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Objective/Criteria	Performance Indicators			
	HD	DN	CR	PP
<p><b>1. Consider the patient situation and collect cues/information</b></p> <ul style="list-style-type: none"> <li>Demonstrate a beginner’s level understanding and application of clinical reasoning cycle.</li> </ul> <p>5 marks</p>	<ul style="list-style-type: none"> <li>Forms an initial impression about what might be occurring at the time.</li> <li>Correctly determines all cues that are relevant to collect from the patient scenario.</li> <li>Differentiates between subjective and objective cues.</li> <li>Correctly identifies all subjective and objective cues.</li> </ul>	<ul style="list-style-type: none"> <li>Forms an initial impression about what might be occurring at the time.</li> <li>Determines most cues that are relevant to collect from the patient scenario.</li> <li>Correctly identifies most subjective and objective cues.</li> </ul>	<ul style="list-style-type: none"> <li>Forms an initial impression about what might be occurring at the time.</li> <li>Determines many cues which are relevant to collect from the patient scenario.</li> <li>Correctly identifies many subjective and objective cues.</li> </ul>	<ul style="list-style-type: none"> <li>Forms an initial impression about what might be occurring at the time.</li> <li>Determines some cues that are relevant to collect from the patient scenario.</li> <li>Correctly identifies some subjective and objective cues.</li> </ul>
<p><b>2. Process information</b></p> <ul style="list-style-type: none"> <li>Demonstrate a beginner’s level understanding and application of clinical reasoning cycle, and</li> <li>able to apply relevant knowledge to demonstrate a clear understanding of the assessment findings in relation to the patient’s context.</li> </ul> <p>20 marks</p>	<ul style="list-style-type: none"> <li>Identifies all relevant normal and abnormal cues.</li> <li>Analyses the cues that have been collected.</li> <li>Narrows down all the important information about the cues collected.</li> <li>Demonstrates an outstanding understanding of the assessment findings and patient’s condition in relation to the principles of anatomy and physiology.</li> <li>Compares the current situation to the previous situation including patient’s past history.</li> <li>Forms a logical opinion about what the patient is experiencing.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies all relevant normal and abnormal cues.</li> <li>Analyses some of the cues that have been collected.</li> <li>Narrows down most of the important information about the cues collected.</li> <li>Demonstrates an understanding of the assessment findings and patient’s condition in relation to the principles of anatomy and physiology.</li> <li>Compares the current situation to the previous situation.</li> <li>Forms a logical opinion about what the patient is experiencing.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies most normal and abnormal cues.</li> <li>Narrows down some important information about the cues collected.</li> <li>Demonstrates some understanding of the assessment findings in relation to the principles of anatomy and physiology.</li> <li>Compares the current situation to the previous situation.</li> <li>Attempts to form a logical opinion about what the patient is experiencing.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies some normal and abnormal cues.</li> <li>Demonstrates a limited understanding of the assessment findings in relation to the principles of anatomy and physiology.</li> <li>Some attempt to form a logical opinion about the current situation in relation to the previous situation.</li> <li>Forms a limited opinion about what the patient is experiencing.</li> </ul>

CNA152: Health Assessment 1

Assessment Task 2B – Clinical reasoning report (40%)

<p>3. Critically reflect, at a beginner’s level, on your skills performance, using scholarly sources to support your reflection.</p> <p>10 marks</p>	<ul style="list-style-type: none"> <li>• Demonstrates comprehensive reflection and insight.</li> <li>• Identifies one strength during the skills assessment and briefly explains why this promotes a positive patient outcome.</li> <li>• Identifies one aspect of your practice for improvement and explains:               <ol style="list-style-type: none"> <li>a) what you should do differently next time, and</li> <li>b) why this is important for promoting a positive patient outcome.</li> </ol> </li> <li>• Outlines one course of action for improving this aspect of your practice with relevant connections to the current literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates solid reflection and insight throughout.</li> <li>• Identifies one strength during the skills assessment and briefly explains why this promotes a positive patient outcome.</li> <li>• Identifies one aspect of your practice for improvement and explains:               <ol style="list-style-type: none"> <li>a) what you should do differently next time, and</li> <li>b) why this is important for promoting a positive patient outcome.</li> </ol> </li> <li>• Outlines one course of action for improving this aspect of your practice with some connections to the current literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some reflection and insight throughout.</li> <li>• Identifies one strength during the skills assessment and briefly explains why this promotes a positive patient outcome.</li> <li>• Identifies one aspect of your practice for improvement and explains what you should do differently next time.</li> <li>• Outlines one course of action for improving this aspect of your practice with limited connections to the current literature.</li> </ul>	<ul style="list-style-type: none"> <li>• The reflection is a description of the experience but does not attempt to provide justification for the actions which have happened.</li> <li>• Identifies one strength during the skills assessment and briefly explains why this promotes a positive patient outcome.</li> <li>• Identifies one aspect of your practice for improvement and briefly explains what you should do differently next time.</li> <li>• Outlines one course of action for improving this aspect of your practice with limited connections to the current literature.</li> </ul>
<p>4. Writes in a structured, succinct and well informed manner with references to appropriate academic literature, current research and evidence-based clinical practice guidelines. Using correct Harvard referencing style</p> <p>5 marks</p>	<ul style="list-style-type: none"> <li>• A high level of academic writing with strong evidence of planning.</li> <li>• The paper is exceptionally logical, insightful and balanced and is consistently expressed in a clear and fluent manner.</li> <li>• Accurately references all sources using the Harvard style.</li> </ul>	<ul style="list-style-type: none"> <li>• Academic writing with strong evidence of planning.</li> <li>• The paper is logical and balanced and expressed in a clear and fluent manner.</li> <li>• Accurately references the majority sources using the Harvard style</li> </ul>	<ul style="list-style-type: none"> <li>• Academic writing with clear evidence of planning with a logical flow.</li> <li>• Discussion is generally expressed in a clear and fluent manner.</li> <li>• Accurately references the majority sources using the Harvard style.</li> </ul>	<ul style="list-style-type: none"> <li>• Academic writing that is coherent and persuasive with cohesive expressions.</li> <li>• Semi-structured academic literature support the paper.</li> <li>• Accurately references sources using the Harvard style.</li> </ul>



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