



1. General Course Information

1.1 Course Details

Course Code:	1810NRS
Course Name:	Health Assessment
Trimester:	Health Care Trimester 3, 2019
Program:	Diploma of Health Care
Credit Points:	10
Course Coordinator:	Nicholas Brunette
Document modified:	18 th September 2019

Course Description

Health Assessment is a 10 Credit Point course situated within the second trimester of the Diploma of Health Care. This course is designed to develop student's knowledge and clinical skills to enable them to perform comprehensive clinical assessments of individuals. Content includes essential techniques of assessment and the equipment required, conduct of a patient interview including a general survey, health history and systems assessment, assessment document completion, and the assessment requirements in a variety of clinical settings.

Assumed Knowledge

To successfully enrol in this Course, you must provide evidence that you have completed the following Course:

- 1805NRS Human Anatomy and Physiology 1
Co- requisite
- 1808NRS - Human Anatomy & Physiology 2

1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
Nicholas Brunette	nicholas.brunette@staff.griffithcollege.edu.au

1.3 Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the "Support and Services/Teacher Consultation Times" link.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

The aim of this course is to develop students' knowledge and clinical skills to enable them to perform comprehensive clinical assessments of individuals. The emphasis is on integrating theory with the appropriate clinical skills to equip students for future clinical practice.

This course builds on knowledge gained in Anatomy and Physiology 1 and interlinks with a number of other courses within your program. Knowledge gained and skills developed during this course provide an important foundation for students moving in to further studies in nursing including during clinical placements.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Discuss the purpose of health assessment in various nursing practice contexts;
2. Identify the physical, psychological and environmental considerations, including patient preparation, required before, during and after a physical examination; and
3. Demonstrate the physical assessment techniques relevant to each area of health assessment.

2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication	Yes	Yes	Yes
Oral Communication	Yes	Yes	Yes
Information Literacy	Yes	Yes	Yes
Secondary Research		Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	Yes
Self Directed Learning	Yes	Yes	Yes
Team Work		Yes	Yes
Cultural Intelligence		Yes	Yes
English Language Proficiency		Yes	Yes

3. Learning Resources

3.1 Required Resources

Required text / Resources:

Jarvis, C., Forbes, H., & Watt, E. (2016). *Jarvis's physical examination and health assessment (2e)*. Chatswood, Australia: Elsevier.

1810NRS Health Assessment. (2018). *Workbook for Nursing Simulation Laboratory and Tutorial / Workshop sessions*. Custom publication, Griffith College.

Laboratory Rules for Diploma of Health Care available on the course site via the Griffith College Student Portal.

3.2 Recommended Resources

Recommended text:

Tollefson, J., & Hillman, E. (2016). *Clinical psychomotor skills: Assessment tools for nurses (6th ed.)*. South Melbourne, Australia: Cengage Learning Australia.

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Learning Information

Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Materials

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Teacher and course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

Organisation and Teaching Strategies

The teaching methods in this course reflect a mixed-mode delivery and will include student-centered interactive tutorial and workshop sessions, supervised clinical practice in nursing simulation laboratories in small groups, and lecturer and self-directed learning activities. Students will be expected to preview pre-recorded lecture clips (flipped lectures), complete assigned reading and written questions in their workbooks and review an online video prior to attendance at Tutorials/Workshops each week. The weekly tutorial/workshops build on the lecturer

directed learning activities with students expected to be actively engaged in the learning process through informal discussion of key learnings and posing questions to clarify their understanding of these. Further exploration of the theoretical and practical knowledge that underpins the techniques and practice of health assessment will be undertaken in these tutorials / workshops as well as in the nursing simulation laboratory sessions that follow. The laboratory sessions include demonstration and practice of health assessment techniques and their application in clinical practice. Feedback will be provided on a weekly basis to ensure students are aware of their performance levels. Students are expected to practice skills learn in the nursing simulation laboratories every week and maintain a practice log. Space is provided for this within the Workbook.

Evidenced-based practice, critical thinking and analysis of current nursing practices are encouraged and supported throughout all aspects of the course.

Class Contact Summary

Classes for Health Assessment include the following:

*2 Hour lecture in a large group setting. With pre reading provided on the portal the week prior to the lecture. (Weeks 1 – 10)

*2 hours in-class small group tutorial/workshops with designated students presenting key concepts to others facilitated by tutorial lecturer (Weeks 1 – 10), and

*2 hour weekly nursing simulation laboratory (Weeks 2 – 10 and Revision week).

