

Graduate School of Nursing, Midwifery & Health



www.victoria.ac.nz/nmh/

2012

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

HLTH 517: Diagnostics and Therapeutics

Trimester 2

**Course Coordinator:
Caz Hales**

Trimester dates: 16 July 2012 – 17 November 2012

Mid-trimester break: 27 August 2012 – 9 September 2012

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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OFFICE HOURS

The Graduate School office will be open on Wednesday 4 January 2012 and close on Friday 21 December 2012 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 examines the sensitivity, specificity and utility of commonly used diagnostic testing methods (including the FBC, 12 lead ECG and telemetry monitoring, radiological imaging, and cardio-pulmonary diagnostics). In addition, course modules will explore the assessments of nutrition, infection, and anaemia alongside their associated common therapies. Students must be in direct patient contact.

COURSE AIMS

This clinically based programme is designed to develop assessment skills and knowledge to support nurses within their area of practice.

COURSE CONTENT

The Schools offered through the academic year, and the web based tutorials will endeavour to support individual student's practice.

Students will be encouraged to articulate in discussion and in their assessments an understanding of the following:

The sensitivity and specificity of investigations considered in the course.

The utility of and role of investigations in the diagnostic reasoning process.

Best practice recommendations for application of investigations

Integration of results of investigations into the care plan development for individual patients and/or larger populations.

Content is divided into modules which may be amended based on professional make up and practice goals of the students and the profession.

Modules may include:

- Infection and Antibiosis
- Chest XRAY interpretation
- 12 Lead ECG interpretation
- Anemia/Disorders of Coagulation
- Nutrition
- Radiological Imaging
- Cardiac Investigations
- Pulmonary Investigations.

Teaching methods include lectures, seminar sessions, group work, and web based tutorials.

STUDENT OUTCOMES

By the end of this course students will be able to

- Identify and apply appropriate investigations and care plans when confronted with varied presentations of clinical problems.

- Analyse and synthesise data derived from investigations and current evidence to progress therapeutic interventions and improve patient outcomes.
- Demonstrate knowledge and comprehension of expected responses to interventions
- Evaluate diagnostic investigations in the determination of diagnoses.

LEARNING OBJECTIVES

At successful completion of the course the student will be able to demonstrate advancing practice competencies congruent with those outlined by the Nursing Council of New Zealand for Nurse Practitioners.

Students will interact with teaching and learning sessions in order to:

- Demonstrate knowledge of pathophysiological processes and utilize advanced diagnostic enquiry skills to support evidence based diagnostic reasoning and care plan development (2.1, 2.2, 2.4)
- Interpret diagnostic testing results, apply them into practice, anticipate follow up consequences of diagnostics, and communicate the outcome of these assessments to the client/family and other health professionals in the interdisciplinary team with a high degree of competence (2.1, 2.3, 2.5)
- Assess the client's health status, make a diagnosis, suggest interventions and treatments, order/prescribe appropriate diagnostic tests or therapeutic interventions, and/ or refer the client to other health professionals (3.2)
- Assess utility of diagnostic testing and assessment tools against individual clients and populations within a practice which reflects commitment to quality and risk management, and encourages increased access to care (3.3).
- Communicate the outcomes of the assessment and diagnosis to the client/significant others and the health professionals in the interdisciplinary team with a high degree of competence (2.5)
- Recognise limits to own practice and refer or consult appropriately (1.2, 2.1)
- Utilise evidence-based practice and research skills to develop advanced nursing knowledge (1.1)
- Evaluate current research and its application to clinical assessment and diagnostic reasoning (2.2, 2.4)

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.
- 2.3 Consistently involves client in decision making processes and uses client information to determine management strategies.
- 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.
- 3.2 Contributes to clinical collaboration that optimises health outcomes for the client.
- 3.3 Actively involved in quality assurance activities that monitor and improve the quality of health care and the effectiveness of own practice.

EXPECTED 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 12 week trimester, break, study week and exam period.

