



1. General Course Information

1.1 Course Details

Course Code:	1810NRS
Course Name:	Health Assessment
Trimester:	Health Care Trimester 2, 2021
Program:	Diploma of Health Care
Credit Points:	10
Course Coordinator:	Gigie Rogers
Document modified:	2 June 2021

Course Description

Health Assessment is a 10- Credit Point course offered in Trimester 3 within the Diploma of Health Care (DHC). This course is designed to develop students' knowledge and clinical skills to enable performance and application of comprehensive clinical assessments of individuals. This will be achieved through integration of theory into practice which will equip students with adequate knowledge and skills for future clinical practice.

Content includes introduction of essential techniques as well as equipment required in obtaining adequate health assessments of individuals. Such as conducting health interviews incorporating general survey, health history, and body systems assessment. In addition to completion of assessment documentation in a variety of clinical settings.

Attendance to simulation laboratory sessions are compulsory. These practical sessions enable students to gain interactive learning opportunities to integrate theoretical knowledge and clinical skills.

Assumed Knowledge

Students enrolled in this course are assumed to have background knowledge of human Anatomy and Physiology.

1.2 Teaching Team

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

Name	Email
Gigie Rogers	gigie.rogers@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 found on the Moodle Course Site.

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 such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

This course aims to develop students' knowledge and clinical skills to enable performance and application of comprehensive clinical health assessments of individuals. The emphasis is on integration of theory with appropriate clinical skills to equip students in obtaining health assessments of individuals taking into consideration all aspects that may contribute to variances in health findings and apply these in future clinical nursing practice.

This course builds on knowledge gained in Anatomy and Physiology 1 & 2 and interlinks with several other courses within the DHC Program. Knowledge gained, and skills developed during this course will provide an essential foundation for students moving into further studies in the Bachelor of Nursing as well as clinical placements.

This course addresses the generic skills by enhancing the students' ability to work autonomously and collaborate in teams, communicate effectively, and problem solve as well as develop ethical awareness and professional responsibility.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Discuss the purpose of health assessment in various nursing contexts.
2. Identify various considerations required before, during and after a physical examination including physical, psychological, and environmental aspects, as well as patient preparation.
3. Develop and demonstrate various techniques in obtaining physical health assessment for major body systems and apply these in the clinical setting.
4. Develop skills in documenting assessment findings using various forms used in the clinical setting.



2.3 Generic Skills and Capabilities

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 and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	
Creative and future thinking		✓	✓	
Social responsibility and ethical awareness		✓	✓	✓
Cultural competence and awareness in a culturally diverse environment		✓	✓	✓



3. Learning Resources

3.1 Required Learning Resources

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

Griffith College. (2020). *1810 Health assessment workbook for nursing simulation laboratory and learning experiences*. Custom Publication.

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

3.2 Recommended Learning Resources

Tollefson, J., & Hillman, E. (2016). *Clinical psychomotor skills: Assessment tools for nurses (6th ed.)*. 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 - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the weighted Epigeum modules within the suite of Academic and Professional Studies courses.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[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 Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to 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 Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. 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 Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks (assessment) in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, 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.



4. Learning Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content 	Learning experiences 	Learning activities 	Evidence of learning 	Learning outcome 
	Module 1: Understanding Health Assessment				
1	<p>Introduction to 1810NRS.</p> <p>Overview of contents, expectations, and course outline including assessments and other activities related to the course.</p> <p>Introduction to Health Assessment</p>	<p>(Zoom) <u>Learning experience</u></p> <p>Incorporating group work and individual activities through:</p> <ul style="list-style-type: none"> o Presentations o Jeopardy quizzes o Kahoot quizzes o Quizzlets o Completion of workbook activities and Simulation Laboratory questionnaires. <p>Overview of contents, course outline, documents,</p>	<p>Review Learning Content and prepare for Learning Experience</p> <p>Read Jarvis et al. (2016) required course text: Chapters 1, 2, 3, 5, 6, & 7</p> <p>Complete Module Topic 1.1</p> <p>Complete pre-Simulation laboratory workbook questions</p> <p>Watch Learning Content Recordings</p>		1, 2 & 4

