



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	1810NRS
<b>Course Name:</b>	Health Assessment
<b>Trimester:</b>	<b>Health Care Trimester 2, 2022</b>
<b>Program:</b>	<b>Diploma of Health Care</b>
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Cris Purvis
<b>Document modified:</b>	14 May 2022

### Course Description

Health assessment is a core nursing skill, which is conducted by Registered Nurses across the lifespan and in a variety of clinical settings. Nurses need to be able to identify and interpret clinical changes and provide safe, effective nursing care. This course developed students' knowledge and clinical health assessments to enable performance of comprehensive and focused clinical health assessments of individuals. Content includes psychomotor techniques of health assessment, conduct of a patient interview, general survey, health history and human body systems assessment and completion of documentation. Knowledge gained in this course will be integrated and used in other courses within the Bachelor of Nursing program and professional practice as a Registered Nurse.

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 teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Cris Purvis	cristine.purvis@staff.griffithcollege.edu.au

## 1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

## 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

The course aims to develop nursing students' knowledge and clinical skills to enable them to perform comprehensive and focused clinical health assessments of individuals across the lifespan and in a variety of clinical settings. The emphasis is on integrating knowledge and physical assessment techniques to equip students for future professional nursing practice.



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Demonstrate knowledge of health assessment across the lifespan
2. Apply physical, psychological, cultural and environmental considerations, before, during and after a health assessment
3. Demonstrate comprehensive and focused clinical health assessments, including physical assessment techniques relevant to different body systems



## 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

Crisp, J., Douglas, C., Ribeiro, G. & Waters, D. (2021). *Potter and Perry's fundamentals of nursing: Australia & New Zealand* (6<sup>th</sup> ed.). Elsevier.

Griffith College. (2022). *1810 Health assessment workbook for nursing simulation laboratory and learning experiences*. Custom Publication

Jarvis, C., Forbes, H., & Watt, E. (2021). *Jarvis's physical examination and health assessment* (3e). Elsevier.

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

### 3.2 Recommended Learning Resources

Calleja, P., Theobald, K., Harvey, T. (2020). *Estes health assessment & physical examination*. (3<sup>rd</sup> ed.) Cengage Learning.

Tollefson, J., & Hillman, E. (2021). *Clinical psychomotor skills: Assessment tools for nurses* (7<sup>th</sup> ed.). Cengage Learning Australia.

### 3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- 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 Academic Integrity online modules within the Academic and Professional Studies course.
- [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

#### Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. 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 teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

#### Attendance

You are expected to actively engage in all learning experiences 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.

#### 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 the course site. 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 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 teacher. 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 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%, students are engaged in their learning 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 teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



## 4. Learning Content, Learning Experiences and Learning Activities

### 4.1. Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

	Learning Content	Learning Experiences	Learning Activities	Evidence of Learning	Learning Outcome
					
<b>Module 1: Understanding Health Assessment</b>					
<b>1</b>	<p>Introduction to 1810NRS.</p> <p>Overview of contents, expectations, and course outline including Evidence of Learning Tasks and other activities related to the course.</p> <p>Introduction to Health Assessment</p>	<p>Learning experience Incorporating teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Jeopardy quizzes</li> <li>• Kahoot quizzes</li> <li>• Quizzlets</li> <li>• Completion of workbook activities and Simulation Laboratory questionnaires.</li> </ul> <p>Overview of contents, course outline, documents, equipment, and Evidence of Learning Tasks.</p>	<p>Review Learning Content and prepare for Learning Experience</p> <p>Read Jarvis et al. (2021) required course text: Chapters 1,2,3,7,8,9 <i>Tollefson &amp; Hillman (2021)</i></p> <p>Review relevant chapters</p> <p>Complete Module Topic 1.1</p> <p>Complete pre-Simulation laboratory workbook questions Watch Learning Content Recordings</p>		1, 2

		<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>Complete Simulation Laboratory workbook questions</p>		
<b>Module 2: Foundational Assessments</b>					
<b>2</b>	<p>General Survey, Vital Signs &amp; Documentation</p>	<p>Learning experience incorporating teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Jeopardy quizzes</li> <li>• Kahoot quizzes</li> <li>• Quizzlets</li> <li>• Completion of workbook activities and Simulation Laboratory questionnaires.</li> </ul> <p>Pre + Simulation Laboratory questionnaire revision / discussion</p> <p>General Survey Vital Signs Documentation</p> <p>Simulation Laboratory 1</p> <ul style="list-style-type: none"> <li>• Roll</li> <li>• Hand Hygiene</li> <li>• Introduction to the lab and activities &amp; Simulation Laboratory</li> <li>• H&amp;S orientation (Lab Tech Staff)</li> </ul> <p>Activity 1 General Survey</p> <p>Activity 2 Vital Signs Assessment &amp; Documentation</p> <p>Activity 3 (in pairs) 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. (2021) required course text: Chapter 10 – General Survey Chapter 13 – Pain Assessment <i>Tollefson &amp; Hillman (2021)</i> (Review relevant chapters)</p> <p>Complete Module 2.1 General Survey, Vital Signs &amp; Documentation</p> <p>Watch Learning Content Recordings</p> <p>Head to Toe Assessment of the Normal Adult</p>		1, 2 & 3