WITHDRAWAL DATES

Information on withdrawals and refunds may be found at:
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

REQUIRED TEXTS

All required reading for this course is provided via link on Blackboard or through the Library's e-reserve desk.

Digital course content for HLTH517: Diagnostics and Therapeutics - may be used only for the University's educational purposes. HLTH517 includes extracts of copyrighted works and patient related imagery which have been reproduced for the purposes of teaching HLTH517 only. No student enrolled in HLTH517 may copy or distribute any part of this course content to any other person.

Where course content is provided to you in streaming video format you may only view this content from the original location as provided by Victoria University of Wellington and in the original streaming format. You may not make a further copy for any other purpose or capture and change the format of the streaming content. Failure to comply with the terms of this warning may expose you to legal action for copyright infringement and/or disciplinary action by the University.

RECOMMENDED READING/TEXTS

Corne, J., Carroll, M., Brown, I., & Delany, D. (2002) *Chest X-Ray Made Easy*. London: Churchill Livingstone.

Drew, B. (Ed.). (2007). *Tom Evans' Clinical Electrocardiography*. University of California San Francisco, San Francisco.

Gilbert, D., Moellering, R.C., & Eliopoulos, G.E. (Eds.). (2008). *The Sanford Guide to Antimicrobial Therapy: Thirty Eighth Edition*. Sperryville, Virginia: Sanford Publishing.

Goodman, L.R.. (2006). *Felson's Principles of Chest Roentgenology: A Programmed Text* (3rd ed). Philadelphia: Saunders

Novelline, R. (2004). *Squire's Fundamentals of Radiology: (6th ed)*. Cambridge: Harvard University Press.

PRE-READINGS

Students are required to complete assigned web-based tutorials prior to school days (see attached schedule Course Timetable). In class discussions will assume completion of these modules and, on occasion, reading assigned articles. "Assigned" articles will be posted as a link on blackboard or on e-reserve.

Students will be required to open an account and register with Medscape in order to view some of the antibiotic web-casts. Medscape is a free educational service for health professionals.

TEXT BOOK PURCHASE

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 9–27 July 2012, while postgraduate textbooks and student notes will be available from the top floor of Vicbooks in the Student Union Building, Kelburn Campus.

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/>

COURSE ORGANISATION

This course will be delivered in two blocks over one trimester. The days will be a mix of lectures and small group activities.

As co-ordinator I am open to suggestions from you as to specific topics that you may find helpful. If given enough notice it is usually, but not always, possible to meet requests.

SCHOOL TIMETABLES

1st SCHOOL

Dates: Monday 13 & Tuesday 14 August 2012

Times: 08:30 – 16:30 pm daily

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

2nd SCHOOL

Dates: Monday 1 & Tuesday 2 October 2012

Times: 08:30 – 16:30 pm 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 to pass the 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

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

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.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic

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 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 the word limit or for being seriously under length.

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

Receipt of assignments (hard copies)

Please ensure you complete an assignment cover sheet and attach it to the front of each assignment if you submit a hard copy assignment. Electronic copies do not require cover sheets. Assignment cover sheets will be available on the Blackboard site of your course under *Course Templates*. All hard copy assignments have to be sent 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.

ASSIGNMENT WRITING: GUIDELINES FOR PRESENTATION AND FORMATTING

Presentation

Unless otherwise instructed, 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.

When submitting hard copy assignments:

- Fonts: Times New Roman, Arial, Calibri or Verdana only.
- Font size: 12.
- 1.5 line spacing.
- 2.5 cm margin all round.
- 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.
- 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 and an assignment cover sheet on top which is available on Blackboard under Course Templates.
- 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).
- Do not use plastic sheets, clear files or folders, as these make it difficult for markers to handle.
- Please list the word count of your document.
- Ensure you keep a copy of your assignment for your records.

When submitting assignments on Blackboard:

- Use MS Word for all electronic submissions.
- Name your file using the naming strategy LASTNAME-FIRST INITIAL _ COURSE CODE _ ASSIGNMENT NUMBER _ STUDENT NUMBER (Ex: PARONE-S_HTLT501_2_ 300011122).
- 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.
- Fonts: Times New Roman, Arial, Calibri or Verdana only.
- Font size: 12.
- Single spacing.
- Include a title page.
- Appendices should only be included if these are required by the lecturer. 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.

