NURS 6305 COURSE SYLLABUS: SPRING 2015

COURSE TITLE: Advanced Health Assessment

COURSE NUMBER: NURS 6305

SEMESTER OFFERED: Spring 2015

COURSE DESCRIPTION: The course presents the theoretical and clinical principles for advanced health assessment in advanced practice nursing. Emphasis is placed on physical, psychosocial, and cultural assessments skills that are necessary to develop a comprehensive health database, clinical decision making, and diagnostic reasoning skills. It also involves application of advanced health assessment principles and skills necessary for performing a comprehensive physical examination of clients across the lifespan. Integration of theory is tested in the laboratory setting. A plan of care will be developed based on the formulation of differential medical diagnoses.

COURSE CREDIT: 2 hours class (2 class hours = 2 credit hours)
1-hour lab (3 lab contact hours = 1 credit hour)
3 Semester Credit Hours total

PREREQUISITE: Graduate student status and consent of the instructor.

LOCATION: TBA

TIME: Hybrid On-line
Campus Lab: Tuesday 6:00 pm – 8:00 pm
Outside Clinical Lab: Total hours: 45 hours - arranged by student
Primary Care Setting: 29 hours
Women’s Health: 16 hours

FACULTY:
B. Bautista, DNP, APRN, FNP-BC, CCD, CDE - (COURSE COORDINATOR)
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bbautista@utpa.edu

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Georgina Sanchez, APRN, FNP-BC / @utpa.edu

Hilda Solis, APRN, ANP-BC / @utpa.edu

* Faculty will be available per appointment.
They will also be accessible via Blackboard and e-mail.

* Students will be responsible for checking Blackboard daily for class information as well as class changes.
Upon the completion of the course, the student will have been given the opportunity to:

1. Systematically apply a problem solving approach to the collection, synthesis, and communication of relevant subjective data.

2. Modify the history, physical exam, and screening procedures according to the client's age, developmental level, culture, and psychosocial status.

3. Differentiate among normal and abnormal variants of historical and physical findings based on lifespan changes and normal anatomy and physiology.

4. Perform a complete systematic physical examination using techniques of inspection, palpation, percussion, and auscultation on pediatric and adult clients.

5. Use assessment tools safely and competently.

6. Evaluate and assess risk factors and health promotion behaviors of individuals across the lifespan.

7. Perform basic laboratory tests and interpret/apply other laboratory/diagnostic data.

8. Analyze and synthesize client data to identify physical, social, and environmental factors that influence health.

9. Analyze findings for significant trends or patterns that lead to risk profile development or identification of an altered health state or presence of disease.

10. Develop differential medical diagnosis based on analysis of assessment and data findings.

11. Demonstrate competence in presenting a systematic and complete written summary of the findings of the health history and physical assessment.

12. Develop an effective and appropriate plan of care, using evidenced-based practice guidelines, and lifespan considerations for each patient.

13. Successful completion and passing of complete integrated physical examination.

14. Develop active leadership in interprofessional collaboration with other health care professionals to meet the comprehensive needs of the client.

15. Analyze and critique self in terms of knowledge, skills and judgment in assessing patients.
COURSE OVERVIEW:

This clinical course is designed to build upon the student's baccalaureate and professional practice physical assessment and history-taking knowledge and skills. The course focuses on skills necessary in advanced nursing practice. It also provides opportunities for the student to perform comprehensive and problem specific psychosocial, developmental, cultural and physical assessments and establishing patient centered databases. The student will be expected to review the healthcare database to make a determination on the healthcare status of the client, identify existing and new health problems and formulation of differential diagnoses.

Clinical experiences will provide the student with opportunities to perform advanced practice assessment skills and improve history-taking skills. Students will receive feedback on clinical performance from faculty and preceptors in the laboratory and clinical sites. Students will be expected to be self-directed in their own learning and approach every learning opportunity with clear and measurable objectives.

Faculty Advisors: Students will be assigned to a course faculty member as a resource throughout the semester. The student will be expected to communicate regularly with the faculty member and voice any problems or concerns regarding course assignments and grades. The chain of command to report problems or concerns should be followed at all times. The student should voice the concerns to the faculty advisor first and if the problem is not resolved the student then should make an appointment with the Course Coordinator.

MSN STUDENT LEARNING OUTCOMES:

1. Function as a scholar clinician with critical thinking skills supported by theories from the natural, behavioral and social sciences.

2. Function as a nursing leader and multidisciplinary collaborator in the provision and evaluation of health care.

3. Practice in an advanced nursing role to provide culturally competent care to patients in diverse health care settings.