3	Mental Health (Psychosocial Assessment)	<p>Learning Experience Incorporating teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Jeopardy quizzes</li> <li>• Kahoot quizzes</li> <li>• Quizzlets</li> <li>• Completion of workbook activities and Simulation Laboratory questionnaires discussion</li> </ul> <p>Mental Health (Psychosocial) Assessment</p> <p>Simulation Laboratory 2</p> <ul style="list-style-type: none"> <li>• Roll</li> <li>• Hand Hygiene</li> <li>• Introduction to Simulation Laboratory activities - Simulation Laboratory Instructor</li> </ul> <p>Activity 1 Folstein's Mini-mental</p> <p>Activity 2 Simulation Laboratory questions</p> <p>Activity 3 (in pairs) Vital signs review and practice 1</p> <p>Follow the checklist in Simulation Laboratory 2- General survey, vital signs &amp; 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. (2021) required course text: Chapter 11: Mental Health Assessment Tollefson &amp; Hillman (2021)</p> <p>Review relevant chapters</p> <p>Complete Simulation Laboratory questionnaire</p> <p>Review concepts covered in Simulation Laboratory 2.</p> <p>Essay 1 Feed forward</p>		1, 2 & 3
<b>Module 3: Systems Assessments</b>					
4	Neurological & Sensory Assessment	<p>Learning Experience incorporating teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Jeopardy quizzes</li> <li>• Kahoot quizzes</li> <li>• Quizzlets</li> <li>• Completion of workbook activities and Simulation Laboratory questionnaires.</li> </ul> <p>Simulation Laboratory questionnaire revision / discussion</p> <p>Neurological &amp; Sensory Assessment</p> <p>Simulation Laboratory 3</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>Neurologic System: Motor function and reflexes</p> <p>Neurologic System: Cranial nerves and sensory system</p>		1, 2 & 3

		<ul style="list-style-type: none"> <li>• Roll</li> <li>• Hand hygiene</li> <li>• Introduction to lab activities –Simulation Laboratory instructor</li> </ul> <p>Activity 1 Basic neurological assessment</p> <p><u>Activity 2 (optional)</u></p> <p>Advance practice neurological assessment</p> <p>Activity 3 Simulation Laboratory questions</p> <p>Activity 4 Vital signs practice and review 2</p>	<p>Head, eyes, and ears</p> <p>Read Jarvis et al. (2021) required course text: Chapter 10: Neurological function Chapter 12 Neurological Assessment Chapter 14: Eye Assessment Chapter 15; Ear Assessment</p> <p>Tollefson &amp; Hillman (2021) Review relevant chapters</p>		
5	Cardiovascular Assessment	<p>(Zoom) Learning experience incorporating teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Jeopardy quizzes</li> <li>• Kahoot quizzes</li> <li>• Quizzlets</li> <li>• Completion of workbook activities and Simulation Laboratory questionnaires.</li> </ul> <p>Cardiovascular Assessment</p> <p>Simulation Laboratory 4</p> <ul style="list-style-type: none"> <li>• Roll</li> <li>• Hand hygiene</li> <li>• Introduction to lab activities – Lab instructor</li> </ul> <p>Activity 1 &amp; 2 Cardiac, peripheral vascular and lymphatic assessment</p> <p>Activity 3 (in pairs) Vital signs review and practice 3</p> <p>Activity 4 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 Cardiovascular system: heart and neck vessels Cardiovascular system: peripheral</p> <p>Read Jarvis et al. (2021) required course text: Chapter 16: Peripheral Vascular Assessment Chapter 17: Cardiac Assessment</p> <p>Tollefson &amp; Hillman (2021) Review relevant chapters</p>		1, 2 & 3

