

## NURS6102: Advanced Practice: Diagnostics and Interventions

Online

Trimester 2 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

<b>Course Description</b>	This course further develops students' advanced capabilities in clinical assessment and diagnosis in order to plan the implementation of high quality, person-centred care independently/in collaboration with the interprofessional team. Using a strong theoretical basis, students build on their knowledge of pathophysiology to inform their advanced practice through clinical assessment, diagnostic decision-making through the formation of diagnoses/differential diagnoses, the ordering and interpreting of diagnostics tests, and the quality use of medicines. Students grow their advanced capabilities in making evidence-informed preventative, diagnostic, and therapeutic responses, including referrals.
<b>Academic Progress Requirements</b>	Nil
<b>Requisites</b>	Students must be active in program [40336] Master of Nurse Practitioner or [40143] Master of Midwifery Studies  If you have successfully completed NURS6620 you cannot enrol in this course.
<b>Contact Hours</b>	<b>Online</b> <b>Clinical</b> Face to Face Off Campus 100 hour(s) per term 100 hours IPP for students enrolled in the Master of Nurse Practitioner program.  <b>Lecture</b> Online 2 hour(s) per week(s) for 12 week(s) starting Week 1  <b>Tutorial</b> Online 2 hour(s) per week(s) for 12 week(s) starting Week 1 Workload: Students are expected to spend on average 240-280 hours of effort (contact and non-contact) including assessments per 20 unit course per Term Full Term
<b>Unit Weighting</b>	20
<b>Workload</b>	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

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# CONTACTS

<b>Course Coordinator</b>	<b>Online</b> Ms Keryn Jones <a href="mailto:Keryn.Jones@newcastle.edu.au">Keryn.Jones@newcastle.edu.au</a> Consultation: via email and Canvas Course site
<b>Teaching Staff</b>	Ms Brandi Cole Master of Nurse Practitioner Program Convenor <a href="mailto:MNursPractitioner-PC@newcastle.edu.au">MNursPractitioner-PC@newcastle.edu.au</a>
<b>School Office</b>	<b>School of Nursing and Midwifery</b> Richardson Wing University of Newcastle University Drive CALLAGHAN NSW 2308 (+61) 2 4921 6304 <b>Web:</b> <a href="http://www.newcastle.edu.au/school/nursing-midwifery">http://www.newcastle.edu.au/school/nursing-midwifery</a>
<b>General Enquiries</b>	<a href="mailto:AskUoN@newcastle.edu.au">AskUoN@newcastle.edu.au</a> (+61) 2 4921 5000
<b>Program &amp; Enrolment Advice</b>	<a href="mailto:ProgramAdvice@newcastle.edu.au">ProgramAdvice@newcastle.edu.au</a>
<b>Student Support</b>	For academic and personal support services for students, visit <a href="https://www.newcastle.edu.au/current-students/support">https://www.newcastle.edu.au/current-students/support</a>

# SYLLABUS

<b>Course Content</b>	<b>Module 1: The Advance Practitioner and the Law</b> <ul style="list-style-type: none"><li>• Autonomy</li><li>• Legislation</li><li>• Evidence</li><li>• Policies</li><li>• Clinical guidelines</li><li>• Collaboration</li></ul> <b>Module 2: Advanced health assessment or diagnosing and planning</b> <ul style="list-style-type: none"><li>• Top-to-toe</li><li>• Psychological</li><li>• Social</li><li>• Cultural</li><li>• Pathology and imaging</li></ul> <b>Module 3: Pathophysiology and diagnostic capability</b> <ul style="list-style-type: none"><li>• Validated assessment tools to inform diagnosis</li><li>• Differential diagnosis</li></ul> <b>Module 4: Using pathology to inform diagnosis/differential diagnosis</b> <ul style="list-style-type: none"><li>• Ordering of tests</li><li>• Interpreting results</li></ul> <b>Module 5: Using medical imaging to inform diagnosis/differential diagnosis</b> <ul style="list-style-type: none"><li>• Imaging CT, MRI, Ultrasound, Xray</li><li>• Emerging technologies</li></ul> <b>Module 6: Planning and intervening in advanced clinical practice</b> <ul style="list-style-type: none"><li>• Access to health care</li><li>• Management</li><li>• Follow up</li><li>• Evaluation</li><li>• Referrals</li><li>• Hand over</li></ul>
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**Module 7:** Working in culturally safe ways with Aboriginal and/or Torres Strait Islander people  
**Module 8:** Working with people with specific ethnic and other diverse needs.