ATTENDANCE AT LABORATORY CLASSES IS ESSENTIAL. Attendance at nursing simulation laboratory sessions is **compulsory**. These practical sessions provide interactive learning exercises that are essential to the learning outcomes in this course. Laboratories will assist students to integrate theoretical knowledge with practical knowledge and clinical skills.

If you are unable to attend a Lab for extenuating reasons you will be required to submit evidence explaining any absence (e.g. Griffith College medical certificate). A maximum of two laboratory sessions may be missed (with documentary evidence). Students who miss a lab will be required to complete a Lab make-up in their own time and provide evidence as detailed on the 1810NRS MyStudy course site in the Griffith College Student Portal. If more than two sessions are missed consultation with the Course Convenor and/or Program Convenor will be required to determine if it is appropriate for you to continue in the course.

You are expected to bring work completed at home to all tutorials / workshops and nursing simulation labs for group and individual discussion and practice. Reflection on the development of your thinking, attitudes and clinical skills is expected during, tutorial / workshop and laboratory time.

Students **MUST** bring their required Textbook (Jarvis, Forbes and Watt, 2016) **AND** their *Workbook for Nursing Simulation Laboratory and Tutorial / Workshop sessions* with the relevant component completed for each week to ALL nursing simulation labs. **Students who arrive at Tutorials/Workshops or Labs without their text or completed workbook component will not be permitted into these classes.**

Students must wear fully enclosed shoes to all laboratory sessions for workplace health and safety reasons. Clinical uniforms must also be worn to all Clinical nursing laboratory sessions [Refer to: 2018 Griffith College Nursing Laboratory Uniform Guidelines]

Content Schedule

Course Content for 1810NRS: Health Assessment is organized into three Learning Modules with each module contains a varying number of topics. There are ten topics altogether and students are expected to pre-read one topic each week throughout the trimester.

Module 1: Understanding health assessment

- Topic 1.1: Introduction to Health Assessment

Module 2: Foundational assessments

- Topic 2.1: General survey, vital signs and documentation
- Topic 2.2: Mental Health (Psychosocial) assessment

Module 3: System assessments

- Topic 3.1: Neurological & sensory assessment
- Topic 3.2: Cardiovascular assessment
- Topic 3.3: Respiratory assessment

- Topic 3.4: Integumentary & musculoskeletal assessment
- Topic 3.5: Gastro-intestinal (Digestive) assessment
- Topic 3.6: Women's and men's health assessment
- Overview: the comprehensive health assessment - putting it all together

4. Learning and Teaching Activities

4.1 Weekly Learning Activities

Week	Topic	Activity	Readings
1	1.1 Review on line-lecture clips: Introduction to health assessment	Lecture pre readings.	Jarvis, C., Forbes, H., & Watt, E. (2016). Chapters 1, , 6 & 7 Module topic 1.1
	Review of learning module topic: 1.1 Introduction to health assessment Overview of 1810NRS Course Outline & assessments and familiarization with course website.	Tutorial/Workshop	
2	2.1 Review on line-lecture clips: General Survey, Vital Signs & Documentation	Lecture pre-readings.	Jarvis et al; (2016). Chapters 8 & 11 Module topic 2.1
	Student discussion related to : : General health survey, vital signs & documentation Briefing re written essay & defining health assessment	Tutorial/Workshop	
	Introduction to Health assessment General Survey, Vital Signs & Documentation	Laboratory	
3	2.2 Review on line-lecture clips: Mental health assessment	Lecture pre-readings.	Jarvis et al; (2016). Chapter 9 Module topic 2.2
	Student discussion related to: Mental health assessment Assessing health in different settings	Tutorial/Workshop	
	Mental health assessment Vital signs review 1	Laboratory	
4	3.1 Review on line-lecture clips: Assessment of the neurological & sensory systems	Lecture pre-readings.	Jarvis et al; (2016). Chapters 10, 12 & 13 Module topic 3.1
	Student discussion related to: Neurological & sensory assessment Assessing health in different settings	Tutorial/Workshop	
	Neurological & sensory systems assessment Vital signs review 2	Laboratory	
5	3.2 Review on line-lecture clips: Assessment of the cardiovascular system	Lecture pre-readings.	Jarvis et al; (2016). Chapters 14 & 15 Module topic 3.2
	Student discussion related to: Cardiovascular assessment Briefing re in-trimester exam	Tutorial/Workshop	
	Cardiovascular system assessment Vital signs review 3	Laboratory	
6	3.3 Review on line-lecture clips: Assessment of the respiratory system	Lecture pre-readings.	Jarvis et al; (2016). Chapters 16 & 17

