

Graduate School of Nursing, Midwifery & Health



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**2013**

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

# **HLTH 517: Diagnostics and Therapeutics**

## **30 points**

## **Trimester 2**

## **Course Coordinator: Caz Hales**

**Trimester dates: 15 July to 17 November 2013**

**Mid-trimester break: 26 August to 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**

Caz Hales, Lecturer

Ph: (04) 463 6142

Email: [caz.hales@vuw.ac.nz](mailto:caz.hales@vuw.ac.nz)

Office Hours: 0900hrs-1600hrs Monday to Friday

Student appointments: 1300-1600hrs Wednesday

### **POSTGRADUATE STUDENT ADMINISTRATOR**

Annemarie Thorby

Ph: 04 463-6647

Email: [annemarie.thorby@vuw.ac.nz](mailto:annemarie.thorby@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 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.

## **SCHOOL TIMETABLE**

### **1<sup>st</sup> SCHOOL**

Dates: Monday 5 & Tuesday 6 August 2013

Times: 0830 - 1630hrs daily

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

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### **2<sup>nd</sup> SCHOOL**

Dates: Tuesday 1 & Wednesday 2 October 2013

Times: 0830 - 1630hrs daily

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

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## **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 Victoria University of Wellington email to all class members.

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

1. Identify and apply appropriate investigations and care plans when presented with varied patient problems across care settings
2. Articulate the role of diagnostics and therapeutics throughout the lifespan in relation to health and illness
3. Analyse and synthesise data derived from investigations and current evidence to progress therapeutic interventions and improve patient outcomes
4. Evaluate diagnostic investigations in the management of patient disease
5. Utilise evidence-based practice and research skills to develop advanced nursing knowledge to support patient management
6. Evaluate current research and its application to clinical assessment and diagnostic reasoning

### **TEACHING FORMAT**

There will be 4 School days held in Wellington which will be delivered in two blocks of 2 days each over one trimester. The days will be a mix of lectures, tutorials and small group activities. A distance component supported by Blackboard forms part of the course and supports the development of the content delivered in the school.

## **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.

### **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.

### **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**

Refer to [www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds](http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds). If you cannot complete an assignment or sit a test or examination (aegrotats), refer to [www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat](http://www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat)

## **STUDENT FEEDBACK**

To reflect the changing needs of health care this course has had some major changes with a new emphasis on health screening and patient management across care settings. The assessments align themselves accordingly with the new course learning objectives and provide application of clinical practice to all health care settings. Students in 2012 reported that they valued learning about diagnostic enquiry and management of disease and illness, and some have utilised this knowledge in practice.

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)



## REQUIRED TEXTS

All required reading for this course is provided via links 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 READINGS/TEXTS

Links to articles will be made available via Blackboard

### TEXTS

Corne, J., Carroll, M., Brown, I., & Delany, D. (2009). *Chest X-Ray made easy* (3ed.). London: Churchill Livingstone.

Drew, B. (Ed.). (2007). *Tom Evans' clinical electrocardiography*. San Francisco: University of California San Francisco.

Hampton, J.R. (2008). *The ECG made easy* (7<sup>th</sup>ed.). London: Churchill Livingstone.

## PRE-READINGS

Students are required to complete assigned web-based tutorials prior to school days. 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.

## RECOMMENDED WEBSITES

Links to websites will be made available via Blackboard

## TEXT BOOK PURCHASE

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto: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.

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

## BLACKBOARD INFORMATION

Students enrolling for this course will need access to the Victoria 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**

## 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/home/study/plagiarism](http://www.victoria.ac.nz/home/study/plagiarism)
- Aegrotats: [www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat](http://www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat)
- Academic Progress: [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/home/study/dates](http://www.victoria.ac.nz/home/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/home/study/exams-and-assessments/grades](http://www.victoria.ac.nz/home/study/exams-and-assessments/grades)
- Resolving academic issues:  
[www.victoria.ac.nz/home/about/avcacademic/publications2#grievances](http://www.victoria.ac.nz/home/about/avcacademic/publications2#grievances)
- Special passes: [www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass](http://www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass)
- Statutes and policies including the Student Conduct Statute:  
[www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy)
- Student support: [www.victoria.ac.nz/home/viclife/student-service](http://www.victoria.ac.nz/home/viclife/student-service)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/home/viclife/student-charter](http://www.victoria.ac.nz/home/viclife/student-charter)
- Student Contract: [www.victoria.ac.nz/home/admisenrol/enrol/studentcontract](http://www.victoria.ac.nz/home/admisenrol/enrol/studentcontract)
- 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/home/about](http://www.victoria.ac.nz/home/about)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

## ASSIGNMENT NUMBER ONE

Assignment: **Clinical investigations and management**  
Available: 9 August 2013  
Due Date: 16 August 2013

This assignment is worth 30% of your final grade

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This web-based assessment is designed to demonstrate your knowledge and understanding of investigations that support the management of respiratory and cardiovascular disease.