**Course Learning Outcomes**

**On successful completion of this course, students will be able to:**

1. synthesise complex theories of health assessment and diagnostic reasoning for safe clinical decision-making
2. apply advanced knowledge of pathophysiology to comprehensive physical, social and psychological assessments
3. critically analyse evidence-informed clinical diagnosis and care planning including choice and use of diagnostics
4. demonstrate the ability to make evidence-informed preventative and/or therapeutic responses, including the prescription of medications and referrals
5. critically analyse diagnostic and interventional issues for Aboriginal and/or Torres Strait Islander peoples, vulnerable populations, and individuals and communities with diverse needs
6. undertake effective communication for autonomous and collaborative advanced practice in the context of the multidisciplinary team

**Course Materials**

**Recommended Text:**

Craft, J., & Gordon, C. (Eds.). (2022). *Understanding Pathophysiology ANZ* (4th ed.). Elsevier.

Salem, L & Harvie, B. (2022). *Nurse Practitioner Resource for Ordering Pathology Tests*, October. Self published, New South Wales. (Available at <https://www.lesleysalem.com.au/shop/p/booklet-nurse-practitioner-resource-for-ordering-pathology-tests>)

Talley, N. J., & O'Connor, S. (2021). *Clinical Examination - 2-Volume Set* (9th ed.). Elsevier.

## COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

**Course Assessment Requirements:**

- Assessment 1 - Case Study: Submit assessment item - Must submit this assessment to pass the course.
- Assessment 2 - Presentation of 'Grand Rounds': Submit assessment item - Must submit this assessment to pass the course.
- Assessment 3 - Reflexive Journal: Submit assessment item - Must submit this assessment to pass the course.
- Assessment 4 - Professional Practice Portfolio (MNP students) - Pass/Fail: Pass requirement - Must pass this assessment item to pass the course.

## SCHEDULE

Week	Week Begins	Topic	Assessment Due
1	13 May	<b>Module 1: The Advance Practitioner and the Law</b> <ul style="list-style-type: none"> <li>• Autonomy</li> <li>• Legislation</li> <li>• Evidence/knowledge translation</li> <li>• Policies</li> <li>• Clinical guidelines</li> <li>• Collaboration</li> </ul>	
2	20 May	<b>Module 2: Advanced health assessment for diagnosing</b>	