	Student discussion related to: Respiratory system assessment Practice exam questions part 1.	Tutorial/Workshop	Module topic 3.3
	Respiratory system assessment Vital signs review 4	Laboratory	
7	3.4 Review on line-lecture clips: Assessment of the musculoskeletal and integumentary systems	Lecture pre-readings.	Jarvis et al; (2016). Chapters 18 & 20 Module topic 3.4
	Student discussion related to: Musculoskeletal/ Integumentary systems assessment Practice exam questions part 2.	Tutorial/Workshop	
	Musculoskeletal/ Integumentary systems assessment Vital signs review 5	Laboratory	
8	3.5 Review on line-lecture clips: Assessment of the Gastro-intestinal / Digestive system	Lecture pre-readings.	Jarvis et al; (2016). Chapter 19, 21 & 23 Module topic 3.5
	Student discussion related to: Gastro-intestinal / Digestive assessment OSCE briefing	Tutorial/Workshop	
	Gastro-intestinal / Digestive system assessment Vital signs review 6.	Laboratory	
9	3.6 Review on line-lecture clips: Women's & Men's Health Assessment	Lecture pre-readings.	Jarvis et al; (2016). Chapters 22, 24, 25 & 26 Module topic 3.6
	Student discussion related to: Women's & Men's Health Assessment Practice test questions OSCE part 1	Tutorial/Workshop	
	Women's & Men's Health assessment OSCE preparation 1	Laboratory	
10	Review on line-lecture clips: The Comprehensive Health Assessment: Putting it all together	Lecture pre-readings.	Jarvis et al; (2016). Chapter 31
	Student discussion related to: The Comprehensive Health Assessment: Putting it all together Preparing for your OSCE - questions & skills review	Tutorial/Workshop	
	The Comprehensive Health Assessment OSCE preparation 2	Laboratory	
11	Revision Lab: OSCE preparation. OSCE Part 1: Written test.	Laboratory	
12	OSCE part 2	Clinical examination	

5. Assessment Plan

5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
1	Written assignment - Essay	30%	1, 2 & 3	Week 5
2	In-trimester examination: Selected and constructed responses	30%	1, 2 & 3	Week 8
3	Objective Structured Clinical Examination (OSCE)	40%	1,2 & 3	Part 1: week 11 Part 2: Final examination week

5.2 Assessment Detail

1. Written Assignment - Essay (1,200 words)

Rationale: Being able to conduct a thorough and accurate health assessment on people of all ages and in different health care settings is an essential skill for health care professionals. .

Assessment details: This written essay enables you to demonstrate your understanding of the purpose of health assessments, and knowledge of how health assessments are carried out for people of different age-groups and in different health care settings.

Marking criteria: The written essay will be marked against established criteria which will be published in the 1810NRS Assessment 1 descriptor available on the course site. The writing must be in appropriate academic style, using correct spelling, grammar, sentence structure and punctuation.

Submission: Online submission to Turnitin

2. In-trimester examination

Rationale: The written in-trimester examination is designed to assess a wide range of health assessment concepts - both theoretical and practical. The focus of this course is practical application of clinical knowledge, underpinned by mastery of theoretical knowledge.

Assessment details: This two (2) hour written examination will include multiple choice, short answer questions and documentation. The examination will take place during the centralised In-trimester examination schedule.

Marking criteria: The in-trimester examination will be marked against established model answers and undergo a full moderation process.

3. Objective Structured Clinical Examination (OSCE)

Rationale: The OSCE is designed to assess practical application of theoretical knowledge in a simulated setting. Health assessment skills will be assessed using a practical examination to determine the student's clinical competence. The physical and cognitive skills used to successfully complete a health assessment are effectively assessed using this examination approach.

Assessment details: The OSCE is a practical examination conducted in a laboratory setting. during the Griffith College Examination week. The skills, knowledge and professional attitude that students will need to demonstrate during this examination are based on the activities undertaken in the clinical laboratories and in class during the trimester. There will be two stations in the OSCE:

- a short quiz scheduled in week 11;
- a practical health assessment on a human client scheduled during the Final examination week and held in the nursing simulation laboratories.

It is expected that students will be available at the times allocated for their OSCE.

Marking criteria: The OSCE will be marked by an examiner against established criteria and undergo a full moderation process. The grading schema for Part 2 will be published on the 1810NRS MyStudy course site in advance of the OSCE.

Requirements to pass the course:

In order to pass this course and in addition to **meeting the laboratory attendance and participation requirements**, students must:

1. attempt and submit ALL assessment items, AND
2. achieve a minimum cumulative total of 50% from all graded assessments.

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

5.4 Other Assessment Information

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for extension

To apply for an extension of time for an assignment, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Assessment Items

1. Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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