4. Participate in, evaluate, and use research to promote the body of nursing knowledge.

COURSE INFORMATION

Course Content:

Course content will include: a) communication and taking the health history; b) holistic assessment including life span development, nutrition, and activities of daily living; c) cultural considerations with emphasis on the Mexican-American population; d) advanced physical assessment and evaluation of the skin, hair, nails, face, head, neck, eyes, ears, nose, mouth, throat, lymphatic system, breasts, respiratory system, cardiovascular system, abdomen, musculoskeletal system, neurological system, male and female genitalia, and anus and rectosigmoid region; e) family assessment; f) assessing special populations including pediatric, pregnant, aging, and functionally limited clients; g) simulated lab demonstration; h) integrated/focused physicals; i) common systemic problems; and j) differential medical diagnoses. Outside campus clinical experiences will give the student an opportunity to perform and improve health history taking and physical assessment skills in a variety of primary care settings under the direction/input of qualified and approved preceptors. Laboratory experiences provide the students with opportunities to apply health assessment concept and skills under the supervision of faculty and clinical preceptors. In
campus lab, students will be supervised in practicing skills in a simulated setting involving peers and anatomical models. Students are expected to be autonomous and self-directed in their learning with clearly articulated and measurable objectives. These objectives must be shared with their assigned lab instructor and their clinical preceptors as part of the Clinical Preceptor Agreement/Contract (found under the FORMS tab) on BB Learn.

Evaluation Methods:

1. **Class component: (65%)**
   - Quizzes* 20%
   - Mid-term examination 25%
   - Final Examination 20%

*Quizzes and exams will consist of short answer, listing, and matching, identification and/or multiple-choice questions. Additionally, simulated situations whereby students will use assessment skills in responding to questions may be included.

*5-point deduction from the final course grade for unexcused tardiness to class

2. **Clinical Component: (35%)**
   - 3 Weekly SOAP Notes (in lab) 5%
   - Adult Write-up* 5%
   - Pediatric Write-up* 5%
   - Simulated lab Evaluation (Weekly-in lab) Pass/Fail
   - Integrated Physical Assessment Pass/Fail
   - Integrated Health & Physical Assessment Write-Up* 15%
   - Clinical Log 5%

*Late assignments will not be accepted unless prior permission has been granted from the Course Coordinator

**GRADING SCALE:**

- 90 – 100 = A
- 80 – 89 = B
- 75 – 79 = C
- ≤75 = F

**PROGRESSION:**

A grade of “B” or better is required to pass this course. Students must also earn a Pass in the Clinical Component, regardless of the theory grade. Unsafe practice, including unethical conduct in the Clinical Component area will result in failure of the course.

**INSTRUCTIONAL LEARNING METHODS:**

This course is taught in a combined online format, including Tegrity-recorded lectures, assigned textbook & up-to-date journal article readings, Evolve Online learning activities (to accompany Ball’s 2015 textbook) and UTPA Library videos (Lippincott) as well as outside clinical labs, scheduled mandatory weekly face-to-face sessions to include hands-on practice exercises, weekly quizzes, and the 2 major exams. Video recording of student’s performance in campus lab will be used to enhance learning.
Weekly Campus Lab/class:
Scheduled Lab/class attendance is mandatory. Absences may cause the student to be unable to meet course objectives and can affect grades. **Tardiness will not be tolerated unless prior notification** to instructor is made via email or phone at least 30 minutes before class. We will start promptly at 6:00pm with class announcements, notifications updates, Weekly Quiz, and it is imperative that everyone be present. **Students will not be allowed to take the weekly quiz if he or she is tardy. Any missed quizzes/exams and will earn a grade of Zero. A 5-point deduction from the final course grade will also be inferred for unexcused tardiness to lab/class. Therefore, please make sure that you make arrangements to be at every scheduled lab/Exam.** When unable to meet the learning activity/assignment on the due date, **the student must arrange for make-up with the course coordinator, prior to the original due date. The student will be responsible for keeping track of their grades and make appointments as needed with faculty advisor to discuss their needs and ways to improve their academic success.**

Outside Clinical Lab:
The student will be responsible for contacting the clinical preceptor and the faculty advisor if unable to attend scheduled clinical assignment. Students will be responsible for scheduling their own clinical experiences. A current list of approved preceptors will be posted on BB Learn as a reference under **Current Affiliation Agreement List for 2014-2015 Preceptors.** The student will be expected to turn in the preceptor agreement with the exact dates and times of the scheduled clinical to their assigned lab instructor a week prior to attending clinical. It is the student’s responsibility to make an appointment with the preceptor to arrange for make-up of missed activities. If absences are so numerous that clinical cannot reasonably be made up and course objectives have not been met, a **Fail** grade for the assignment will be given.

**OTHER STUDENT RESPONSIBILITIES:**

**Typhon:**
The MSN Program has implemented a new student clinical tracking system. Each student will be required to purchase access to this database **($75).** Typhon functions as a complete electronic student tracking system, including comprehensive collection of each student’s patient encounter logs that need to be tracked during their clinical rotations. Upon registering for the course, each student will receive an e-mail with a link to Typhon Group website in order to purchase access. The 1-time purchase will allow students to track their clinical hours throughout their graduate studies in the MSN program at UTPA until graduation. More information regarding Typhon will be offered during the first week of classes.