		<p>equipment, and course assessments.</p> <p>Pre-Simulation Laboratory questionnaire revision/discussion</p> <p>Hand Hygiene revision</p> <p>Health interview /Health history role play</p> <p>Physical examination techniques</p> <p>Getting familiar with various documents needed in the course.</p> <p>NO SIMULATION LABORATORY in Week 1</p>	<p>Watch the Jarvis video: Head to Toe Assessment of the Normal Adult</p>		
Module 2: Foundational Assessments					
2	<p>General Survey, Vital Signs & Documentation</p>	<p>(Zoom) <u>Learning experience</u> incorporating group work and individual activities through:</p> <ul style="list-style-type: none"> o Presentations o Jeopardy quizzes o Kahoot quizzes o Quizzlets o Completion of workbook activities and Simulation Laboratory questionnaires. <p>Pre + Simulation Laboratory questionnaire revision / discussion</p> <p>General Survey Vital signs Documentation</p> <p><u>Simulation Laboratory 1</u></p> <ul style="list-style-type: none"> • Roll • Hand Hygiene • Introduction to the lab and activities & Simulation Laboratory Instructors • H&S orientation (Lab Tech Staff) <p><u>Activity 1</u> General Survey</p> <p><u>Activity 2</u> Vital Signs Assessment & Documentation</p> <p><u>Activity 3 (in pairs)</u> Simulation Laboratory questions</p>	<p>Review Learning Content and prepare for Learning Experience</p> <p>Complete Simulation Laboratory workbook questions</p> <p>Watch Learning Content Recordings</p> <p>Read Jarvis et al. (2016) required course text: Chapter 8 – General Survey Chapter 11 – Pain Assessment</p> <p>Complete Module 2.1 General Survey, Vital Signs & Documentation</p> <p>Watch Learning Content Recordings</p> <p>Watch the Jarvis video: Head to Toe Assessment of the Normal Adult</p>		1, 2, 3, & 4

3	Mental Health (Psychosocial Assessment)	<p>(Zoom) <u>Learning Experience</u> Incorporating group work and individual activities through:</p> <ul style="list-style-type: none"> ○ Presentations ○ Jeopardy quizzes ○ Kahoot quizzes ○ Quizzlets ○ Completion of workbook activities and Simulation Laboratory questionnaires discussion <ul style="list-style-type: none"> ● Mental Health (Psychosocial) Assessment <p><u>Simulation Laboratory 2</u></p> <ul style="list-style-type: none"> ● Roll ● Hand Hygiene ● Introduction to Simulation Laboratory activities - Simulation Laboratory Instructor <p><u>Activity 1</u> Folsteins Mini-mental</p> <p><u>Activity 2</u> Simulation Laboratory questions</p> <p><u>Activity 3 (in pairs)</u> Vital signs review and practice 1</p> <p>Follow the checklist in Simulation Laboratory 2- General survey, vital signs & documentation.</p>	<p>Review Learning Content and prepare for Learning Experience</p> <p>Complete Simulation Laboratory workbook questions</p> <p>Watch Learning Content Recordings</p> <p>Watch Learning Content Recordings</p> <p>Complete Course Content: Topic 2.2 Mental Health (Psychosocial) Assessment</p> <p>Read Jarvis et al. (2016) required course text: Chapter 9: Mental Health Assessment</p> <p>Complete Simulation Laboratory questionnaire</p> <p>Review concepts covered in Simulation Laboratory 2.</p>		1, 2, 3, & 4
Module 3: Systems Assessments					
4	Neurological & Sensory Assessment	<p>(Zoom) <u>Learning Experience</u> incorporating group work and individual activities through:</p> <ul style="list-style-type: none"> ○ Presentations ○ Jeopardy quizzes ○ Kahoot quizzes ○ Quizzlets ○ Completion of workbook activities and Simulation Laboratory questionnaires. <p>Simulation Laboratory questionnaire revision / discussion</p> <p>Neurological & Sensory Assessment</p> <p><u>Simulation Laboratory 3</u></p>	<p>Review Learning Content and prepare for Learning Experience</p> <p>Complete Simulation Laboratory workbook questions</p> <p>Watch Learning Content Recordings</p> <p>Complete Course Content: Topic 3.1 Neurological and sensory assessment</p> <p>Watch the following Jarvis videos: Neurologic System: Motor function and reflexes</p> <p>Neurologic System: Cranial nerves and sensory system</p>		1, 2, 3, & 4