### ASSIGNMENT OUTLINE:

To complete the web-based assessment you need to be familiar with the course content related to respiratory and cardiovascular disease management explored in the first school block and which can be found on Blackboard. It may include:

Chest X-ray interpretation      Spirometry      Arterial blood gas interpretation  
12 Lead ECG interpretation      Cardiac enzyme investigations      Angiography

Instructions on how to answer and submit the assessment is available via the assignment submission portal on Blackboard. You will be expected to complete one web-based online assessment comprised of two parts:

**Part A:** Respiratory investigations and management

**Part B:** Cardiovascular investigations and management

In each part you will be presented with a series of diagnostic investigations where you will be required to complete a series of 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 submission portal.

**This assignment is designed to test your knowledge therefore your submission should be your work.**

This assignment addresses the following course learning objectives:

1. Identify and apply appropriate investigations and care plans when presented with varied patient problems across care settings
3. Analyse and synthesise data derived from investigations and current evidence to progress therapeutic interventions and improve patient outcomes
4. Demonstrate knowledge and comprehension of expected responses to interventions
5. Evaluate diagnostic investigations in the management of patient disease
7. Evaluate current research and its application to clinical assessment and diagnostic reasoning.

## ASSIGNMENT NUMBER TWO

Assignment Name: Diagnostic reasoning  
Due Date: **PART A** 23 – 30 August 2013  
Due Date: **PART B** 9 – 20 September 2013

This assignment is worth 30% of your final grade.

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

### ASSIGNMENT OUTLINE:

This scholarly blog is to be completed on-line via Blackboard.

#### Part A- Paper critique (15%)

Completion date- 30 August 2013

You will be given a series of current diagnostic and therapeutics papers to read via Blackboard. Each paper will have specific questions to guide your reading and critique. You must choose **two** of these papers to examine in detail in relation to your own clinical practice. For each paper chosen provide a succinct 500 word critique as guided by the question posed for that paper.

This component of the assignment will be available to all students for a period of 7 days.

#### Part B- Group generated discussion (15%)

Contribution dates- 9-20 September

A series of questions generated from student blog responses in Part A of this assignment will be posed for group discussion. You must make a minimum of **three** contributions to the discussions in this part of the assignment. Each blog contribution must be approximately 250 words and where applicable supported by literature.

In each contribution 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 and presented in a scholarly format.

This assignment should follow the American Psychological Association (APA) 6<sup>th</sup> edition referencing practice.

This assignment addresses the following course learning objectives:

2. Articulate the role of diagnostics and therapeutics throughout the lifespan in relation to health and illness
3. Analyse and synthesise data derived from investigations and current evidence to progress therapeutic interventions and improve patient outcomes
4. Evaluate diagnostic investigations in the management of patient disease
5. Utilise evidence-based practice and research skills to develop advanced nursing knowledge to support patient management
6. Evaluate current research and its application to clinical assessment and diagnostic reasoning

## ASSIGNMENT NUMBER THREE

Assignment Name: **Evidence Based Case Study**  
Due Date: 18 October 2013  
Word limit: 4000 words

This assignment is worth 40% of your final grade.

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This case study assignment requires an in depth exploration of the appropriate investigations and management of a patient population who presents regularly to your health service. It provides the opportunity to apply advanced nursing knowledge and expertise to critically review the literature base that underpins current management of this patient group.

### ASSIGNMENT OUTLINE:

Choose a patient who presents to your service with one of the following health issues:

- Respiratory disease
- Cardiovascular disease
- Blood disorder
- Nutritional deficiency
- Infection / sepsis

Write a short case study (500 words) where you present 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 health assessment specific to their identified health issue. Use this case to inform your discussion throughout the assignment on the subsequent management plan for this patient.

Within this assignment you need to address the following areas:

1. Present your patient case (as above)
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, outline the management plan for this patient.

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

This assignment assesses the following course learning objectives:

1. Identify and apply appropriate investigations and care plans when presented with varied patient problems across care settings
2. Articulate the role of diagnostics and therapeutics throughout the lifespan in relation to health and illness
3. Analyse and synthesise data derived from investigations and current evidence to progress therapeutic interventions and improve patient outcomes
4. Evaluate diagnostic investigations in the management of patient disease
5. Utilise evidence-based practice and research skills to develop advanced nursing knowledge to support patient management
6. Evaluate current research and its application to clinical assessment and diagnostic reasoning.

Please submit this assignment via the Blackboard portal.