



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

GRADUATE SCHOOL OF NURSING, MIDWIFERY AND HEALTH

HLTH 514: Advanced Assessment and Clinical Reasoning

30 POINTS

TRIMESTER 1 2016

Key dates

Trimester dates: 29 February to 29 June 2016

Teaching dates: 29 February to 5 June 2016

Easter break: 24 to 30 March 2016

Mid-trimester break: 25 April to 1 May 2016

Last assessment date: 3 June 2016

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

SECTION 1: OPERATIONAL INFORMATION

Class times and locations

1st School

Dates: Wednesday 2 – Friday 4 March 2016
Times: 08.30 – 16.30 daily
Venue: CS801, Level 8, Clinical Services Building (CSB), Wellington Regional Hospital, Riddiford St, Newtown, Wellington

2nd School

Dates: Wednesday 20 and Thursday 21 April 2016
Times: 08.30 – 16.30 daily
Venue: CS801, Level 8, Clinical Services Building (CSB), Wellington Regional Hospital, Riddiford St, Newtown, Wellington

3rd School

Dates: Friday 3 June 2015
Times: 08.30 – 17.00
Venue: All rooms, Level 8, Clinical Services Building (CSB), Wellington Regional Hospital, Riddiford St, Newtown, Wellington

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.

Names and contact details

Course Coordinator

Helen Rook

Ph: 04 463 6145

Email: helen.rook@vuw.ac.nz

Office hours: Monday & Friday 10 – 11am, Wednesdays 1 – 2pm (by appointment)

Postgraduate Student Administrator

Caleb Aveling

Ph: 04 463 6647

Email: caleb.aveling@vuw.ac.nz

Office hours: Monday – Friday 09.00 – 17.00

Office Hours

The Graduate School office will be open 09.00 – 17.00 weekdays from Tuesday 5 January 2016 and close on Thursday 22 December 2016.

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

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.

SECTION 2: COURSE INFORMATION

Prescription

This course is designed to develop the skills of systematic history taking, clinical examination and diagnostic reasoning with a focus on the respiratory, cardiovascular, abdominal, and neurological, 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
- 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 (2012) underpin the objectives of this course. Students who pass this course will be able to:

1. Demonstrate competent and comprehensive advanced health assessment skills
2. Critically apply clinical reasoning to support decision making in patient assessment
3. Explain the findings of clinical assessments to others using a systematic and structured approach
4. Critique advanced assessment skills and clinical examination findings using current evidence
5. Use correct appropriate health language when communicating within the multi-disciplinary team and/or with patients/clients

Teaching format

Teaching and learning in the programme employs a variety of formats and approaches. There will be two block Schools (first School 3-days, second School 2-days) and one 1-day assessment 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. Working with a clinical mentor in practice is key in this course to embed the learning that occurs in school. Assessment of knowledge and understanding in history taking, clinical examination and clinical reasoning will be

evaluated through a literature critique, an evidence based case study and Objective Structured Clinical Examination (OSCE).

Mandatory course requirements

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

- attend all Schools unless under special circumstances prior arrangements have been made with the Course Coordinator.
- complete all pieces of assessment
- achieve at least 50% in the OSCE.

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.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

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. This course is comprised of approximately 56 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 (20%): 48 hours
2. Assessment 2 Evidenced Based Case Study (40%): 98 hours
3. Assessment 3 OSCE (40%): 98 hours

SECTION 3: ASSESSMENT INFORMATION

Assessment items and workload per item		%	CLO(s)	Due date
1	Literature Critique (1200 words)	20%	2 & 4	31 March 2016
2	Evidence Based Case Study (4000 words)	40%	2, 3, & 4	13 May 2016
3	Objective Structured Clinical Examination (practical assessment)	40%	1, 2, & 3	3 June 2016

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 made available on Blackboard.