		<p><b>and planning</b></p> <ul style="list-style-type: none"> <li>• Comprehensive and/or targeted health assessment</li> <li>• Psychological</li> <li>• Social</li> <li>• Cultural</li> <li>• Pathology and imaging</li> </ul>	
3	27 May	<p><b>Module 3: Pathophysiology and diagnostic capability</b></p>	
4	3 Jun	<ul style="list-style-type: none"> <li>• Validated assessment tools to inform diagnosis</li> <li>• Differential diagnosis</li> </ul>	
5	10 Jun	<p><b>Module 4. Using pathology to inform diagnosis/differential diagnosis</b></p> <ul style="list-style-type: none"> <li>• Ordering of tests</li> <li>• Interpreting results</li> <li>• Emerging technologies for virtual care</li> </ul>	
6	17 Jun	<p><b>Module 5: Using medical imaging to inform diagnosis/differential diagnosis</b></p> <ul style="list-style-type: none"> <li>• Imaging such as CT, MRI, Ultrasound, Xray</li> <li>• Emerging technologies</li> </ul>	
7	24 Jun	<p><b>Mid-trimester Recap</b></p>	
8	1 Jul	<p><b>Module 6: Planning and intervening in advanced clinical practice</b></p> <ul style="list-style-type: none"> <li>• Equitable access to health care</li> <li>• Evidence-informed management and referral (Research Workshop)</li> </ul>	<p>Assessment 1 – Case Study</p> <p>Due Monday 1 July 2024 at 23:00 AEST</p>
9	8 Jul	<ul style="list-style-type: none"> <li>• Follow up</li> <li>• Evaluation</li> <li>• Handover/consultation/referral</li> </ul>	
10	15 Jul	<p><b>Module 7: Working in culturally safe ways with Aboriginal and/or Torres Strait Islander people</b></p> <ul style="list-style-type: none"> <li>• Cultural safety</li> <li>• Advanced communication in diagnostic processes</li> <li>• Liaising with family, careers, and communities</li> <li>• Respecting connection to country</li> <li>• Evaluating care</li> </ul>	
11	22 Jul	<p><b>Module 8: Working with people with specific ethnic and other diverse needs</b></p> <ul style="list-style-type: none"> <li>• Diversity and inclusion</li> <li>• Culturally and linguistically diverse clients/patients and communities</li> <li>• Equality in healthcare: LGBTQIA+ clients and communities</li> <li>• Evaluating care</li> </ul>	<p>Assessment 2 – Presentation of 'Grand Rounds'</p> <p>Due Monday 22 July 2024 at 23:00 AEST</p>
12	29 Jul	<p><b>Trimester 1 Review and celebration</b></p>	<p>Assessment 3 – Reflexive Journal</p> <p>Due Monday 29 July 2024 at 23:00 AEST</p> <p>Assessment 4 - Professional Practice Portfolio (MNP only)</p> <p>Due Monday 5 August 2024 at 23:00 AEST</p>

# ASSESSMENTS

This course has 4 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Case Study*	Monday 1 July 2024 at 23:00 Australian Eastern Standard Time (AEST)	Individual	40%	1, 2, 3, 4, 5
2	Presentation of 'Grand Rounds'*	Monday 22 July 2024 at 23:00 Australian Eastern Standard Time (AEST)	Individual	40%	1, 2, 3, 4, 5, 6
3	Reflexive Journal*	Monday 29 July 2024 at 23:00 Australian Eastern Standard Time (AEST)	Individual	20%	1, 3, 5, 6
4	Professional Practice Portfolio (MNP students only*)	Monday 5 August 2024 at 23:00 Australian Eastern Standard Time (AEST)	Individual	Satisfactory/ Unsatisfactory	1, 2, 3, 4, 5, 6

\* This assessment has a compulsory requirement.

## Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

# POSTGRADUATE COURSES ASSESSMENT AND REFERENCING ADVICE

## Assessments

### 1 If you need to apply for an extension for an assessment:

You should follow the process described in your Course Outline under the heading "Adverse Circumstances". Please note you will be required to submit documents to support your application.

Please do not email your tutor or course coordinator to request an extension because they cannot approve applications for extensions unless they have been submitted using the Adverse Circumstances process.

### 2 Formatting your assessments:

- General advice - Use standard (default) margins, double line spacing and 12 point font in your assessments.
- If you have additional instructions about using headings or an essay format or other formats (such as blogs) – please follow instructions provided for individual assessments.

### 3 Word Count:

The length of the assessment is an indication of the number of words needed to address the assessment task. This is a guide, however some students have difficulty keeping their writing within the specified word count. If your assessment exceeds the word count by 10%, the entire assessment will be marked. Tutors may stop marking if your assessment exceeds the word count by more than 10%.

Please note the following information from the UON Course Management and Assessment Procedure Manual (Item 250 and 251):

**“Word limits include headings, sub-heading, in-text citations, quotes and referencing but does NOT include the list of references, appendices and footnotes. The Course Co-ordinator will allow a tolerance of at least 10% of the word limit” (<https://policies.newcastle.edu.au/document/view-current.php?id=183>).**

### 4 Referencing:

Your assessments must be appropriately referenced. Assessments that are not correctly referenced may have lower

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marks awarded.

