



Course Outline (Higher Education)

School:	School of Health
Course Title:	COMPLEX HEALTH ASSESSMENT AND APPLICATION OF DIAGNOSTIC PRINCIPLES
Course ID:	HEANP7003
Credit Points:	30.00
Prerequisite(s):	(HEANP6003 and HEANP6002)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	060399

Description of the Course:

This course will extend the students' knowledge, skills and attributes related to advanced health assessment and diagnostic principles and apply them to complex clinical situations. Students will integrate advanced health assessment techniques, critical thinking and diagnostic reasoning together with pharmacology knowledge and apply these to complex and culturally diverse situations. Students will gain a deeper understanding of the use of digital technology in supporting the delivery of healthcare. Students are required to maintain a portfolio (log) of their reflections on professional knowledge, practice developments and collaborative practice throughout the 100 hours of interprofessional practice required in this course.

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

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	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 checked="" 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:

On successful completion of the course the students are expected to be able to:

Knowledge:

- K1.** Synthesise findings from assessments to formulate clinical impressions and identify relevant diagnostics to inform a diagnosis
- K2.** Examine the role of diagnostic testing in the clinical reasoning cycle
- K3.** Analyse the contribution of physical, emotional, psychological, social and cultural factors to health

Skills:

- S1.** Perform advanced, person-centred comprehensive and holistic health assessments in complex health settings
- S2.** Interpret findings from diagnostic tests to inform diagnoses

Application of knowledge and skills:

- A1.** Apply an ethically sound approach to the use of diagnostics
- A2.** Engage in culturally safe health assessments and health care planning
- A3.** Demonstrate quality and safe principles of health care aligned with national standards

Course Content:

The ANMAC Nurse Practitioner Accreditation Standards (2015); The NMBA Nurse Practitioner Standards for Practice (2021); NMBA Code of Conduct for Nurses (2018) and Code of Ethics for Nurses (2018), Safety and Quality Guidelines for Nurse Practitioner (2021); National Safety and Quality Health Service (NSQHS) Standards (2017-19); Aged Care Quality Standards (2021), National Digital Health Framework (2021); Aboriginal and Torres Strait Islander Health Curriculum Framework (2020) and National Prescribing Competencies Framework (2021) have substantially informed the syllabus/content of this course.

Topics may include:

- Advanced comprehensive health assessment for complex care across the life span
- Diagnostic reasoning principles for complex clinical settings
- The role of digital technology in providing advanced health care
- Application of advanced practice principles to cultural safety and health management
- Application of advanced practice principles to Aboriginal and Torres Strait Islander health
- The role of advanced practice nursing in advocating for health literacy, health promotion and education strategies

Values:

- V1.** Values the provision of high quality and safe care in a variety of socio-economic, cultural and geographically diverse settings

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate](#)

[Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Students will be equipped with advanced level knowledge of the determinants of health, health determinants and the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world;

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, S2, A1, A2	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K1, K2, K3, A1, A2	AT1, AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K3, S1, A1, A2	AT1, AT2, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, S1, S2, A1, A2	AT1, AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K3, S1, A1, A2	AT1, AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, A1, A2	Presentation of a systematic approach to advanced clinical assessment and the formulation of a management care plan for complex scenarios	Oral Presentation	50-60%
K1, K2, K3, S1, S2, A1, A2, A3	Applying advanced knowledge and skills to complex care using a foundation of evidence-based practice	Written assessment	40-50%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, A1, A2, A3	Clinical practice assessments during 100hours interprofessional practice	Clinical assessment tool	S/U

Adopted Reference Style:

APA

Refer to the [library website](#) for more informationFed Cite - [referencing tool](#)