**Practice Laboratory Attire:**
White (ironed) lab coats over regular clothing are required for all located outside of the Health Sciences Building. Name pins/UTPA photo ID must be worn at all times while in the clinical setting and must be worn with the lab coat. The pins for the MSN Program are white with black lettering in the following format:

Name, R.N.
UT-PA MSN Student

**Immunizations:**
Students must be up to date on all required immunizations. They must have a recent PPD or chest x-ray result within the last year, must have all three Hepatitis B vaccinations, must have a recent T’d (within the last 10 years), and must have proof of two MMR vaccinations or MMR titers. **Immunizations must be up to date before the student can participate in clinical activities. Proof must be turned into the Nursing Office for filing before beginning clinical.**

**Liability Insurance:**
Each student will be assessed a fee annually for Student Liability Insurance. Fee may vary by clinical track. Student may need to present to clinical preceptor if requested.
Background Check:
Beginning fall 2008, The College of Health Sciences and Human Services will require student criminal background checks for all currently enrolled and newly admitted students in various programs including the graduate program in nursing. Background checks are reflective of the last seven years and will be honored for the duration of the student’s enrollment in the designated program provided there is no break in enrollment. (See Appendix B and C of the MSN Graduate Student Guide for specific information)

Classroom Etiquette:
Cellular telephones/iPads/computers/beepers that make audible noise will not be allowed in lab/class or clinical. Bringing visitors (children, relatives, and friends) to class is inappropriate; however, in an emergency or special situation, prior permission of the instructor may be sought.
In addition to this course’s classroom etiquette, students are expected and required to comply with the Student Conduct Code (found in UTPA’s Handbook of Operating Procedures (HOP) section 5.5.2) and to observe standards of conduct appropriate for an academic institution. The purpose of this policy is to provide fair notice of conduct which is considered unacceptable at UTPA and which may be the basis for suspension, expulsion, or other disciplinary action. For a list of prohibited acts or practices, please click on the Student Conduct Code link above.

STATEMENT ON PLAGIARISM:
Plagiarism is a serious form of academic dishonesty which may result in severe penalties. Plagiarism occurs when a person passes off someone else’s work as his or her own. This can range from failing to cite an author for ideas incorporated into a student’s paper to cutting and pasting paragraphs from different websites to handing in paper downloaded from the internet. All are plagiarism. Students are referred to the UTPA HOP Section 5.5.2 Student Conduct code (as above) for more information.

PERSONS WITH DISABILITIES
If you have a disability which will make it difficult for you to carry out the activities for this course or if you need special assistance due to a disability, please contact the coordinator at the Office of The Dean of Disability Services’ phone number, 956-665-7005. Appropriate arrangements/accommodations can be made. Please contact the office at the beginning of the semester if you have an existing disability or as soon as possible should you become disabled during the semester. Disability Services Office is located at the University Center, room 108. You can also email them at disabilityservices@utpa.edu

STANDARD PRECAUTIONS:
Hepatitis B and human immunodeficiency virus (HIV) infections are significant and growing risks in the U.S. especially for health care workers. Because these infections can be prevented it is mandatory that STANDARD PRECAUTIONS be followed. Review of these precautions can be obtained via video #V007 "Universal Precautions: AIDS and Hepatitis B for Health Care Workers” available in the Campus Laboratory Room #1.112 located in the School of Health Sciences Building.

HIPPA:
The national health information privacy standards issued by the U.S. Department of Health and Human Services (DHHS), pursuant to the Health Insurance Portability and Accountability Act of 1996 (HIPPA) guarantee security and privacy of health information. Students will be responsible for complying with the standards as set forth by DHHS in providing protection for the privacy of individually identifiable health data, referred to as protected health information (PHI). Students will sign a confidentiality statement prior to beginning clinical.
LABORATORY COMPONENT

Overview:
Laboratory experiences provide the students with opportunities to apply health assessment concept and skills under the supervision of faculty and clinical preceptors.

*Evolve Student Study Resources* - access (prior to lab) and complete pertinent activities included in the required *Seidel’s Guide to Physical Examination* (8th Ed) in order to be prepared to enhance their laboratory/clinical experience.

Campus Laboratory Experiences:
Campus lab content will provide faculty-supervised clinical experiences to perform and improve history-taking and assessment skills using a simulated setting involving peers and anatomical models. All students will be expected to do a focused health-history interview along with the focused examination pertinent to each week's content.