6	Respiratory Assessment	<p>(Zoom) Learning experience incorporating teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Jeopardy quizzes</li> <li>• Kahoot quizzes</li> <li>• Quizzlets</li> <li>• Completion of workbook activities and Simulation Laboratory questionnaires.</li> </ul> <p>Respiratory Assessment</p> <p>Simulation Laboratory 5</p> <ul style="list-style-type: none"> <li>• Roll</li> <li>• Hygiene</li> <li>• Introduction to lab activities – Lab instructor</li> </ul> <p>Activity 1 Thorax and lung assessment</p> <p>Activity 2 Lung function tests</p> <p>Activity 3 Laboratory questions</p> <p>Activity 4 Vital signs practice and review 4</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: Module3Topic 3.3 Respiratory Assessment</p> <p>videos: Nose, mouth, throat, and neck Thorax and lungs Read Jarvis et al. (2021) required course text: Chapter 18: Upper airway assessment Chapter19: Lower airway assessment</p> <p>: Tollefson &amp; Hillman (2021) Review relevant chapters</p>	In-Trimester Exam (20% content: Weeks 1-6)	1, 2 & 3
7	Musculoskeletal & Integumentary Assessment	<p>(Zoom) Learning experience incorporating teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Jeopardy quizzes</li> <li>• Kahoot quizzes</li> <li>• Quizzlets</li> <li>• Completion of workbook activities and Simulation Laboratory questionnaires</li> </ul> <p>Musculoskeletal &amp; Integumentary Assessment</p> <p>Simulation Laboratory 6</p> <ul style="list-style-type: none"> <li>• Roll</li> <li>• Hygiene</li> <li>• Introduction to lab activities – Lab instructor</li> </ul> <p>Activity 1 Skin, hair and nail assessment</p> <p>Activity 2 Musculoskeletal assessment</p> <p>Activity 3 Laboratory Questions</p> <p>Activity 4 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</i> Integumentary and Musculoskeletal Assessment Musculoskeletal system</p> <p>Read Jarvis et al. (2021) required course text: Chapter 20: Musculoskeletal function</p> <p>Chapter 22: Skin, hair and nails</p> <p>Tollefson &amp; Hillman (2021) Review relevant chapters</p>		1, 2 & 3

8	Digestive system	<p>(Zoom) Learning experience incorporating teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Jeopardy quizzes</li> <li>• Kahoot quizzes</li> <li>• Quizzlets</li> <li>• Completion of workbook activities and Simulation Laboratory questionnaires</li> </ul> <p>Digestive Assessment</p> <p>Simulation Laboratory 7</p> <ul style="list-style-type: none"> <li>• Roll</li> <li>• Hand hygiene</li> <li>• Introduction to lab activities – Lab instructor</li> </ul> <p>Activity 1 Nutritional assessment</p> <p>Activity 2 Abdominal anatomy &amp; patient preparation</p> <p>Activity 3 Abdominal assessment</p> <p>Activity 4 Inspection of the mouth and oral cavity</p> <p>Activity 5 Elimination</p> <p>Activity 6 Vital signs practice and review</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: Topic 3.5 Digestive assessment</p> <p>Watch the following Jarvis videos: Abdomen</p> <p>Read Jarvis et al. (2021) required course text : Chapter 21: Nutritional and metabolic assessment</p> <p>Chapter 23: Abdominal assessment Chapter 25: Bowel function</p> <p>Tollefson &amp; Hillman (2021) Review relevant chapters</p> <p>Review the following website: <a href="http://www.nutritionaustralia.org">www.nutritionaustralia.org</a></p>	<p>Essay 1,500 words (40 %)</p>	<p>1, 2 &amp; 3</p>
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9	Women's & Men's Health Assessment	<p>Learning experience incorporating teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Jeopardy quizzes</li> <li>• Kahoot quizzes</li> <li>• Quizzlets</li> <li>• Completion of workbook activities and Simulation Laboratory questionnaires</li> </ul> <p>Women's &amp; Men's Health Assessment</p> <p>Simulation Laboratory 8</p> <ul style="list-style-type: none"> <li>• Roll</li> <li>• Hand hygiene</li> <li>• Introduction to lab activities – Lab instructor</li> </ul> <p>Activity 1 Breast &amp; lymphatic assessment</p> <p>Activity 2 Male sexual and reproductive assessment</p> <p>Activity 3 Female sexual and reproductive assessment</p> <p>Activity 4 Genitourinary questions</p> <p>Activity 5 OSCE practice 1</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>Male Genitalia, Anus, Rectum, and Prostate Female Genitalia, Anus, and Rectum</p> <p>Read Jarvis et al. (2021) required course text:</p> <p>Chapter 24: Assessment of Urinary function</p> <p>Chapter 26: Female sexual and reproductive System</p> <p>Chapter 27: Male sexual and reproductive function</p> <p>Chapter 28: Breast assessment</p> <p>Review the following website:</p> <p><a href="http://nudge.cheekycheckup.com.au/">http://nudge.cheekycheckup.com.au/</a></p>		1, 2 & 3
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10	<p>Overview: The comprehensive Health Assessment – Putting it all together</p>	<p>Learning experience incorporating teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Jeopardy quizzes</li> <li>• Kahoot quizzes</li> <li>• Quizzlets</li> <li>• Completion of workbook activities and Simulation Laboratory questionnaires</li> </ul> <p>The Comprehensive Health Assessment: Putting it all together</p> <p>Preparation of OSCE Part 1&amp; 2</p> <p>Simulation Laboratory 9</p> <ul style="list-style-type: none"> <li>• Roll</li> <li>• Hand hygiene</li> <li>• Introduction to lab activities – Lab instructor</li> </ul> <p>Activity 1 The Comprehensive Health Assessment: Putting it all together</p> <p>Activity 2 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>Head to Toe Assessment of the Normal Adult</p> <p>Read Jarvis et al. (2021) required course text: Chapter 30: The Complete health assessment: Putting it all together</p> <p>Preparation of OSCE Part 1 &amp; 2</p>	<p>OSCE Part 1: Online test / MCQ (10%)</p>	<p>1, 2 &amp; 3</p>
11	<p>Exam Week</p>			<p>OSCE PART 2 (30%)</p>	<p>1, 2 &amp; 3</p>

