UniSC

COURSE OUTLINE

NUR751 Advanced Health Assessment

School: School of Health - Nursing

2023 | Semester 1

| Online | ONLINE | You can do this course without coming onto campus. |

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course builds upon knowledge and skills to provide you with an opportunity to develop advanced skills in the area of comprehensive health assessment and screening. A bio psychosocial approach is used to explore assessment and related case management strategies. You will be provided with opportunities to develop a wide range of clinical assessment strategies for a range of individuals who commonly present in your practice area with physical or mental health concerns, using a systems approach. Strong links are established between theory and the practice environment.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Online – Directed learning materials available online throughout semester. Expectation is for students to engage in 3 hours directed learning per week for a 13 week semester.	3hrs	Week 1	13 times

1.3. Course Topics

Advanced skills in comprehensive health assessment

Advanced skills in health screening

Application of a bio psychosocial approach to health care management of a patient with a history of condition specific to focus area

Establishment of links between theory and practice

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES Completing these tasks successfully will contribute to you becoming...
1 Collect, analyse and integrate clinical scenarios with scientific knowledge	Knowledgeable Creative and critical thinker
2 Apply advanced professional skills required for the screening and/or assessment of patients with alterations in health	Creative and critical thinker Empowered
3 Design Health Management Plans and Holistic Care Plans	Knowledgeable Empowered

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

> Enrolled in Program SC546, SC742, SC423, SC420 or SC514

5.2. Co-requisites

> Not applicable

5.3. Anti-requisites

> Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

> Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

> Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Early feedback will be provided through responses from the course coordinator to the Canvas discussion board posts.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	20%	1500 words +/- 10%	Week 4	Online Assignment Submission with plagiarism check
All	2	Essay	Individual	40%	2000 words +/-10%	Week 8	Online Assignment Submission with plagiarism check
All	3	Case Study	Individual	40%	Case Study - 2000 words +/-10% Reflection - 1000 words +/-10%	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Advance health assessment reflection

GOAL:	The purpose of this assessment is for you to identify what advanced health assessment means to you and how it is used in your professional context. You are to identify two models or tools of advanced health assessment you regularly use. Then supporting your reflection with evidence from research and other sources explore why these models or tools are advanced health assessments.
PRODUCT:	Written Piece
FORMAT:	Identify and reflect on what Advanced Health Assessment means to you (500 words) Identify two Advanced Health Assessment Tools or Investigations and analyse why they are classed as Advanced Health Assessment (1000 words) Explore how these Tools/Investigations link to patient care

CRITERIA:	No.		Learning Outcome assessed
	1	Identification of two clearly articulated models of advanced health assessment	①
	2	The relevance and use of research and other evidence to support the discussion and the model of advanced health assessment	②
	3	Literacy conventions including the use of APA (7th edn) referencing, structure and grammar	③
GENERIC SKILLS:			

All - Assessment Task 2: Written assignment - Review of an Advanced Health Assessment Tool

GOAL:	The purpose of this assignment is for you to explore and analyse in-depth one of the advanced health assessment tools you identified in Task 1. This exploration will analyse the origins of the tool, including the sample population used to test the tool and then compare these origins to the tool's current use. Critiquing how it has changed and analysing how it informs patient care from a nursing, multidisciplinary and interdisciplinary view.
PRODUCT:	Essay
FORMAT:	Identify and discuss the development and validation of one of the advanced health assessment tools identified in Task 1 Critique how the tool may have changed since its inception Discuss how this tool contributes to the nursing, multidisciplinary and interdisciplinary care of the patient Use contemporary research and other evidence to support your discussion

CRITERIA:	No.		Learning Outcome assessed
	1	Depth of analysis and discussion around the creation and validation of the advanced health assessment tool to the development of management plans and the role they play in multidisciplinary care planning	① ②
	2	Depth of analysis and discussion regarding the current use of the advanced health assessment tool, compared to its inception discipline requirements	②
	3	The relevance and use of research and other evidence to support the discussion	① ③
	4	Literacy conventions including the use of APA (7th edn) referencing, structure and grammar	③
GENERIC SKILLS:			

All - Assessment Task 3: Case study - Use of an Advanced Health Assessment Tool and Reflection

GOAL:	The goal of this assessment is to conduct an advanced health assessment using the tool explored in Task 2 and report the findings of this assessment. Then to reflect on how you use the tool and how your understanding of advanced health assessment has changed throughout this course.
PRODUCT:	Case Study
FORMAT:	Conduct advanced health assessment on 2 patients using the advanced health assessment tool identified in Task 2 and report your findings Discuss how these findings contribute to the development of a management plan for these patients and highlight any barriers and enablers that present themselves Provide a reflection on your experience of using this advanced health assessment tool and how your views of advanced health assessment have or haven't changed since the start of this course.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Articulation of the model of advanced health assessment in clinical practice as evidenced by a description of the health assessment conducted	① ②
	2	Discussion of the findings and how they contributed to the management plan	② ③
	3	Depth of analysis and discussion of the barriers and enablers that influenced the health assessment, reporting of the findings and their contribution to the development of the management plan	② ③
	4	The relevance and use of research and other evidence to support the discussion	① ③
	5	Literacy conventions including the use of APA (6th edn) referencing, structure and grammar.	③
GENERIC SKILLS:			

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

> There are no required/recommended resources for this course.

8.2. Specific requirements

N/A

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct.

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au