On-campus laboratory components will include:
Weekly quizzes on assigned activities and readings

*Hands-on* practice exercises based on this week's content, including **ALL videos**

*Simulated lab Evaluation Pass/Fail grade* - The second half of the laboratory session, two randomly selected students will be given a Chief Complaint (based on the week's content) and then they will proceed to complete this exercise in front of their own peers. The faculty's evaluation of the student will serve as the *Simulated lab Evaluation Pass/Fail grade*. (See *Simulated Lab Evaluation Criteria on BB Learn under the FORMS tab*)

*Soap Notes* - there will be a total of 3 SOAP notes completed during Week 3, 6, & 15 focused on the readings and content of that week. (See *Grading Criteria for SOAP Notes on BB Learn under the FORMS tab*)

Clinical Practice Experience:
Clinical experiences should include pediatrics, ob/gyn and adult/geriatrics. Students will collect histories and perform physical assessments on clients in clinics from any of these primary care settings, and/or Student Services (SHS). In order to meet the **Clinical Component Grade**, the student will select 2 patients (1 adult & 1 pediatric) from their clinical sites and follow the **Write-Up Evaluation Criteria** within this syllabus. **Due dates should coincide with 1 week post encounter.**

The course instructor will collect and review logs at specified intervals documented on Typhon. Student **MUST** complete clinical hours by **April 17, 2015**. (See *Clinical Log Criteria on BB Learn under the FORMS tab*)

The focus of assessments will correspond to the areas identified in the Typhon Template.

Integrated Physical Exam: (See *Integrated Physical Assessment Criteria on BB Learn under the FORMS tab*)
Students will be required to perform a safe, accurate, and complete physical assessment in the campus lab. Physical assessment of the male and female genitourinary system will be performed using simulated models in the campus lab.

Students are expected to contract with a classmate to be the client. Faculty will be present during the assessment to evaluate student performance. The student must arrive 15 minutes before the examination time. They must contact faculty ahead of time should they not be able to meet at the scheduled appointment. Video recording of the student’s performance will be used to enhance learning.

The student is required to pass the integrated physical assessment in order to receive a passing grade for the course. If the student receives a “Fail” grade, the student will not be allowed to proceed with NURS 6305 and will receive a failing grade for the course. If the student receives a “Pass with Reservation” grade, the student will be allowed, only once, to repeat the section(s) within the physical assessment deemed necessary by the faculty grading the student. The student is then responsible for arranging a time with the faculty in order to repeat the physical assessment. However, the student must practice and learn the required section(s) needed to pass before arranging a new time with faculty (no earlier than 1 week after receiving grade). If the student does not perform to the level necessary to pass, the student will receive a “Fail” grade and will not be allowed to proceed with NURS 6305.

The physical examination component of the write up will be due the **day after the exam**.
REQUIRED TEXTS:


RECOMMENDED TEXTS:


SUPPLEMENTAL RESOURCES/ ASSIGNMENTS:

*AccessMedicine* resources under UTPA Library *Articles and Databases* (must create an account)

*Evolve Student Study Resources* included in the required *Seidel's Guide to Physical Examination* (8th Ed)

REQUIRED-Audiovisuals: *Lippincott's Nursing Health Assessment Video Series* under UTPA Library Online Media (must create an account). See link under *LIBRARY* tab on BB Learn.

*Up-to-date* resources under UTPA Library *Articles and Databases* (must create an account)
Required Equipment:

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<th>Item</th>
<th>Description</th>
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<tbody>
<tr>
<td>Stethoscope with bell and diaphragm</td>
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<td>Reflex hammer*</td>
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<td>Watch with second hand</td>
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<td>Tuning fork*</td>
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<td>Penlight</td>
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<td>Oto – ophthalmoscope*</td>
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<td>Measuring tape (in / cm)</td>
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*Optional for personal acquisition:      |
Available in the Nursing Lab for use in  |
the lab only and **cannot** be removed  |
from the Lab for use in the home or      |
clinical practice areas.                  |

***Word & PDF document forms found on BB Learn include:***

- CDC Immunization 0-18 yr Schedule 2015
- CDC Immunization Adult Schedule 2015
- Denver II
- MSN Write-up Evaluation Criteria
- Simulated Lab Evaluation Criteria
- Integrated Physical Assessment Criteria
- Integrated Physical Exam Final Documentation
- Clinical Preceptor Agreement/Contract (attached with Clinical Objectives)
- Preceptor Evaluation of Student
- Evaluation of Clinical Preceptor
- Clinical Log Criteria
- Evaluation Survey of Clinical Site by Student
- Graduate Course Evaluation Instrument (hand delivered on May 12)
- Grade Sheet
- For New Affiliations-3 separate forms (can also be found under UTPA-College of Health Sciences & Human Services website under FORMS):
  - Affiliation Agreement Contact Form
  - COHSHS Program Agreement 2015
  - Educational Experience Affiliation Agreement 2015

**COURSE EVALUATIONS:**

**Mandatory Course Evaluation Period** (April 12 – May 6). Students are required to complete an ONLINE evaluation of this course, accessed through your UTPA account (https://my.utpa.edu/); you will be contacted through email with further instructions on the evaluation process. The evaluation window closes at 11:59 pm on December 6th, the last day of classes for the fall semester. Students who complete their evaluations by December 6th will have priority access to their grades.

**TECHNICAL REQUIREMENTS**

The student will be expected to be able to use and navigate through UTPA On-Line Learning via Blackboard. The UTPA policy requires all electronic communication between the University and students be conducted through the official University supplied systems namely Bronc Mail and Blackboard/UTPA for correspondence with UTPA faculty and staff.

