



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1810NRS</b>
<b>Course Name:</b>	<b>Health Assessment</b>
<b>Trimester:</b>	<b>Trimester 2, 2024</b>
<b>Program:</b>	<b>Diploma of Health Care</b>
<b>Credit Points:</b>	<b>10</b>
<b>Course Coordinator:</b>	<b>Cris Purvis</b>
<b>Document modified:</b>	<b>28/5/2024</b>

### 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.

Prerequisite: 1805NRS

Corequisite: 1808NRS (1808NRS can be completed prior to 1810NRS or in the same trimester)

## 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	cris.purvis@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 laptop or tablet (mobile phones are not suitable). 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 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities Policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

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

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		✓
	Communication		✓
	Respect for Culture and Diversity		✓
Readiness for the Workplace	Problem Solving		
	Planning and Organisation		✓
	Creativity and Future Thinking		



## 3. Learning Resources

### 3.1 Required Learning Resources

Jarvis, C., Forbes, H., & Watt, E. (2021). *Jarvis's physical examination and health assessment* (3<sup>rd</sup> ed). Elsevier.

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

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 (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

### 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 (Before Class), Learning Experiences (In Class) and Learning Activities

(After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

### Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly Learning Content (Before Class) and completing the Learning Activities (After Class). 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].

### International students enrolled in Language Development Modules (LDH100 / LDH200)

Successful completion of LDH100 and LDH200 is required to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.

### 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. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

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

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
					
<b>Module 1: Foundations of health assessment</b>					

1	<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><b>Topic 1.1:</b> Introduction to Health Assessment  <b>Topic 1.2:</b> Health assessment considerations</p>	<p>Learning experience Incorporating teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Kahoot quizzes</li> <li>• Quizzlets</li> <li>• Completion of workbook activities and Simulation Laboratory questionnaires.</li> </ul> <p>Discussions:</p> <ul style="list-style-type: none"> <li>• Overview of contents</li> <li>• Course outline</li> <li>• Documentation</li> <li>• Equipment</li> </ul> <p>Evidence of Learning Tasks.</p>	<p>Review Learning Content &amp; prepare for Learning Experience</p> <p>Read Jarvis et al. (2021) required course text:</p> <p><b>Chapter 1:</b> The context &amp; frameworks of health assessment  <b>Chapter 2:</b> Critical thinking in health assessment  <b>Chapter 3:</b> Developmental tasks across the life span  <b>Chapter 4:</b> Cultural safety  <b>Chapter 7:</b> The health assessment interview</p>		1, 2
		<p>Pre-Simulation Laboratory questionnaire revision/discussion</p> <p>Hand Hygiene revision</p> <ul style="list-style-type: none"> <li>• Health interview /Health history role play</li> <li>• Physical examination techniques</li> <li>• Health assessment considerations</li> </ul> <p>Getting familiar with various documents needed in the course.</p>	<p><b>Chapter 8:</b> The health history  <b>Chapter 9:</b> Physical assessment techniques</p> <p>Complete Module Topics 1.1 &amp; 1.2</p> <p>Complete pre-simulation laboratory workbook questions</p> <p>Watch learning content recordings</p> <p>Complete Simulation Laboratory workbook questions</p>		