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/whanau 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: belinda.tuari@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: **Web Based Assessment**

Available: 17th August 2012

Due Date: 24th August 2012

This assignment is worth 30% of your final grade

This 'open-book' web-based assessment is designed to demonstrate your knowledge and understanding of the interpretation of chest x-ray and ECG investigations in support of correct diagnose and implementation of an appropriate treatment plan

This assignment assesses the following course objectives:

- Analyse and synthesise data derived from investigations and current evidence to progress therapeutic interventions and improve patient outcomes
- Evaluate diagnostic investigations in the determination of diagnoses

You will be expected to complete one web-based online assessment comprised of two parts:

Part A: CXR interpretation

Part B: ECG interpretation

In each part you will be presented with a series of diagnostic investigations where you will be required to complete a series of multiple choice and short answer questions.

This assessment will be available to all students for a period of 7 days. You may access the assessment as many times as desired throughout this assessment period, **but** can only submit once via the assignment portal.

You are not permitted to discuss the contents presented in the assignment with anyone else enrolled in the course or any other health care professionals.

ASSIGNMENT NUMBER TWO

Assignment Name: **Evidence Based Case Study**

Due Date: (on or before): 21 Sept, 2012

Word limit: 4000 words

This assignment is worth 40% of your final grade.

This case study assignment should demonstrate your learning and analysis of diagnostic testing and implementation of appropriate context specific therapies in the assessment of nutrition and anaemia.

This assignment assesses the following course objectives:

- Identify and apply appropriate investigations and care plans when confronted with varied presentations of clinical problems
- Analyse and synthesise data derived from investigations and current evidence to progress therapeutic interventions and improve patient outcomes
- Demonstrate knowledge and comprehension of expected responses to interventions
- Evaluate diagnostic investigations in the determination of diagnoses.

Within this assignment you need to address the following:

1. Present the patient case

This should be a concise and focussed history of the patient's: presenting, social and other relevant history, significant physical examination findings, and results of diagnostic tests undertaken within the assessment. Within this case presentation you must undertake a thorough nutritional and anaemia assessment

2. Using the literature to support your decision-making, discuss the rationale for the types of diagnostic tests/indices used to support your assessment of the patient's current health status

3. Using the literature to support your rationale, discuss the nutrition and anaemia management plan and therapies for this patient within the context of the presenting history.

This assignment should take the form of a formal academic essay and follow the American Psychology Association (APA) 6th edition referencing practice.

ASSIGNMENT NUMBER THREE

Assignment Name: **Final Assessment Diagnostics and Therapeutics**

Available on: 12 October, 2012

Due Date: 19 October, 2012

This assignment is worth 30% of your final grade.

This 'open-book' web-based assessment is designed to demonstrate your knowledge and understanding of diagnostic testing and therapeutic intervention through application to clinical scenarios.

This assignment assesses the following course objectives:

- Identify and apply appropriate investigations and care plans when confronted with varied presentations of clinical problems
- Demonstrate knowledge and comprehension of expected responses to interventions
- Evaluate diagnostic investigations in the determination of diagnoses

To complete the web-based assessment you will need to be familiar with the content delivered throughout the course (both in class and via web-based modules). Instructions on how to answer and submit the assessment is available via the assignment portal on Blackboard. You will be expected to complete one web-based online assessment comprised of two parts:

Part One:

You will be expected to complete a series of problem based multiple choice questions

Part Two:

You will be presented with several clinical scenarios. You will be expected to **choose 2** of the clinical scenarios to answer where you will be asked to submit:

1. A list of differential diagnoses
2. The expected results of normally associated investigations that would confirm the diagnosis (eg expected findings)
3. Provide a diagnostic and/or treatment plan

You are not permitted to discuss the contents or cases presented in the assignment with anyone else enrolled in the course or any other health care professionals.