It is the responsibility of the student to make sure the Tegrity recording is up and running by the designated deadline time. The student is responsible in contacting IT for any issues related to technical difficulties. There will be a 5-point deduction for any delay in “publishing” the recording by the stated time frame so the student should be checking their emails for any such alerts.

**OTHER STUDENT RESPONSIBILITIES**

Students will be responsible for self-directed learning. The student should be able to use and incorporate other sources and methods of learning. He/she should be able to navigate through the library databases to research and investigate other learning opportunities. They should be competent in using APA format for assignments as indicated.
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<thead>
<tr>
<th>DATES</th>
<th>WEEK</th>
<th>CONTENT</th>
<th>READINGS/ASSIGNMENTS</th>
<th>LAB/ACT CONTENT</th>
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<tbody>
<tr>
<td>1/20</td>
<td>I</td>
<td>Introduction &amp; Overview of Course</td>
<td>Course Syllabus</td>
<td>No hands-on lab but you will be responsible for the content which is essential as you proceed with the content of this course.</td>
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<td>Physical Examination &amp; History Taking</td>
<td>Ball: Ch. 1-4, 24-26</td>
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<td>Clinical Decision Making, Differential Diagnosis Dev.</td>
<td>Chiocca: Ch. 1, 3-7, 25</td>
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<td>SOAP documentation</td>
<td>Goolsby: Ch. 1-2</td>
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<td>Family Health Risks including the Ecomap &amp; Genogram</td>
<td><strong>VIDEOS- Lippincott</strong></td>
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<td>- Basics of the Nursing Health History</td>
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<td>- Interview Techniques</td>
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<td>- Health History</td>
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<td>- Validating Data</td>
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<td><strong>Evolve Student Checklist</strong></td>
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<td>- History &amp; Interview</td>
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<td><strong>Tegrity-LECTURE: #1 &amp; 2</strong></td>
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<td>1/27</td>
<td>II</td>
<td>Gynecological Examination</td>
<td>Ball: Ch. 18, 23; lifespan for each ch.</td>
<td>Weekly Quiz based on this week’s readings</td>
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<td>Special Populations: Pregnant Clients</td>
<td>Chiocca: Ch.19</td>
<td><strong>Hand-on</strong>-Gynecological Exam using anatomical models</td>
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<td>Special Populations: Sports Physical</td>
<td>Goolsby: Ch. 13, 19</td>
<td><strong>Simulated lab Evaluation</strong>- 2 randomly selected students will perform a focused gynecological examination on an anatomical model.</td>
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<td><strong>VIDEOS- Lippincott</strong></td>
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<td><strong>VIDEOS-Seidel’s:</strong></td>
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<td>- Inspecting the Cervix</td>
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<td>- Palpating the Skene &amp; Bartholin Glands</td>
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<td>- Palpating the Uterus Bimanually</td>
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<td><strong>Evolve Student’s Key Points</strong></td>
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<td>Female Genitalia</td>
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<td><strong>Evolve Student Checklist</strong></td>
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<td>- VS &amp; Pain Assessment; Sports Participation Evaluation; Female Genitalia</td>
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<td>- Name that Abnormality</td>
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<td>- Risk Factor ID Challenge</td>
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<td>- The Specimen Collection</td>
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<td><strong>Tegrity-LECTURE: #5 &amp; 6</strong></td>
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<td>2/03</td>
<td>III</td>
<td>Special Populations: Geriatric Clients</td>
<td>Ball: Ch. 6-7; lifespan for each chapter; recording/documentation on pedi</td>
<td>Weekly Quiz based on this week’s readings</td>
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<td>Special Populations: Pediatric Clients</td>
<td>Chiocca: Ch. 1-2, 8-11, 25</td>
<td><strong>Soap Notes-activity Hand-on</strong> practice exercises</td>
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<td>Genetics in Advanced Practice Nursing</td>
<td>Goolsby: Ch. 2, 18, 20</td>
<td><strong>Simulated lab Eval-2</strong> randomly selected students (1 will be the pt &amp; the other will be the FNP) will perform a focused health history &amp; examination on another peer.</td>
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<td>Nutritional Evaluation &amp; Assessment</td>
<td><strong>CDC Immunization 0-18 yr Schedule2015</strong></td>
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<td><strong>Evolve Student Case Studies</strong></td>
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<td>Videos</td>
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</table>
| 2/10  | IV   | Integumentary System Lymphatic System | Ball: Ch. 8, 9  
Bolognia: Reading consistent with slide content  
Chiocca: Ch. 12, 19  
Goolsby: Ch 2  
Rhoads: Pgs 89-96, 255-276 | Skin Slides-Included on BB Learn  
VIDEO'S –Lippincott:  
-Skin Hair Nails  
VIDEOS-Seidel's:  
-Examining the Hair  
-Measuring Angle of the Nail Base  
-Palpating Lymph Nodes in Arms  
-Palpating Head/Neck Nodes  
-Palpating Inguinal Lymph Nodes | Weekly Quiz based on this week’s readings  
Hand-on practice exercises  
Simulated lab Evaluation-4 randomly selected students (2-patients & 2-FNP) will perform a focused health history & examination on another peer. |
| 2/17  | V    | Head & Neck | Ball: Ch. 10-12  
Chiocca: Ch. 13-16  
Goolsby: Ch 4-6  
-Head & Neck  
-Eyes  
-Ears, Nose, & Throat  
VIDEOS-Seidel's:  
-Assessing the TMJ  
-Inspecting the Thyroid Gland  
-Palpating the Thyroid Gland  
-Assessing Pupillary Response to Light  
-Assessing the 6 Cardinal Fields of Gaze  
-Assessing the Auricle's Position  
-Assessing the Oropharynx and Gag Reflex  
-Inspecting the Auditory Canal and Tympanic Membrane  
-Inspecting the Buccal Mucosa, | Weekly Quiz based on this week’s readings  
Hand-on practice exercises  
Simulated lab Evaluation-4 randomly selected students (2-patients & 2-FNP) will perform a focused health history & examination on another peer. |
Teeth, and Gums
- Inspecting the Nasal Cavity
- Performing the Weber and Rinne Tests

