Part B: Monday 12 May
2	Evidence Based Case Study	35%	2, 3, 4, 5, 6, 7, 8	4 August
3	Objective Structured Clinical Examination (OSCE)	40%	2, 3, 5	7 October

### **Assignment Number One**

**Assignment Name:** Literature Critique

**Due Date:** Part A: Monday 14th April 2014  
Part B: Monday 12th May 2014

**Word Limit:** 2000 words

The entire assignment must be completed by May 20<sup>th</sup> 2014 at 5.00 pm.

This assignment is worth 25% of your final grade.

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This assignment is designed to facilitate an in-depth exploration of issues (professional, policy, contextual) that can impact on the practice of advanced health assessment and clinical reasoning.

To enable critical examination of these key issues, a selection of papers will be loaded onto the Blackboard site at the end of the first school. For assignment 1, these papers will then be critiqued through submission of individual essay (Part A) followed by group generated discussion (Part B).

The essay and blog are to be submitted and completed via Blackboard. Marking criteria will be posted on Blackboard.

#### **Part A - Paper critique (15%) Completion date - Monday April 14th at 5.00 pm**

Via Blackboard you will be given a series of contemporary practice papers related to advanced health assessment and clinical reasoning to read. Choose two of these papers to examine in detail in relation to your own clinical practice. For each of the papers chosen you will provide a succinct 500 word evidence based critique guided by the specific question posed related to that paper. (Indicative references are required and are not included in the word count).

#### **Part B - Group generated discussion (10%) Contribution dates - Monday 12th May at 5.00 pm.**

A series of questions generated from the student paper critiques in Part A of this assignment will then be posed by the course lecturers for wider group discussion. For this part of the assignment, you must make a minimum of two contributions to each of the discussions for the papers you chose in Part A. Each 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.

Please review the ethical considerations on page of the course outline prior to posting contributions. All components of this assignment must be written in a respectful and scholarly manner.

This assignment assesses the following course learning objectives: 1, 6, 7 & 8

## Assignment Number Two

**Assignment Name:** Evidence Based Case Study  
**Due Date:** Monday 4th August 2014  
**Word limit:** 3500 Words

This assignment is worth 35% of your final grade.

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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 used in this assignment should reflect patients assessed in your daily practice. Within this assignment you will need to undertake a focused history and physical examination and include the following:

### Part A:

1. Present a focussed case including relevant:
  - identifying data and source of the history,
  - chief complaint(s),
  - present illness,
  - past history,
  - family history,
  - personal and social history,
  - review of systems,
  - physical examination.
2. Include pertinent positives and negatives.

### Part B:

1. Introduce the focus of your assignment by outlining the key findings, pertinent data and area of clinical reasoning that you are going to explore.
2. Critically use the literature to support your clinical decision-making, including rationale for differential diagnoses made as a result of your health assessment.
3. Reflect on your assessments skills in practice identifying areas of development and those for further development.

This assignment assesses the following course learning objectives: 2, 3, 4, 5, 6, 7 & 8

## Assignment Number Three

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

**Due Date:** Tuesday 7th October 2014

This assignment is worth 40% of your final grade.

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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 or simulated patients. You will be given scenarios on which the patients' presenting complaint is based and you will be given nine minutes in which to take complete each OSCE station (7 minutes to examine the patient 2 minutes to present findings). The OSCE stations will include opportunity to demonstrate taking a comprehensive history and undertaking comprehensive examination across several systems. Assessment will be conducted by examiners appointed by the Graduate School of Nursing, Midwifery and Health.

This assignment assesses the following course learning objectives: 2, 3 & 5

## Submission and Return of Work

For submission details, please see individual assessment items. Student coursework assignments submitted by the due date will normally be returned with feedback within three weeks of the due date.

## Extensions and Penalties

### 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.

### Penalties

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 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%.

## **Section 4: Additional Information**

### **Set Texts**

Bickley, L. S. (2013). *Bates guide to physical exam and history taking* (11<sup>th</sup> ed.). Philadelphia: Lippincott Williams and Wilkins.

You can buy both print and e-book formats GST and postage free by going to the following website <http://www.lwwbooks.com.au/>

### **Recommended Reading**

Hogan-Quigley, B., Palm, M. L., & Bickley, L. S. (2012). *Bates nursing guide to physical examination and history taking*. Philadelphia: Lippincott Williams and Wilkins.

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

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

Additional links to articles and useful websites will be made available via Blackboard.

### **Student Feedback**

Enhancements made to this course, based on the feedback of previous students, will be covered during the course.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library/resources/subjectcontacts.html>
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)