		<ul style="list-style-type: none"> • Roll • Hand hygiene • Introduction to lab activities –Simulation Laboratory instructor <p><u>Activity 1</u> Basic neurological assessment</p> <p><u>Activity 2 (optional)</u></p> <p>Advance practice neurological assessment</p> <p><u>Activity 3</u> Simulation Laboratory questions</p> <p><u>Activity 4</u> Vital signs practice and review 2</p>	<p>Head, eyes, and ears</p> <p>Read Jarvis et al. (2016) required course text: Chapter 10: Neurological function Chapter 12: Eye function Chapter 13: Ear function</p>		
5	Cardiovascular Assessment	<p>(Zoom) <u>Learning experience</u> incorporating group work and individual activities through:</p> <ul style="list-style-type: none"> ○ Presentations ○ Jeopardy quizzes ○ Kahoot quizzes ○ Quizzlets ○ Completion of workbook activities and Simulation Laboratory questionnaires. <p>Cardiovascular Assessment</p> <p><u>Simulation Laboratory 4</u></p> <ul style="list-style-type: none"> • Roll • Hand hygiene • Introduction to lab activities – Lab instructor <p><u>Activity 1 & 2</u> Cardiac, peripheral vascular and lymphatic assessment</p> <p><u>Activity 3 (in pairs)</u> Vital signs review and practice 3</p> <p><u>Activity 4</u> Complete Simulation Laboratory questions</p>	<p>Review Learning Content and prepare for Learning Experience</p> <p>Complete Simulation Laboratory workbook questions</p> <p>Watch Learning Content Recordings</p> <p>Complete Course Content: Topic 3.2 Cardiovascular Assessment Watch the following Jarvis videos: Cardiovascular system: heart and neck vessels Cardiovascular system: peripheral</p> <p>Read Jarvis et al. (2016) required course text: Chapter 14: Peripheral vascular assessment Chapter 15: Cardiac function</p>		
6	Respiratory Assessment	<p>(Zoom) <u>Learning experience</u> incorporating group work and individual activities through:</p> <ul style="list-style-type: none"> ○ Presentations ○ Jeopardy quizzes 	<p>Review Learning Content and prepare for Learning Experience</p>		

		<ul style="list-style-type: none"> ○ Kahoot quizzes ○ Quizzlets ○ Completion of workbook activities and Simulation Laboratory questionnaires. <p>Respiratory Assessment</p> <p><u>Simulation Laboratory 5</u></p> <ul style="list-style-type: none"> ● Roll ● Hygiene ● Introduction to lab activities – Lab instructor <p><u>Activity 1</u> Thorax and lung assessment</p> <p><u>Activity 2</u> Lung function tests</p> <p><u>Activity 3</u> Laboratory questions</p> <p><u>Activity 4</u> Vital signs practice and review 4</p>	<p>Complete Simulation Laboratory workbook questions</p> <p>Watch Learning Content Recordings</p> <p>Complete Course Content: <i>Topic 3.3 Respiratory Assessment</i></p> <p>Watch the following Jarvis videos: <i>Nose, mouth, throat and neck</i> <i>Thorax and lungs</i></p> <p>Read Jarvis et al. (2016) required course text:</p> <p><i>Chapter 16: Upper airways</i> <i>Chapter 17: Lower airways</i></p>	<p>Assessment Item 1: In-Trimester Exam (30% content: Weeks 1-5)</p>	<p>1, 2, 3, & 4</p>
7	Musculoskeletal & Integumentary Assessment	<p>(Zoom) <u>Learning experience</u> incorporating group work and individual activities through:</p> <ul style="list-style-type: none"> ○ Presentations ○ Jeopardy quizzes ○ Kahoot quizzes ○ Quizzlets ○ Completion of workbook activities and Simulation Laboratory questionnaires <p>Musculoskeletal & Integumentary Assessment</p> <p>Simulation Laboratory 6</p> <ul style="list-style-type: none"> ● Roll ● Hygiene ● Introduction to lab activities – Lab instructor <p><u>Activity 1</u> Skin, hair and nail assessment</p> <p><u>Activity 2</u> Musculoskeletal assessment</p> <p><u>Activity 3</u> Laboratory Questions</p> <p><u>Activity 4</u> Vital signs practice and review 5</p>	<p>Review Learning Content and prepare for Learning Experience</p> <p>Complete Simulation Laboratory workbook questions</p> <p>Watch Learning Content Recordings</p> <p>Complete Course Content: <i>Topic 3.4 Integumentary and Musculoskeletal Assessment</i></p> <p>Watch the following Jarvis videos: <i>Musculoskeletal system</i></p> <p>Read Jarvis et al. (2016) required course text:</p> <p>Chapter 18: Musculoskeletal function</p> <p>Chapter 20: Skin, hair and nails</p>		<p>1, 2, 3, & 4</p>