Assessments that contain information from other sources that have not been referenced and where it appears that the student is presenting another person's work or ideas as their own, will be referred to the SACO officer. This constitutes a potential breach of the Student Academic Integrity Policy (<https://policies.newcastle.edu.au/document/view-current.php?id=35>)

## **Referencing your Assessments**

### **What should be referenced?**

- All sources of published information including textbooks, journal articles, course readings, websites, guidelines, policies and government documents that have been used to prepare an assessment MUST be included in the assessment as an in-text citation AND on the reference list.
- Any documents provided to you to use in the preparation of an assessment must be referenced.
- Direct quotes MUST be referenced. However, please note direct quotes should be used sparingly and should not constitute more than 10% of an assessment.
- Information that you have paraphrased in your assessment must also be referenced.
- Correct citation of sources and referencing is expected in scholarly writing at Masters level. Assessments that are not correctly referenced may be penalised (lower marks awarded).

### **Correct Referencing style**

You are required to use APA 7<sup>th</sup> Referencing Style in all of your assessments (unless otherwise stated).

- Check this link for details about using APA 7<sup>th</sup> Style: <https://libguides.newcastle.edu.au/apa-7th>
- Check this link for details about referencing your course modules:

<https://libguides.newcastle.edu.au/apa-7th/course> and select the "Course outlines & notes" tab.

### **Making Referencing Easier**

Referencing your assessments is easier if you use a Reference Management Program such as "Endnote".

There is information in Canvas that will assist you to access and use the Endnote referencing program.

Select: "Library Essentials" at the top right of your screen, then select "Referencing" from the list of options on the left side of the screen, and then scroll down to select "Endnote".

Or click on this link: <http://libguides.newcastle.edu.au/endnote>

### **Academic Integrity**

All new students must complete the [Academic Integrity Module](#) (AIM), which can be accessed via the Dashboard in Canvas.

Assessments that contain information from other sources that have not been referenced and where it appears that the student is presenting another persons' work or ideas as their own, will be referred to the SACO officer. This constitutes a potential breach of the university Academic Integrity policy.

The Student Academic Integrity Policy is available via this link:

<https://policies.newcastle.edu.au/document/view-current.php?id=35>

## **Assessment 1 - Case Study**

**Assessment Type**      Written Assignment

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**Purpose** This assignment is designed to further develops students' advanced capabilities in clinical assessment and diagnosis in order to plan the implementation of high quality, person-centred care independently/in collaboration with the interprofessional team. Here students can show their advanced capabilities in making evidence-informed, preventative, diagnostic, and therapeutic responses, including referrals.

**Description** This assignment is designed to further develops students' advanced capabilities in clinical assessment and diagnosis in order to plan the implementation of high quality, person-centred care independently/in collaboration with the interprofessional team. Here students can show their advanced capabilities in making evidence-informed, preventative, diagnostic, and therapeutic responses, including referrals.

Choose a patient/client who identifies as Aboriginal and/or Torres Strait Islander, or who belongs to a vulnerable population, or who is an individual with diverse needs. Choose a 'case' that is typical and current from your metaspeciality; a client/patient with whom you have been clinically involved, including undertaking their assessment, interventions, and management. Use the client/patient's case to undertake a critical analysis, as outlined below.

### **Health Assessment**

Analyse your Patient's health story with the following section/subheadings, using the method outlined:

#### **1. Full history**

- Begin with an outline of the person's presentation/symptoms
- Describe the assessment of any unstable and/or initial complex health care problems
- Outline their previous medical history, social history, medications, allergies, relevant lifestyle factors and psychosocial issues (including domestic violence, smoking, illicit drug and alcohol history)
- Explain what questions you asked whilst taking the history, and why
- Discuss variations from normal
- Synthesise the historical and available data
- Critically analyse the history taking process

#### **2. Differential diagnoses**

- Outline a list of three **initial differential diagnoses** based on the indications from this part of the health assessment

