

Graduate School of Nursing, Midwifery & Health



www.victoria.ac.nz/nmh/

2012

**HLTH 515: Advanced Assessment and Clinical Reasoning:
Neonatal Nursing**

Trimester 1+2/3

**Course Coordinator:
Wilma Tielemans**

Trimester dates: 5 March – 4 July 2012 + 16 July – 17 November 2012

Mid-trimester breaks: 6 – 22 April 2012 + 27 August – 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

Wilma Tielemans

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POSTGRADUATE STUDENT ADMINISTRATOR

Belinda Tuari

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POSTAL ADDRESS

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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 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 is designed to develop the skills of systematic history taking, clinical examination and diagnostic reasoning in the care of the neonate. Students work alongside mentors in their clinical practice to develop these skills.

COURSE AIMS

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

COURSE CONTENT

This clinically based programme is designed to develop assessment skills and knowledge to support nurses within their area of practice. The Schools offered through the academic year 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 process of identifying a chief complaint, taking a patient history pertinent to the chief complaint, and articulating a relevant review of systems.
- Methods of questioning/communicating with infants and families.
- Effective clinical decision making strategies supported by theoretical frameworks.
- Overall clinical examination processes. Methods of examining patients, equipment required for specific examinations, head to toe assessment.
- In depth assessment and clinical examination of the following systems:
 - Fetal to newborn transition
 - Respiratory
 - Cardiovascular
 - Neurological/developmental
 - Gastro intestinal
 - Immunological
 - Liver / renal
- Methods of communicating history taking and clinical examination findings.
- Diagnostic reasoning – the ability to interpret clinical findings in relation to underlying pathophysiological processes.
- How advanced clinical assessment skills can be utilised in practice –modelling new skills and innovative practice, the role of the Nurse Practitioner.

Teaching methods include lectures, group work, practical demonstrations and clinical workshops within the classroom and clinical skills rooms.

STUDENT OUTCOMES

By the end of this course students will be able to:

- Demonstrate the ability to take a comprehensive patient history relevant to different presenting problems
- Demonstrate knowledge and skill in the application of assessment tools and frameworks
- Apply critical thinking and reasoning to clinical assessment and diagnosis
- Evaluate current research and its application to clinical assessment and diagnostic reasoning
- Demonstrate skills in communicating assessment outcomes and diagnosis with client/whanau and health professionals in the interdisciplinary team.

LEARNING OBJECTIVES

The development of advanced assessment skills and diagnostic reasoning in advanced clinical 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:

- Demonstrate the use of advanced assessment and diagnostic skills within their area of practice (2.1.)
- Demonstrate advanced health assessment of newborn and neonatal infants via the identification and use of assessment tools and frameworks (2.1)
- Demonstrate the ability to confidently take a patient history relevant to the situation/practice area (2.1)
- Demonstrate the ability to perform a competent and systematic examination of the neurological, cardiovascular, abdominal, respiratory, liver, renal and immune systems (2.1)
- Demonstrate knowledge of pathophysiological processes to support diagnostic reasoning (2.4)
- Demonstrate knowledge of physiological responses to illness and identify appropriate treatment interventions (2.4)
- Apply critical reasoning to nursing practice issues and decision making processes within their clinical area and critique advanced diagnostic inquiry based on the assessment (2.1, 2.2, 2.4)
- 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.

2.4 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 across the trimester.

WITHDRAWAL DATES

Information on withdrawals and refunds may be found at:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

RECOMMENDED READING/TEXTS

Talley, N.J., & O'Connor, S. (2001). *Clinical examinations: A systematic guide to physical diagnosis*. (4th ed). East Gardens: New South Wales.

OR

Bickley, L.S., & Szilagy, P.G. (2003). *Bates guide to physical examination and history taking*. Philadelphia: Lipincott Williams and Wilkins.

OR

Seidal, H.M. (2003). *Mosbys Guide to physical examination*. (5th ed) St Louis, MO: Mosby.

Park, M. K. (2003) *The Paediatric Cardiology Book*. (3rd Ed.) Philadelphia: Mosby

Tucker Blackburn, S. (2007) *Maternal, Fetal and neonatal Physiology: A Clinical Perspective*. Missouri: Saunders

Thureen, P., Deacon, J., Hernandez, J, & Hall, D. (2005) *Assessment and care of the well newborn*. (2nd Ed.) Missouri: Elsevier Saunders.