8	Digestive system	<p>(Zoom) <u>Learning experience</u> incorporating group work and individual activities through:</p> <ul style="list-style-type: none"> ○ Presentations ○ Jeopardy quizzes ○ Kahoot quizzes ○ Quizzlets ○ Completion of workbook activities and Simulation Laboratory questionnaires <p>Digestive Assessment</p> <p><u>Simulation Laboratory 7</u></p> <ul style="list-style-type: none"> ● Roll ● Hand hygiene ● Introduction to lab activities – Lab instructor <p><u>Activity 1</u> Nutritional assessment</p> <p><u>Activity 2</u> Abdominal anatomy & patient preparation</p> <p><u>Activity 3</u> Abdominal assessment</p> <p><u>Activity 4</u> Inspection of the mouth and oral cavity</p> <p><u>Activity 5</u> Elimination</p> <p><u>Activity 6</u> Vital signs practice and review 5</p>	<p>Review Learning Content and prepare for Learning Experience</p> <p>Complete Simulation Laboratory workbook questions</p> <p>Watch Learning Content Recordings</p> <p>Complete Online Course Content: <i>Topic 3.5 Digestive assessment</i></p> <p>Watch the following Jarvis videos: <i>Abdomen</i></p> <p>Read Jarvis et al. (2016) required course text: : <i>Chapter 19: Nutritional and metabolic assessment</i></p> <p><i>Chapter 21: Abdominal assessment</i></p> <p><i>Chapter 23: Bowel function</i></p> <p>Review the following website: www.nutritionaustralia.org</p>	<p>Assessment Item 2: Essay 1,200 words (30 %)</p>	<p>1, 2, 3, & 4</p>
9	Women's & Men's Health Assessment	<p>(Zoom) <u>Learning experience</u> incorporating group work and individual activities through:</p> <ul style="list-style-type: none"> ○ Presentations ○ Jeopardy quizzes ○ Kahoot quizzes ○ Quizzlets ○ Completion of workbook activities and Simulation Laboratory questionnaires <p>Women's & Men's Health Assessment</p> <p><u>Simulation Laboratory 8</u></p> <ul style="list-style-type: none"> ● Roll ● Hand hygiene ● Introduction to lab activities – Lab instructor <p><u>Activity 1</u></p>	<p>Review Learning Content and prepare for Learning Experience</p> <p>Complete Simulation Laboratory workbook questions</p> <p>Watch Learning Content Recordings</p> <p>Complete Course Content:</p> <p>Topic 3.6 Women's and men's health assessment</p> <p>Watch the following Jarvis videos:</p> <p>Male Genitalia, Anus, Rectum, and Prostate Female Genitalia, Anus, and Rectum</p>		<p>1, 2, 3, & 4</p>

		<p>Breast & lymphatic assessment</p> <p><u>Activity 2</u> Male sexual and reproductive assessment</p> <p><u>Activity 3</u> Female sexual and reproductive assessment</p> <p><u>Activity 4</u> Genitourinary questions</p> <p><u>Activity 5</u> OSCE practice 1</p>	<ul style="list-style-type: none"> • Read Jarvis et al. (2016) required course text: Chapter 22: Urinary function Chapter 24: Female sexual and reproductive function Chapter 25: Male sexual and reproductive function Chapter 26: Breast assessment • Review the following website: http://nudge.cheekycheckup.com.au/ 		
10	Overview: The comprehensive Health Assessment – Putting it all together	<p>(Zoom) <u>Learning experience</u> incorporating group work and individual activities through:</p> <ul style="list-style-type: none"> ○ Presentations ○ Jeopardy quizzes ○ Kahoot quizzes ○ Quizzlets ○ Completion of workbook activities and Simulation Laboratory questionnaires <p>The Comprehensive Health Assessment: Putting it all together</p> <p>Preparation of OSCE Part 1 & 2</p> <p><u>Simulation Laboratory 9</u></p> <ul style="list-style-type: none"> • Roll • Hand hygiene • Introduction to lab activities – Lab instructor <p><u>Activity 1</u> The Comprehensive Health Assessment: Putting it all together</p> <p><u>Activity 2</u> OSCE preparation 2</p>	<p>Review Learning Content and prepare for Learning Experience</p> <p>Complete Simulation Laboratory workbook questions</p> <p>Review your final Learning content and all documents related to the OSCE (Resources tile of the course site)</p> <p>Watch the following Jarvis videos: Head to Toe Assessment of the Normal Adult</p> <p>Read Jarvis et al. (2016) required course text: Chapter 31: The Complete health assessment: Putting it all together</p> <p>Preparation of OSCE Part 1 & 2</p>		1, 2, 3, & 4
11	Revision	Revision Lab: OSCE preparation 3	<p>Preparation of OSCE Part 1 & 2</p> <p>Completion of workbook</p>	Assessment Item 3a: OSCE Part 1: Online test (10%)	1, 2, 3, & 4
12				Assessment Item 3b: OSCE PART 2 (30%)	1, 2, 3, & 4