#### **3. Physical examination and diagnosis**

- Describe initial and further observations and reasons for undertaking same
- Relate the cues obtained from the history, physical examination, and other evidence to the three initial differential diagnoses using a table to demonstrate the rationale to accept or reject each diagnosis, in order of most likely to least likely
- Critical analyse your process of coming to, and accepting or rejecting each differential diagnoses

#### **4. Diagnostic Investigations**

- List the diagnostic investigations and the reasons for choosing some investigations and rejected others
- Discuss the reason for ordering investigations sequentially over time (if applicable)
- Link the choice of investigations to the differential diagnoses (in the table, above)
- Discuss referral/s (if relevant)
- Critically analyse how these first line investigations inform the final diagnosis, include your rationale for which were completed first and why

#### **5. Clinical Diagnosis**

- Provide a final diagnosis with a discussion on your rationale
- Justify how your assessment, chosen diagnostics and clinical reasoning supported this diagnosis
- Critically analyse your findings from the full examination of the client/patient, including differentiating between normal trajectories and common/important health problems

#### 6. Therapeutic Outcome

Evaluate the therapeutic management required to achieve a therapeutic outcome, by using the following process:

- outline the care given
- identify care management issues
- discuss nursing goals of care, and nursing care
- discuss collaborative goals of care, and collaborative care
- summarise the issues that impacted, or could have impacted, on the provision of person-centred care for your client

#### 7. Situating outcomes

- Undertake a SWOT analysis of the clinical/social/cultural/political/geographical environment in which the patient's case was situated and in which the care process was undertaken
- Scrutinise the major professional matters in this patient's case. How did these matters influence the decision-making, clinical actions, and evaluation by clinicians for this patient?
- Evaluate the role best evidence played in the patient's care
- Critically evaluate your role in this person's health trajectory.

<b>Weighting</b>	40%
<b>Compulsory Requirements</b>	Submit assessment item - Must submit this assessment to pass the course
<b>Length</b>	2500 words
<b>Due Date</b>	Monday 1 July 2024 at 23:00 Australian Eastern Standard Time (AEST)
<b>Submission Method</b>	Online via Canvas
<b>Assessment Criteria</b>	See marking criteria in Canvas
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - Within 15 university working days.
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment

## Assessment 2 - Presentation of 'Grand Rounds'

<b>Assessment Type</b>	Presentation
<b>Purpose</b>	Grand Rounds, a longstanding medical tradition, optimally discuss and encourage interdisciplinary excellence in clinical care, research, and teaching, through patients' case studies, outlining improvements in evidence-informed care in a way that inspires, teaches and entertains. At their best, Grand Rounds foster an exchange of ideas among and in-between disciplines, facilitates a good workplace culture (Matamoros & Cook, 2017) and encourage audience engagement and participation. Grand Rounds are now often used to share learning and teaching and the exchange of ideas across metropolitan, rural and remote areas, and internationally. This assignment provides an opportunity for students to learn/practise the skills of case presentation in an intra/inter-disciplinary forum.
<b>Description</b>	Students are required to organise, and present, and mark, a 'Grand Rounds' presentation in a clinical setting of their choice. Students will present their seminar using the patient's/client's case written for Assignment 1 (or another appropriate case study can be used if desired).



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The Grand Rounds Presentation will be marked by one of the student's supervisors.  
Timing:

1. 15 minutes of the presentation to establish the details of the person's case
2. 10 minutes (at least) for discussion and questions from the audience, led by the student
3. 5 minutes to 'wrap up': concluding remarks and summary of learning

The Grand Rounds presentation is to demonstrate the

- appropriateness of their seminar's stated aim/learning objectives
- capacity to condense the patient's/client's story accurately
- ability to present relevant material in a stimulating and informative manner
- skills to confidently lead a discussion, and answer questions from, and/or ask questions of, the audience
- summation of learning gained from the case study and ensuing discussion/questions and answers, related to patient care and Nurse Practitioner work
- standard of presentation at the level of a quality 'Grand Rounds' presentation in a hospital or community setting, or a conference presentation

In order to complete this assessment item, students must, on the day of their presentation, submit online their PowerPoint slides, with accompanying notes pages.