**Evolve Student’s Animations**
- Anatomy of the Pharynx

**Evolve Student’s Key Points**

**Evolve Student Checklist**

**Evolve Interactive activities**
- Examine Katie’s Head & Neck: A Beat-the-Clock Exercise
- Hyperthyroidism vs. Hypothyroidism: Test Your Knowledge
- Taking a History: Ask the Right Questions
- The Headache Maze: A Mix-and-Match Exercise
- Build the Eye: An architectural exercise
- Common Abnormalities and Variations: Photo gallery
- The Six Cardinal Fields of Gaze
- The Ear Anatomy Challenge
- The Nose & Throat Anatomy Challenge
- Risk Factor ID Challenge
- Sinus Mapping: An exercise in location and function
- The TM Photo Gallery

**Tegrity - LECTURE:**

2/24 VI Lungs/Thorax

Ball: Ch 13
Chiocca: Ch. 17
Goolsby: Ch. 8
Rhoads: Pgs. 37-48, 231-244

**VIDEO’S - Lippincott:**
- Thorax/Lungs

**VIDEOS - Seidel’s:**
- Following the Percussion & Auscultation Sequence
- Palpating for Thoracic Expansion
- Performing Diaphragm Excursion

**Evolve Student’s Animations**
- Asthma
- Atelectasis, Mucus Plug in Bronchus
- Pulmonary Embolus
- Simple Pneumothorax
- Tension Pneumothorax

**Evolve Interactive activities**
- Breath Sounds: What is Normal and What is Not?
- Match that Disorder: A Mix-and-Match Exercise
- Name that Tone: Percussion Tone