Assignment Number One

Assignment: **Literature critiques**

Due Date: 5pm, Thursday 31 March 2016

Word Count: 1200 (600 words for each)

This assignment is worth 20% of your final grade

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

To enable critical examination of these key issues, three papers will be uploaded onto the Blackboard site at the beginning of Trimester 1. For this assignment, you will select **two** of these papers for critique.

To undertake this assignment, you will read these papers in depth. A question will be posed by the course lecturers and placed on Blackboard for each paper. This question will direct the focus for critique of these papers.

For each of the two papers selected, you will then write a succinct 600 word evidence-based critique, guided by the specific question posed about that paper.

The two critiques will be submitted as a single essay assignment. Each critique must be supported by pertinent literature and evidence base. Indicative references are required and are not included in the word count. Marking criteria will be posted on Blackboard.

This assignment assesses the course learning objectives: 2 & 4

Please submit this assignment via Turnitin/Blackboard.

Assignment Number Two

Assignment: **Evidence based case study**

Due Date: 5pm, Friday 13 May 2016

Word Count: 4000

This assignment is worth 40% of your final grade

The purpose of this assignment is to demonstrate your clinical and academic skills in history taking, advanced health assessment and evidence-based clinical reasoning. A clinical case that reflects patients frequently assessed in practice will be presented by the student and the clinical decision making based on the pertinent signs and symptoms, will be critically explored.

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:
 - a. Identifying data and source of the history
 - b. Chief complaint(s)
 - c. Present illness
 - d. Past history
 - e. Medication history
 - f. Family history
 - g. Personal and social history
 - h. Review of systems
 - i. 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, advanced health assessment and pertinent signs and symptoms
3. Reflect on your assessments skills in practice identifying areas of development and those for further development.

This assignment assesses the course learning objectives: 2, 3, & 4

Please submit this assignment via Turnitin/Blackboard

Assignment Number Three

Assignment: **Objective structured clinical examination (OSCE)**

Date: Friday 3 June 2016

This assignment is worth 40% of your final grade

The purpose of this assignment is to demonstrate skills in patient history taking and clinical examination. You will be required to complete all OSCE stations using standardised or simulated patients. You will be given scenarios on which the patients' presenting complaint is based and you will be given 9 minutes in which to 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: 1, 2 & 3

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

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 the word limit.

SECTION 4: ADDITIONAL INFORMATION

Set texts

Bickley, L. S. (2012). *Bates guide to physical examination and history taking* (11th 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. (2011). *Pocket Companion for physical examination and health assessment* (6th ed.). St Louis: Saunders.

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

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

Student feedback

Feedback was obtained in 2015 that was generally positive for the HLTH 514 course. An enhancement made to this course has involved adjustment to the OSCE assessment. Further 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.

Ethical conduct

Students are expected to adhere to ethical principles in all aspects of their coursework. This applies to academic integrity and also to the way information about, or from, individuals in the practice setting is managed. Good ethical practice must be maintained in all learning activities. The Human Ethics Committee at Victoria University of Wellington has granted approval for the incorporation of data or observations from patient/client/individuals into coursework from the Graduate School of Nursing, Midwifery and Health, and expects adherence to the instructions below.

Students are expected to adhere to their professional codes of conduct and standards, relevant legislative frameworks and contractual obligations to any employing organisation at all times. In addition, all students in classes where assignments might include observations, reports, images, photographs or descriptions of individuals (patients or colleagues) with whom they have worked in a clinical or practice setting as part of an assignment, must:

1. Read and sign the "Information for using individual data in an assignment: Student agreement statement"
2. Determine whether verbal or written informed consent is required, according to the guidelines provided in the student agreement statement and in consultation with their course coordinator if they are unsure;
3. Provide the patient/client/individual, or the parent/guardian of the child, whose data they intend to use with full information about how they intend to obtain and use the data;
4. Provide written information and obtain written informed consent if required.

Should students have any concerns about ethical aspects of their course requirements they should discuss them with the course coordinator.

Your Course Coordinator will discuss the ethical implications and special requirements (if any) for this particular course.

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
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

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 1st School. Students will need to be able to access the Internet on a regular basis.

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**