References: APA 7th format.

<b>Weighting</b>	40%
<b>Compulsory Requirements</b>	Submit assessment item - Must submit this assessment to pass the course
<b>Length</b>	30 minutes plus PowerPoint and notes
<b>Due Date</b>	Monday 22 July 2024 at 23:00 Australian Eastern Standard Time (AEST)
<b>Submission Method</b>	Online via Canvas (PowerPoint and Assessment Marking Sheets)
<b>Assessment Criteria</b>	See marking criteria in Canvas
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - Within 15 university working days
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment

### Assessment 3 - Reflexive Journal

<b>Assessment Type</b>	Journal
<b>Purpose</b>	Reflexivity encourages learners to feel able to look at both themselves and the systems that produce them, to make considered and lasting change (Dawson et al, 2022). Reflexivity is an intentional intellectual activity in which individuals explore or examine a situation, an issue, or object based on their past experiences, to develop new understandings that will ultimately influence their actions or in which they critically analyse the field of action as a whole (Tremblay et al., 2014, p. 539 quoted in Alexander, 2020). Reflexive journal writing can deepen understandings of context, clarify connections between theory and practice, assist with self-evaluation, improve supervision, and practice development, and potentially deepen understandings for already endorsed/registered clinicians (Barry & O'Callaghan, 2009).
<b>Description</b>	This Reflexive Journal assessment requires you to briefly describe, and then critically analyse episodes/events/situations related to diagnosis, and care planning and implementation from your current Nurse Practitioner practice. Thoughtfully choose a minimum of two (2) and a maximum of three (3) episodes/events/situations to allow the demonstration of your reflexive skills, including:

- critical reflexion on own beliefs, prejudices, power, and privilege, related to the chosen episodes/events/situations concerning diagnostics/interventions
- analysis of the social, historical, political, and discursive factors that shaped relationships between you, other health professionals/disciplines if relevant, and the clients/patients related to the chosen episodes/events/situations
- critical analysis of the impact that these held beliefs and contexts have on care provision, related to the chosen episodes/events/situations
- academic writing style and high-quality sources to support deliberations/analyses/new understandings  
(based on Dawson et al, 2022, p.16).

You may choose your preferred method for undertaking reflexivity from any of the available academically-sound models of reflexivity for this assignment.

References: APA 7th format.

<b>Weighting</b>	20%
<b>Compulsory Requirements</b>	Submit assessment item - Must submit this assessment to pass the course
<b>Length</b>	1500 words
<b>Due Date</b>	Monday 29 July 2024 at 23:00 Australian Eastern Standard Time (AEST)
<b>Submission Method</b>	Online via Canvas
<b>Assessment Criteria</b>	See marking criteria in Canvas
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - Within 15 university working days
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment

## **Assessment 4 - Professional Practice Portfolio (MNP students) - Pass/Fail**

<b>Assessment Type</b>	Written Assignment
<b>Purpose</b>	Our Integrated Professional Practice (IPP) Plan for Nurse Practitioner students is designed to support the attainment of knowledge and clinical skills required to practise safely as a Nurse Practitioner in Australia.

**This is a course requirement for Master of Nurse Practitioner Students only.**

<b>Description</b>	Students are encouraged to obtain IPP hours in professional practice settings to enhance their knowledge in self-identified areas of learning need, mostly within their metaspeciality. Identifying these 'areas of learning need' is an individual process, often in consultation with the Course Coordinator and/or their supervisors, where each student critically analyses their own practice and seeks out opportunities to move themselves towards excellence, enhancing their ability to demonstrate the NMBA Nurse Practitioner standards for practice. Professional practice capabilities are assessed during IPP hours in the practice arena by the student's supervisors. The outcomes of these assessments inform and document the student's satisfactory performance and thus facilitate timely program completion.
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### **Integrated Professional Practice Hours**

The learning emphasis in IPP is divided across the three professional experience courses (NURS6101, NURS6102 and NURS6103) in the following way:

1. Trimester 1: 100 hours of patient/client clinical assessment work (including pharmacotherapy)
2. Trimester 2: 100 hours of patient/client diagnostic and implementation work (including pharmacotherapy)
3. Trimester 3: 100 hours of advanced profession practice, education, research and leadership.