**Weekly Quiz** based on this week’s readings

**Soap Notes-activity**

**Hand-on practice exercises**

**Simulated lab Eval**-4 randomly selected students (2-patients & 2-FNP) will perform a focused health history & examination on another peer.
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Section</th>
<th>Reading Sources</th>
<th>Activities</th>
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<tbody>
<tr>
<td>3/03</td>
<td>VII</td>
<td>Cardiovascular</td>
<td>Ball: Ch. 14-15&lt;br&gt;Chiocca: Ch. 18&lt;br&gt;Goolsby: Ch. 7&lt;br&gt;Rhoads: Pgs. 191-198</td>
<td>Videos-Lippincott:&lt;br&gt;-Neck Vessels&lt;br&gt;-Peripheral Systems&lt;br&gt;<strong>Evolve Student Animations</strong>:&lt;br&gt;-Coronary Blood Flow&lt;br&gt;-A Fib VS Normal Sinus Rhythm&lt;br&gt;-CHF&lt;br&gt;-Mitral and Aortic Valve&lt;br&gt;-Regurgitation&lt;br&gt;-Pericardium Tamponade&lt;br&gt;-Deep Vein Thrombosis&lt;br&gt;<strong>Evolve Student’s Key Points</strong>:&lt;br&gt;-The Electrocardiogram ID Challenge&lt;br&gt;-Heart Sounds&lt;br&gt;-Risk Factor ID Challenge&lt;br&gt;-Take a Journey through Joe’s Heart&lt;br&gt;-Risk Factor ID Challenge&lt;br&gt;-Take a Journey through Joe’s Great Vessels&lt;br&gt;<strong>Evolve Student Case Studies</strong>&lt;br&gt;<strong>Tegrity-LECTURE</strong>: Weekly Quiz based on this week’s readings Hand-on practice exercises Simulated lab Eval-4 randomly selected students (2-patients &amp; 2-FNP) will perform a focused health history &amp; examination on another peer.</td>
</tr>
<tr>
<td>3/10</td>
<td>VIII</td>
<td>Mid-Term Exam</td>
<td>STUDY, STUDY, STUDY!!!!!!!</td>
<td></td>
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<tr>
<td>3/17</td>
<td>IX</td>
<td>Spring Break</td>
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<tr>
<td>3/24</td>
<td>X</td>
<td>Neurological</td>
<td>Ball: Ch. 5 &amp; 22&lt;br&gt;Chiocca: Ch. 2, 22-24&lt;br&gt;Goolsby: Ch. 15, 17&lt;br&gt;Rhoads: Pgs. 57-66, 141-148, 277-284</td>
<td>Videos-Lippincott:&lt;br&gt;-Mental Status&lt;br&gt;-Neurological&lt;br&gt;<strong>Evolve Student Animations</strong>:&lt;br&gt;-Coronary Blood Flow&lt;br&gt;-A Fib VS Normal Sinus Rhythm&lt;br&gt;-CHF&lt;br&gt;-Mitral and Aortic Valve&lt;br&gt;-Regurgitation&lt;br&gt;-Pericardium Tamponade&lt;br&gt;-Deep Vein Thrombosis&lt;br&gt;<strong>Evolve Student’s Key Points</strong>:&lt;br&gt;-The Electrocardiogram ID Challenge&lt;br&gt;-Heart Sounds&lt;br&gt;-Risk Factor ID Challenge&lt;br&gt;-Take a Journey through Joe’s Heart&lt;br&gt;-Risk Factor ID Challenge&lt;br&gt;-Take a Journey through Joe’s Great Vessels&lt;br&gt;<strong>Evolve Student Case Studies</strong>&lt;br&gt;<strong>Tegrity-LECTURE</strong>: Weekly Quiz based on this week’s readings Hand-on practice exercises Simulated lab Eval-4 randomly selected students (2-patients &amp; 2-FNP) will perform a focused health history &amp; examination on another peer.</td>
</tr>
</tbody>
</table>
- Assessing Emotional Stability
- Assessing Memory
- Assessing Cranial Nerves VII & IX
- Assessing the Patellar and Achilles Reflexes
- Testing Accuracy Movements 1
- Testing Accuracy Movements 2

Evolve Student’s Animations -
- Cranial Nerves
- Spine

Evolve Student’s Key Points -

Evolve Student Checklist -

Evolve - Interactive activities -
- The Brain: An Inside View
- The Cranial Nerves
- Reflexes: A Matching Exercise
- Risk Factor ID Challenge

Tegrity - LECTURE:

Weekly Quiz based on this week’s readings
Hand-on practice exercises
Simulated lab Eval - 4 randomly selected students (2-patients & 2-FNP) will perform a focused health history & examination on another peer.

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3/31  XI  Abdomen

Ball: Ch. 17
Chiocca: Ch. 19
Goolsby: Ch. 10
Rhoads: Pgs. 27-36, 49-56, 149-156

Video-Lippincott:
- Abdomen

Videos-Seidel’s:
- Assessing the Liver Span
- Auscultating the Abdomen
- Palpating the Kidneys

Evolve - Interactive activities
- The Abdomen Anatomy Challenge
- The Hepatitis Game
- Name that Abnormality
- What’s Causing that Pain?

Evolve Student’s Animations -
- Abdomen Aortic Aneurysm
- Appendicitis Symptoms
- Digestion in Stomach/Intestines
- Renal Anatomy & Function

Evolve Student’s Key Points -

Evolve Student Checklist -

Evolve Student Case Studies

Tegrity - LECTURE:

Weekly Quiz based on this week’s readings
Hand-on practice exercises
Simulated lab Eval - 4 randomly selected students (2-patients & 2-FNP) will perform a focused health history & examination on another peer.

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4/7  XII  Genitourinary

Genitalia-male, female

Breast & Axillae

Ball: 16, 18-20
Chiocca: Ch 20
Goolsby: Ch. 9, 11, 12, 13
Rhoads: Pgs. 5-12, 19-26, 213-222, 285-296

Video-Lippincott:

Videos-Seidel’s:

Evolve Student’s Animations -
- Breast Mass Signs & Symptoms
- Lymphatic Drainage of the Breast
- Ring that Bell: A Documentation Exercise

Tegrity - LECTURE:

Weekly Quiz based on this week’s readings
Hand-on practice exercises
Simulated lab Eval - 4 randomly selected students (2-patients & 2-FNP) will perform a focused health history & examination on another peer.
<table>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>4/14</td>
<td>XIII</td>
<td>Musculoskeletal System</td>
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<tr>
<td>4/21</td>
<td>XIV</td>
<td>Integrated Physical Examinations</td>
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<tr>
<td>4/28</td>
<td>XV</td>
<td>Integrated Physical Examinations</td>
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<tr>
<td>5/05</td>
<td>XVI</td>
<td>Diagnostics &amp; Interpretation</td>
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<tr>
<td>5/12</td>
<td>XVII</td>
<td>COMPREHENSIVE FINAL EXAM</td>
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</tbody>
</table>