2	<p>General Survey and Vital Signs assessment</p> <p><b>Topic 1.3:</b> General Survey and vital signs assessment</p>	<p>Learning experience incorporating teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</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> <ul style="list-style-type: none"> <li>• General Survey</li> <li>• Vital Signs</li> <li>• Pain assessment</li> <li>• Documentation</li> </ul> <p><b>Simulation Laboratory 1</b></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:</p> <p><b>Chapter 10:</b> General survey and vital signs <b>Chapter 13:</b> Pain assessment</p> <p>Complete Module Topic: 1.3 General Survey and vital signs assessment</p> <p>Watch Learning Content Recordings</p> <p>Head to Toe Assessment of the Normal Adult</p> <p>Pain assessment</p>		1, 2 & 3
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3	<p>Mental Health (Psychosocial Assessment)</p> <p><b>Topic 1.4:</b> Mental Health Assessment</p>	<p>Learning Experience Incorporating teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</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><b>Simulation Laboratory 2</b></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>Essay 1 Feed forward</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 Module <b>Topic 1.4:</b> Mental Health (Psychosocial) Assessment</p> <p>Read Jarvis et al. (2021) required course text:</p> <p><b>Chapter 11:</b> Mental Health Assessment</p> <p>Complete Simulation Laboratory questionnaire</p> <p>Review concepts covered in Simulation Laboratory 2.</p>		1, 2 & 3
<b>Module 2: Systems Assessments</b>					
4	<p>Neurological &amp; Sensory Assessment</p> <p><b>Topic 2.1:</b> Neurological Assessment</p>	<p>Learning Experience incorporating teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</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><b>Simulation Laboratory 3</b></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 Module <b>Topic 2.1:</b> 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: <b>Chapter 12:</b> Neurological assessment <b>Chapter 14:</b> Eye assessment <b>Chapter 15:</b> Ear assessment</p>		
5	<p>Cardiovascular Assessment</p> <p><b>Topic 2.2:</b> Cardiovascular Assessment</p>	<p>Learning experience incorporating teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Kahoot quizzes</li> <li>• Quizzlets</li> <li>• Completion of workbook activities and Simulation Laboratory questionnaires.</li> </ul> <p>Cardiovascular Assessment</p> <p><b>Simulation Laboratory 4</b></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 Module <b>Topic 2.2:</b> Cardiovascular Assessment <b>Cardiovascular system:</b> heart and neck vessels Cardiovascular system: peripheral</p> <p>Read Jarvis et al. (2021) required course text: <b>Chapter 16:</b> Peripheral Vascular Assessment <b>Chapter 17:</b> Cardiac Assessment</p>		1, 2 & 3

6	<p>Respiratory Assessment</p> <p><b>Topic 2.3:</b> Respiratory Assessment</p>	<p>Learning experience incorporating teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Kahoot quizzes</li> <li>• Quizzlets</li> <li>• Completion of workbook activities and Simulation Laboratory questionnaires.</li> </ul> <p>Respiratory Assessment</p> <p><b>Simulation Laboratory 5</b></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</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 Module <b>Topic 2.3:</b> Respiratory Assessment</p> <p><b>Watch associated videos:</b> Nose, mouth, throat, and neck Thorax and lungs</p> <p>Read Jarvis et al. (2021) required course text:</p> <p><b>Chapter 18:</b> Upper airways assessment <b>Chapter 19:</b> Lower airways assessment</p> <p>:</p>	<p><b>EOL 1:</b> In-Trimester Exam (25% content: Weeks 1-6)</p>	<p>1, 2 &amp; 3</p>
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7	<p>Musculoskeletal &amp; Integumentary Assessment</p> <p><b>Topic 2.4 &amp; 2.5:</b> Integumentary &amp; Musculoskeletal assessments</p>	<p>Learning experience incorporating teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</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><b>Simulation Laboratory 6</b></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 Module <b>Topic 2.4 &amp; 2.5:</b> Integumentary &amp; Musculoskeletal Assessment</p> <p>Read Jarvis et al. (2021) required course text:</p> <p><b>Chapter 20:</b> Musculoskeletal Assessment <b>Chapter 22:</b> Skin, hair and nails assessment</p>		1, 2 & 3
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8	<p>Digestive Assessment</p> <p><b>Topic 2.6:</b> Digestive Assessment</p>	<p>Learning experience incorporating teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Kahoot quizzes</li> <li>• Quizzlets</li> <li>• Completion of workbook activities and Simulation Laboratory questionnaires</li> </ul> <p>Digestive Assessment</p> <p><b>Simulation Laboratory 7</b></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 Module <b>Topic 2.6:</b> Digestive assessment</p> <p>Watch Jarvis videos: Abdomen</p> <p>Read Jarvis et al. (2021) required course text : <b>Chapter 21:</b> Nutritional and metabolic assessment <b>Chapter 23:</b> Abdominal assessment <b>Chapter 25:</b> Assessment of bowel function</p> <p>Review the following website: <a href="http://www.nutritionaustralia.org">www.nutritionaustralia.org</a></p>	<p><b>EOL 2:</b> Essay 1,500 words (30 %)</p>	<p>1, 2 &amp; 3</p>
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9	<p>Female &amp; Male health assessment</p> <p><b>Topic 2.7 &amp;2.8:</b> Genitourinary assessment / Female &amp; male health assessment</p>	<p>Learning experience incorporating teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</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><b>Simulation Laboratory 8</b></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 Module <b>Topic 2.7: Renal / Urinary assessment</b> <b>2.8: Female and Male health assessment</b></p> <p>Read Jarvis et al. (2021) required course text:</p> <p><b>Chapter 24:</b> Assessment of Urinary function <b>Chapter 26:</b> Female sexual and reproductive assessment <b>Chapter 27:</b> Male sexual and reproductive assessment <b>Chapter 28:</b> Breasts 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><b>Topic 2.9:</b> Comprehensive health assessment</p>	<p>Learning experience incorporating teamwork and individual activities through:</p> <ul style="list-style-type: none"> <li>• Presentations</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><b>Simulation Laboratory 9</b></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>Complete Module <b>Topic 2.9:</b> Comprehensive health assessment</p> <p>Read Jarvis et al. (2021) required course text:</p> <p><b>Chapter 30:</b> Using health assessment in clinical practice: putting it all together</p> <p>Preparation of OSCE Part 1 &amp; 2</p>	<p><b>EOL 3:</b> Part 1: MCQ (5%)</p>	<p>1, 2 &amp; 3</p>
	<p>Exam Week</p>			<p><b>EOL 4:</b> Part 2: OSCE (40%)</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 as Learning Experience Simulation Laboratory sessions. Please look out for the timetable details.