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### Documentation of Integrated Professional Practice Hours

This Trimester, students are required to

- ensure their timesheets for 100 hours of IPP per trimester of integrated professional experience are verified via signature by their nominated Clinical Supervisor/Nurse Manager/medical officer
- ensure that their supervisor/s co-sign all timesheets and assessments which have not been undertaken by them
- submit their documentation to SONIA, the School of Nursing and Midwifery's professional practice portal, where the hours will be checked at the end of trimester by the Course Coordinator (or Program Convenor)
- take responsibility for uploading documentation to SONIA
- complete 100 IPP hours by the end of this trimester, focussing on: diagnostics and implementation of care (NURS6102)

### Documentation of professional practice capability

This trimester, students are required to

1. undertake three (3) clinical supervision sessions with their Nurse Practitioner supervisor (in person or via telehealth/Zoom/Teams), using the Metaspecialites Assessment Form as a basis for discussions, and focussing on clinical assessment or clients/patients. Students then submit each completed form to SONIA.
2. arrange and attend a session where the student undertakes one or more patient clinical assessment/s observed by their nominated Clinical Supervisor (or nominated nominee Nurse Manager or medical officer) and documented using the Metaspecialites Assessment Form. Timing: approximately 20-minute observation of clinical assessment, 10 minutes discussion whilst completing the form together. Students then submit the completed form to SONIA.

### Note well:

- Names verifying Integrated Professional Practice hours and clinical assessments must be completely legible, and signatures correctly matching names
- Clinical supervisors are not to be asked to complete clinical documentation retrospectively
- Completion of the documentation is a shared responsibility between student and supervisor (or delegate)
- Submission of completed documents is the responsibility of the student
- Academic and professional staff will not remind students to complete their documentation, nor be responsible for results based on incomplete IPP records
- Evidence of unsafe and/or unsatisfactory practice will cause the observation of the student's practice to be ceased by the Supervisor (or delegate) and depending on the seriousness of the circumstances, may/may not be repeated on a later date
- These documented professional practice activities and the Reflexive Journal provide evidence of increasing practice capability over the course of enrolment in NURS6102

References: APA 7th format.

<b>Weighting</b>	Satisfactory/Unsatisfactory
<b>Compulsory Requirements</b>	Pass requirement - Must pass this assessment item to pass the course
<b>Length</b>	N/A
<b>Due Date</b>	Monday 5 August 2024 at 23:00 Australian Eastern Standard Time (AEST)
<b>Submission Method</b>	Online via Canvas
<b>Assessment Criteria</b>	See marking criteria/checklist in Canvas
<b>Return Method</b>	Online

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<b>Feedback Provided</b>	Online - Within 15 university working days
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment

## ADDITIONAL INFORMATION

**Grading Scheme** This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

<b>Communication Methods</b>	Communication methods used in this course include: <ul style="list-style-type: none"><li>- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.</li><li>- Email: Students will receive communications via their student email account.</li><li>- Phone</li><li>- Zoom</li></ul>
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<b>Course Evaluation</b>	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
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<b>Oral Interviews (Vivas)</b>	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the <a href="#">Oral Examination (viva) Procedure</a> . In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the <a href="#">Student Conduct Rule</a> .
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<b>Academic Misconduct</b>	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <a href="https://policies.newcastle.edu.au/document/view-current.php?id=35">https://policies.newcastle.edu.au/document/view-current.php?id=35</a> .
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<b>Adverse</b>	The University acknowledges the right of students to seek consideration for the impact of
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**Circumstances**

allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

**Important Policy Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures> that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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