## 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

### 5.1 Evidence of Learning Summary

	Evidence of Learning	Weighting	Learning Outcome	Due Date
1	Evidence of Learning Task 1 Mid-Trimester Exam	20%	1 & 2	Week 6
2	Evidence of Learning Task 2 Written assignment	40%	1 & 2	Week 8
3	Evidence of Learning Task 3 MCQ	10%	1 & 2	Week 10
4	Evidence of Learning Task 4 Objective structured clinical examination OSCE	30%	1,2 & 3	Exam Week

### 5.2 Evidence of Learning Task Detail

#### 1. Evidence of Learning Task 1: Mid-Trimester Exam (20%)

**Task Type:** Examination

**Due Date:** Week 6

**Weight:** 20%, Marked out of: 100

**Length:** 2 hours

**Task Description:** 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. (2021). 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.

**Criteria and Marking:** Students are assessed on contents covered from Week 1 to Week 6

**Submission:** online examination]

#### 2. Evidence of Learning Task 2: Written Assignment (40%)

**Task Type:** Assignment – Written Assignment

**Due Date:** Week 8

**Weight:** 40%, Marked out of: 100

**Length:** 1500 words

**Task Description:** 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 teams and in different settings.

**Criteria and Marking:** Students are assessed on 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 1810NRS Course site. This evidence of learning task requires the student to apply the conventions of academic writing

and follow the APA Style 7<sup>th</sup> Edition including Griffith Health Writing and Referencing Guide which is available on the 1810NRS Moodle course site

**Submission:** Turnitin via the course site

### 3. Evidence of Learning Task 3: MCQ (10%)

**Task Type:** Examination

**Due Date:** Exam Week

**Weight:** 10%, Marked out of:30

**Length:** (35 minutes)

**Task Description:** 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 task 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. The first part of the final examination is a short quiz consisting of multiple-choice questions which will be conducted in Exam week.

**Criteria and Marking:** Students are assessed on Week 9 - Women's & Men's Health Assessment

**Submission:** online quiz/examination

### 4. Evidence of Learning Task 4: Objective Structured Clinical Examination (OSCE) (30%)

**Task Type:** Practical Examination

**Due Date:** Exam Week

**Weight:** 30%, Marked out of: 100

**Length:** (25 minutes)

**Task Description:** 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 task 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. The final part of the final examination is 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 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.

**Criteria and Marking:** Students are assessed on Week 1 - 8 content

**Submission:** Practical in-person examination

In order to pass this Course, students must:

**A. meet the simulation laboratory requirements**

**B. achieve a minimum cumulative total of 50% from all graded Evidence of Learning Tasks.**

## 5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each working day or part working day that the task is late. Evidence of learning tasks 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 task, 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 Evidence of Learning Tasks.

## Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. 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 tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

*The sum of your marks of evidence of learning tasks 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 Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [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 teachers 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 Evidence of Learning Tasks – 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 Evidence of Learning Tasks 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. Additional Laboratory Rules if applicable will be available on the course site via the Griffith College Digital Campus.

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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Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.