Guyton, A.C., & Hall, J.C. (2006) Textbook of medical physiology. (11th ed). Philadelphia: WB Saunders.

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

REQUIRED TEXT

Tapper, E.P, Honeyfield, M.E.. (2009) Physical Assessment of the Newborn. (4th ed) Santa Rosa, NICU Ink.

PREREADING

Pre reading should include a review of the following embryology, anatomy and physiology:

- Normal cardiac function and circulation
- Fetal Circulation
- Hypotension
- Neothermogenesis
- PPHN
- Fluid shifts during the transitional period
- Four levels of respiration – gas exchange – lung to cell level
- Liver metabolism – glucose, bilirubin, liver function tests
- Normal renal function – effects of prematurity or hypotension
- Blood cell development and function – especially the RBC, haemostasis, fetal haemoglobin
- Brain development – effects of hypotension and altered biochemistry
- Development of defence mechanisms – immunity – specific and non specific barriers, Septic cascade
- Neonatal pharmacokinetics

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 Vicbooks on level 3 of the Student Union Building. 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 three blocks over the year. The days will be a mix of lectures and small group activities.

SCHOOL TIMETABLES

1st SCHOOL

Dates: Wednesday 14, Thursday 15 & Friday 16 March 2012
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 23, Thursday 24 & Friday 25 May 2012
Times: 8:30am – 4:30pm daily
Venue: CS801, Level 8, Clinical Services Building (CSB), Wellington Regional Hospital,
Riddiford St, Newtown, Wellington

3rd SCHOOL

Dates: Wednesday 19 & Thursday 20 September 2012
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 to pass the course. In addition, students must pass EITHER the OSCE or Assignment 3 (clinical examination templates) in order to pass the course overall.

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 comportsment, 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 Name: **Oral Case Presentation**

Due Date: 19 September 2012

This assignment is worth 10% of your final grade.

Oral Case Presentation

Students will be required to present a case to a panel for oral examination. Students should be prepared to engage in discussion with panellists with regards to their presentation.

Students will be expected to present the following

- A thorough history focussed to the chief complaint
- The relevant findings of an appropriate clinical examination including positive findings and pertinent negative findings
- A succinct summary of the assessment
- Prioritised differential diagnoses
- Suggested plan based on the above.

Marking criteria will be posted on Blackboard.

ASSIGNMENT NUMBER TWO

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

Due Date: 20 September 2012

This assignment is worth 45% 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 **four OSCE** stations (two history taking and two examinations). History taking OSCEs will be conducted using simulated patients. For the clinical examination stations you will be required to carry out a full and detailed examination of an infant at discharge and one other infant.

Assessment will be by examiners appointed by the Graduate School of Nursing, Midwifery and Health.

Marking criteria will be posted on Blackboard.

ASSIGNMENT NUMBER THREE

Assignment Name: **Clinical Examination Log – Case Study templates x eight**

Due Date: 23rd October 2012

This assignment is worth 45% of your final grade.

Over the period of the course you are required to demonstrate competency in the history taking and clinical examination of 8 newborn infants in total. You are required to demonstrate competency in the history taking and clinical examination of 4 well term infants. You are also required to demonstrate competency in the history taking and clinical examination of one (1) of each of the following group of complex cases utilising the templates given in class and posted on the Blackboard site:

- preterm infant
- extreme prematurity
- growth restriction
- a congenital abnormality

You will also be required to write a series of succinct, evidenced based essays (1,000 words each) which demonstrates the diagnostic reasoning for each the above **4 complex cases (4 essays)**. Marking criteria will be posted on Blackboard.

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. Role and responsibilities of the mentor (s) will be posted on Blackboard.

Details of Clinical Mentor



Student's Name

--

Mentor's Work Title/First Name/Surname

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Work Address:	Home Address:
Work Phone:	Home Phone:
Fax:	Email:

Degrees/Diploma's/Certificates	University/Polytechnic/Other Setting	Field	Year Conferred

Relevant practice academic & research experience	From Year	To year
<i>Relevant mentoring experience</i>		

Other Details of Importance: Please add an additional page to the document if you wish, as your comments are valued.