4.2 Practical Laboratory Classes

Practical laboratory classes commence in Week 2 and are delivered every week until Week 10. Topics are detailed in 4.1 Learning Experience Simulation Laboratory sessions. Please look out for the timetable details.



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Assessment Item 1	30%	1, 2, 3, & 4	Week 6
2	Assessment Item 2	30%	1,2,3	Week 8
3	Assessment Item 3	10%	1,2,3	Week 11
4	Assessment Item 4	30%	1,2,3,4	Week 12/13

5.2 Evidence of Learning Task Detail

1. Assessment Item 1: Mid-Trimester Exam (30%)

This evidence of learning task designed to assess both theoretical and practical in a wide range of health assessment concepts. The focus of this course is on the practical application of clinical knowledge, underpinned by mastery of theoretical knowledge. This evidence of learning task will reinforce both mastery of theoretical knowledge with application of practical concept through selected and constructed responses.

This evidence of learning task is a two (2) hour examination which will consist of 100 multiple choice questions. It covers all course content from weeks 1-6 and includes the relevant chapters from the prescribed textbook Jarvis et al. (2016).

The exact date and time including any other detail will be communicated to students via the Moodle course site on Griffith College Student Portal and in classes during the trimester.

2. Assessment Item 2: Essay (30%)

Being able to conduct an accurate and thorough assessment on clients of all ages in various settings is an essential skill for healthcare professionals.

This written evidence of learning task enables students to demonstrate their understanding of the purpose of health assessments and how health assessments are conducted in individuals in different age-related groups and in different settings.

This evidence of learning task will be marked against an established and robust criterion which will be published in the course site. Any further relevant information will be discussed and published accordingly on the 1810 Course site. This evidence of learning task requires the student to apply the conventions of academic writing and follow the APA Style 7th Edition including the DHC Essay and Report Writing Guideline which is available on the 1810NRS Moodle course site.

Submission: Online submission to Tunitin is required.

3. Assessment Item 3a &3b: Objective Structured Clinical Examination (OSCE)

The OSCE is designed to assess practical application of theoretical knowledge in a simulated setting. Health assessment skills are assessed using a practical component for the evidence of learning to determine each student's clinical competence. The physical and cognitive skills applied to successfully complete a health assessment are effectively assessed using this approach.

This evidence of learning task is divided into two (2) parts:

Part 3a will be a short quiz consisting of multiple-choice questions which will be conducted in Week 11.

Part 3b will be a practical health assessment on a human client during the End of Trimester Examination week held in the nursing simulation laboratories. The OSCE will be marked by an examiner against established criteria and undergo a full moderation process. The grading schema and other relevant information for Part 3b will be published on the 1810NRS course site in advance.

It is expected that students will be available at the times allocated for their OSCE which will be published on the 1810NRS Course site.

In order to pass this course, students must:

- A. meet the simulation laboratory attendance and learning experience participation requirements;**
- B. attempt and submit ALL assessment items, AND**
- C. achieve a minimum cumulative total of 50% from all graded assessments.**

5.3 Late Submission

An evidence of learning (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. Evidence of learning 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 Information about Evidence of Learning

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 evidence of learning item, 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 Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning 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 evidence of learning 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 final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning 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 of evidence of learning 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 Sittings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed 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 within 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

This course follows Griffith College and Griffith University Workplace Health and Safety Laboratory guidelines.

The aim of workplace health and safety is to make sure that people do not get sick or injured at the workplace. The legislation dealing with this in Queensland is called the Workplace Health and Safety Act, 1995. Anyone who can affect workplace health and safety has an obligation under this Act.

As a student, you have an obligation to yourself and others to undertake activities in a safe manner. You must follow instructions which are provided for safety. You must not put yourself or anyone else at risk. Care especially needs to be taken when you are performing activities which can affect others. Please refer to the Laboratory Rules for Diploma of Health Care – available on the course site via the Griffith College MyStudy Student Portal.

It is imperative that students follow all health and safety procedures & clinical nursing guidelines, as well as any staff instructions given whilst in the lab.

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