



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

GRADUATE SCHOOL OF NURSING, MIDWIFERY AND HEALTH

HLTH 517: Diagnostics and Therapeutics

30 POINTS
TRIMESTER 2 2016

Key dates

Trimester dates: 11 July to 13 November 2016

Teaching dates: 11 July to 16 October 2016

Mid-trimester break: 22 August to 4 September 2016

Last assessment item due: 16 October 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: Thursday 4 & Friday 5 August 2016
Times: 0830 - 1630 daily
Venue: CS801, Level 8, Clinical Services Building (CSB), Wellington Regional Hospital, Riddiford St, Newtown, Wellington

2nd School

Dates: Thursday 29 & Friday 30 September 2016
Times: 0830 - 1630 daily
Venue: CS801, 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 (Acting)

Name: Dr Kathy Nelson, Senior Lecturer
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Email: kathy.nelson@vuw.ac.nz
Office hours: Tuesdays and Fridays

Teaching Team

Name: Betty Poot, Lecturer, Nurse Practitioner
Ph: 04 463 6151
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Name: Lynsey Sutton-Smith, Clinical Teaching Fellow
Ph: 04 463 6142
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Office hours: Friday

Administrator

Ph: 04 463 5363
Email: nmh@vuw.ac.nz
Office hours: Monday to Friday 9.00 - 4.00pm

Office Hours

The Graduate School office will be open 09.00 – 4.00pm weekdays from Tuesday 5 January 2016 and close on Thursday 22 December 2016.

Please contact the course coordinator directly either by telephone or email should you wish to make an appointment or discuss course related issues.

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 email.

SECTION 2: COURSE INFORMATION

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 (CLOs)

Students who pass this course will be able to:

1. Evaluate the evidence for diagnostic investigations in the management of patient health needs
2. Justify appropriate investigations and care plans for specific patient presentations
3. Critically analyse and synthesise the data derived from patient, context, investigations and evidence to recommend therapeutic interventions

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.

Mandatory course requirements

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

1. Attend all Schools unless under special circumstances prior arrangements have been made with the course coordinator. Expert clinicians with specialist knowledge and experience in diagnostics and therapeutics present and participate in diagnostic interpretation activities with students. This enables students to develop critical awareness of therapeutics and diagnostics informing their scope of practice.
2. Achieve at least 35% for each assessment in order to demonstrate the achievement of all the CLOs of the course. This aligns with Nursing Council of New Zealand competencies.

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 full year.

This course comprises approximately 32 hours of course contact time for lectures and tutorials.

The amount of time you should notionally assign to the completion for each of the assignments is:

1. Assignment Number One: Clinical investigations and management. Online short answer assessments (50%) 134 hours.
2. Assignment Number Two: Evidenced based case study (50%): 134 hours

SECTION 3: ASSESSMENT INFORMATION

Assessment

Assessment items and workload per item	%	CLO(s)	Due date
1 Clinical investigations and management. Online short answer assessments. Part A & Part B	30% 20%	1 & 2	Part A: 14 August 2016 Part B: 4 September 2016
2 Evidence based case study. (Maximum 4,500 words)	50%	1, 2 & 3	16 October 2016

Marking criteria for each assessment will be made available on Blackboard.

Assignment one

Assignment: Clinical investigations and management (Online)

Due Date: Part A: 14 August 2016 (30%)

Part B: 4 September 2016 (20%)

This assignment is worth 50% of your final grade

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:

1. Chest X-ray interpretation
2. Spirometry
3. Arterial blood gas interpretation
4. 12 Lead ECG interpretation
5. Cardiac enzyme investigations
6. Angiography

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

Part A (30%): Respiratory investigations and management

Part B (20%): 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 from 11 July 2016. You may access the assessment as many times as desired throughout this assessment period, but can only submit each part once via the assignment submission portal.

This assignment addresses the following course learning objectives:

1. Evaluate the evidence for diagnostic investigations in the management of patient health needs
2. Justify appropriate investigations and care plans for specific patient presentations
3. Critically analyse and synthesise the data derived from patient, context, investigations and evidence to recommend therapeutic interventions

Please submit this assessment via the Blackboard portal.

Assignment two

Assignment Name: **Evidence Based Case Study**

Due Date: 16 October 2016

Word limit: 4500 words

This assignment is worth 50% of your final grade.

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 diagnosis, diagnostic tests/indices and subsequent management plan for this patient.

Within this assignment you need to address the following areas:

1. Presentation of your patient case (as above)
2. A critical analysis of the literature to support your decision-making for the types of diagnostic tests/indices used to support your assessment and diagnosis of the patient's presenting complaint
3. A critical analysis of the literature to support the management plan for this patient

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

This assignment assesses the following course learning objectives:

1. Evaluate the evidence for diagnostic investigations in the management of patient health needs
2. Justify appropriate investigations and care plans for specific patient presentations
3. Critically analyse and synthesise the data derived from patient, context, investigations and evidence to recommend therapeutic interventions

Please submit this assignment via the Blackboard portal.

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 or being below the word limit by 10%.

SECTION 4: ADDITIONAL INFORMATION

Set texts

There is no set text for this course.

Recommended reading

Links to articles will be made available via Blackboard:

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

Hampton, J.R. (2008). *The ECG made easy* (7thed.). London: Churchill Livingstone.

Hyatt, R.E., Scanlon, P.D., & Nakamura, M. (2014). *Interpretation of pulmonary function tests: A practical guide* (4th ed.). London: Wolter Kluwer Health.

Van Leeuwen, A.M., Poelhuis-Leth, D.J., & Bladh, M.L. (2013). *Davis's comprehensive handbook of laboratory and diagnostic tests with nursing implications* (5th ed.). Philadelphia: F.A. Davis.

Student feedback

The course learning objectives have been redeveloped as part of a whole programme review and the Nursing Council of New Zealand registered nurse prescribing and nurse practitioner competencies to which this course is core. The two assessments align themselves with the new course learning objectives. Students in 2015 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.

Ethics 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 regular internet access to engage with the online Victoria learning platform (Blackboard).

Blackboard is an online environment that supports teaching and learning at Victoria by making course information, materials and learning activities available online. Blackboard provides web-based access to course content, assessment, communication and collaboration tools.

How to log onto Blackboard

- Open a web browser and go to <https://my.vuw.ac.nz/>
- Enter your student username which you will find in your *Confirmation of Study* sent via email. It is usually made up of 6 letters of your last name and 4 letters of your first name e.g. Bart Simpson's username would be 'simsobart'
- Enter your password. If you have never logged in before your initial password should be 'Vuw' followed by a hyphen and your student ID number e.g. Vuw-123456789
- 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**