- Risk Factor ID Challenge
- The Menstrual Cycle
- Name that Abnormality-Ch.18
- Risk Factor ID Challenge
- The Specimen Collection Challenge
- It's a Hernia: A Mix-and-Match Exercise
- Name that Abnormality-Ch.19
- Ring that Bell: A Documentation Exercise
- Risk Factor ID Challenge
- The Facts Challenge
- Name that Abnormality-Ch.20
- Risk Factor ID Challenge

Evolve Student’s Key Points-
Evolve Student Checklist-
Evolve -Interactive activities

UTI
- Female External Genitalia
Male External Genitalia

Tegrity-LECTURE:

Weekly Quiz based on this week’s readings
Hand-on practice exercises
Simulated lab Eval-4 randomly selected students (2-patients & 2-FNP) will perform a focused health history & examination on another peer.

4/21 XIV Integrated Physical Examinations
- Ball: 1-4, 24-26
- See Integrated Physical Examination Criteria

4/28 XV Integrated Physical Examinations
- Ball: 1-4, 24-26
- See Integrated Physical Examination Criteria

5/05 XVI Diagnostics & Interpretation
- Ball: Ch 24-27
- Chiocca: Ch 2, 25
- Goolsby: Ch. 16
- Rhoads: Pgs 117-124

Tegrity-LECTURE:

Weekly Quiz based on this week’s readings
Soap Notes-activity Evaluation Survey of Clinical Site DUE

5/12 XVII COMPREHENSIVE FINAL EXAM

STUDY, STUDY, STUDY!!!
INTEGRATED HEALTH HISTORY AND PHYSICAL ASSESSMENT GUIDELINES

Purpose:
The purpose of the integrated physical examination and health history is to evaluate the student’s level of competence and the use of integrated assessment skills and techniques.

Criteria:
The following criteria are presented to assist the student in completing this course requirement:
1. It is the student’s responsibility to make arrangements with the instructor for the physical assessment demonstration.
2. The student will select a nursing classmate as the client for all components of this course requirement, with the exception of assessment of the genitourinary system which will be performed using simulated models in campus lab.
3. Prior to the physical assessment demonstration, the student will have interviewed the client to obtain a complete personal and family history, cultural assessment, and review of systems.
4. The instructor will evaluate the student as the complete physical assessment is performed.
5. The student will analyze and synthesize all data, integrate the findings, and identify medical differential diagnoses with a management plan that includes evidence-based guidelines and management plans.
6. The student will submit all documentation within 24 hours following completion of the physical examination.

Evaluation:
The student will be evaluated by the instructor using the criteria identified in the Evaluation of Integrated History and Physical Assessment form.

The student is required to pass the integrated physical assessment in order to receive a passing grade for the course. If the student receives a “Fail” grade, the student will not be allowed to proceed with NURS 6305 and will receive a failing grade for the course. If the student receives a “Pass with Reservation” grade, the student will be allowed, only once, to repeat the section(s) within the physical assessment deemed necessary by the faculty grading the student. The student is then responsible for arranging a time with the faculty in order to repeat the physical assessment. However, the student must practice and learn the required section(s) needed to pass before arranging a new time with faculty (no earlier than 1 week after receiving grade). If the student does not perform to the level necessary to pass, the student will receive a “Fail” grade and will not be allowed to proceed with NURS 6305.
The following documents must be turned in with each student’s clinical log:

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>POINTS</th>
<th>GRADE/COMMENTS</th>
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<tbody>
<tr>
<td>1. Preceptor Agreement/Contract</td>
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<td>2. Preceptor Data Sheet</td>
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<td>3. Preceptor Evaluation of Student</td>
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<td>4. Evaluation of Clinical Preceptor</td>
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<td>5. Evaluation of Clinical Site</td>
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<td>6. TYPHON DATA ENTRY (On a timely manner, completed following Typhon template)</td>
<td>30</td>
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<td>7. Statistical Data Analysis</td>
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<tr>
<td>a. Gender</td>
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<td>b. Age</td>
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<td>c. Diagnosis</td>
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<td>d. Total clinical hours for each rotation</td>
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<td>8. Each log must include summative statistical analysis in graphic form as well as in numerical form</td>
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<td>9. Format/Presentation:</td>
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<td>(All documents must be complete, organized, adhere to APA format whenever possible and consistent with graduate level work)</td>
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TOTAL POINTS 100
GRADE SHEET

MID-TERM EXAMINATION:  

FINAL EXAMINATION:  

WEEKLY QUizzes:

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3 WEEKLY SOAP NOTES (in lab)  

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ADULT WRITE-UP  

PEDIATRIC WRITE-UP  

INTEGRATED HEALTH & PHYSICAL ASSESSMENT WRITE-UP  

CLINICAL LOG  

SIMULATED LAB EVALUATION (Weekly-in lab)  
Pass/Fail  

INTEGRATED PHYSICAL ASSESSMENT  
Pass/Fail  

FINAL COURSE GRADE  

Instructor’s Signature:  

Date:  

Student’s Signature:  

Date:  