## 5. Evidence of Learning (Assessment)

### 5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Evidence of Learning Task 1 Mid-Trimester Exam	25%	1 & 2	Week 6
2	Evidence of Learning Task 2 Written assignment	30%	1 & 2	Week 8
3	Evidence of Learning Task 3 MCQ	5%	1 & 2	Week 10
4	Evidence of Learning Task 4 Objective structured clinical examination OSCE	40%	1, 2 & 3	Exam Week

### 5.2 Evidence of Learning Task Detail

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Please note that generative artificial intelligence (Gen-AI) applications are **not permitted** to be used for assessment content creation, translation or extensive language assistance unless specifically identified in the assessment guidelines. Where permission is given for the use of Gen-AI applications for assessment content creation, appropriate referencing must occur.

Students should follow all teacher directions about the use of Gen-AI tools in relation to formative and summative assessment tasks (including how to cite Gen-AI tools, if relevant). It should be noted that Turnitin provides teaching staff with a Gen-AI percentage indicator as well as an Originality Report which detects plagiarism.

#### 1. Evidence of Learning Task 1: Mid-Trimester Exam (25%)

**Task Type:** Examination

**Due Date:** Week 6

**Weight:** 25%, Marked out of: 100

**Duration:** 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 multiple-choice questions / short answer 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:** MCQ / short answer question - exam

## 2. Evidence of Learning Task 2: Written Assignment (30%)

**Task Type:** Assignment – Written Assignment

**Due Date:** Week 8

**Weight:** 30%, 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 (5%)

**Task Type:** Examination

**Due Date:** Week 10

**Weight:** 5%, Marked out of: 30

**Duration:** (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 Week 10

**Criteria and Marking:** Students are assessed on Week 9 – Renal / Urinary System assessment / Women's & Men's Health Assessment

**Submission:** MCQ exam

## 4. Evidence of Learning Task 4: Objective Structured Clinical Examination (OSCE) (40%)

**Task Type:** Practical Examination

**Due Date:** Final Examination Period

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

**Duration:** (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.

Students are to achieve a minimum percentage mark of 50% for this Evidence of Learning task to successfully pass this subject.

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

**Submission:** Practical in-person examination

In order to pass this Course, students must:

1. **Attempt and submit all assessment items.**
2. **Meet the simulation laboratory attendance and participation requirements.**
3. **Achieve a minimum percentage mark of 50% for Evidence of Learning task 4 – Objective Structured Clinical Examination (OSCE).**

## 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 calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar 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

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).

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.

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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