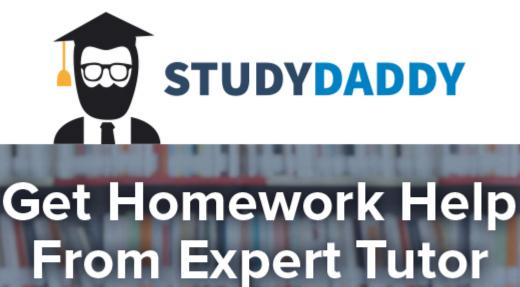


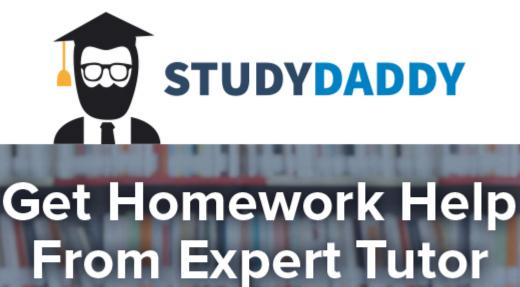
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Objective/Criteria	Performance Indicators				
	HD	DN	CR	PP	
1. Consider the patient situation and collect cues/information  • Demonstrate a beginner's level understanding and application of clinical reasoning cycle.	<ul> <li>Forms an initial impression 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> <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> <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>	Forms an initial about what mig occurring at the Determines sor are relevant to the patient scee     Correctly identisubjective and cues.	
5 marks					
Demonstrate a beginner's level understanding and application of clinical reasoning cycle, and     able to apply relevant knowledge to demonstrate a clear understanding of the assessment findings in relation to the patient's context.  20 marks	<ul> <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> <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> <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>	Identifies some abnormal cues. Demonstrates a understanding assessment find relation to the panatomy and please of the current situs previous situation. Forms a limited opinion about we patient is experious.	

## CNA152: Health Assessment 1 Assessment Task 2B – Clinical reasoning report (40%)

3. Critically reflect, at a beginner's level, on your skills performance, using scholarly sources to support your reflection.  10 marks	<ul> <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:         <ul> <li>a) what you should do differently next time, and</li> <li>b) why this is important for promoting a positive patient outcome.</li> </ul> </li> <li>Outlines one course of action for improving this aspect of your practice with relevant connections to the current literature.</li> </ul>	Demonstrates solid reflection and insight throughout.     Identifies one strength during the skills assessment and briefly explains why this promotes a positive patient outcome.     Identifies one aspect of your practice for improvement and explains:     a) what you should do differently next time, and     b) why this is important for promoting a positive patient outcome.     Outlines one course of action for improving this aspect of your practice with some connections to the current literature.	<ul> <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>	The reflection is description of the experience but attempt to proving justification for actions which happened. Identifies one stiduring the skills and briefly explipromotes a posoutcome. Identifies one a practice for implied and briefly explip you should do conext time. Outlines one coaction for impressible of your part of the second second control of the second contro
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	<ul> <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> <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> <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>	Academic writing coherent and participated in cohesive expressions.     Semi-structured academic literary support the page.     Accurately refersions using the style.





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