

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	COMPREHENSIVE HEALTH ASSESSMENT AND APPLICATION OF DIAGNOSTIC PRINCIPLES
Unit ID:	HEANP6003
Credit Points:	30.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	060399

Description of the Unit:

In this unit, students will build upon their existing knowledge of anatomy, physiology and pathophysiological processes, together with their clinical assessment skills and develop advanced health assessment techniques. As part of this development, students will use clinical reasoning and critical thinking to rationalise efficient use of available diagnostics and apply these to culturally diverse situations. Students will evaluate the use of digital technologies in supporting diagnostic methods in clinical practice. Students will be assessed on their assessment and diagnostic reasoning for a patient with a single system illness/disease state within their context of practice, their ability to determine normal from abnormal and recommendations for a management plan. Students are required to maintain a portfolio (log) of their reflections on professional knowledge, practice developments and collaborative practice developed during the 100 hours of interprofessional practice.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: Yes

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of

supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Analyse clinical assessment findings to make decisions about investigative options
- K2.** Examine the contribution of physical, emotional, psychological, social, and cultural factors to health assessment
- K3.** Evaluate the role of diagnostic testing in the clinical reasoning cycle

Skills:

- S1.** Utilise a systematic approach to undertake an advanced health assessment for clients within your specialty area of practice
- S2.** Interpret results from diagnostic tests to inform diagnosis
- S3.** Communicate findings and plan effectively to ensure understanding of care

Application of knowledge and skills:

- A1.** Utilise knowledge of pathophysiology to perform advanced, comprehensive and holistic health assessments
- A2.** Apply legal and ethical principles to the use of diagnostic tests
- A3.** Interpret assessment findings to formulate a care management plan

Unit Content:

Topics may include:

- Cardiovascular assessment and diagnostic reasoning principles
- Respiratory assessment and diagnostic reasoning principles
- Endocrine assessment and diagnostic reasoning principles
- Abdominal assessment and diagnostic reasoning principles
- Renal assessment and diagnostic reasoning principles
- Mental health assessment and diagnostic reasoning principles
- Neurological assessment and diagnostic reasoning principles
- Musculoskeletal assessment and diagnostic reasoning principles

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2, A3	Presentation of a systematic approach to advanced clinical assessment and the formulation of a management care plan.	Oral presentation	30-40%
K2, K3, S3, A2, A3	Application of advanced practice concepts	Online Engagement	10-20%
K1, K2, K3, S1, S2, A1, A2, A3	Advanced health assessment, planning, implementation and evaluation of professional advanced nursing care.	Written Assessment	40-50%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Clinical practice assessments - 100 hours	Clinical assessment tool	S/U

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)