Loyola University Chicago  
School of Nursing  
FONU 410: Nutrition Focused Assessment: Physical and Lab Skills  
Fall 2012  
COURSE SYLLABUS

Class Hours: Wednesday August 28th to December 11th; both on-line and in-person  
6:00pm-9:00pm  
Class Locations: SON 2512 and SSOM lab on the 3rd floor for lab  
Course Director: Rebecca Duke DNP, MSN, APN-CNP  
Course TA:  
E-mail: rduke1@luc.edu ;  
Office: 312-695-1686 (at Northwestern)  
Mobile: 773-655-5428  
Credits: 3

Required References:  
Assessment Made Incredibly Easy. Lippincott Williams and Wilkins. 5th edition (2012)


Other references:  

Required Equipment:  
Stethoscope, tape measure, pen light, blood pressure cuff.

DVD of HEENT exam video to be provided to each student and must be returned at the end of the semester.

Course Description:  
FONU 410: This course provides an introduction to the development of physical and lab skills that are necessary for support of the dietitian’s practice; in particular these skills are used in nutrition assessment and the provision of medical nutrition therapy. Building upon basic nutrition assessment knowledge and skills, the focus of this course is on development of physical assessment and skills relevant to nutrition care of the individual, and/or to support nutrition program development, delivery or evaluation.

Course Prerequisites:  
Students must be enrolled in one of the Loyola graduate dietetics programs (either dietetic internship or master’s in dietetics program), or be approved by the dietetics program director.  
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Course Outcomes:
The student will:

1. Conduct a nutrition-focused physical assessment using techniques of inspection, palpation, and auscultation to evaluate body composition, vital signs, hydration status, the ability to ingest adequate nutrients, gastrointestinal function, and skin integrity, and neurological status as application to dietetic practice.

2. Develop skills necessary for assessment and care of the patient receiving specialized nutrition support including access routes, equipment, and administration within dietetic practice.

3. Demonstrate competence in measuring common physiologic parameters used in medical nutrition therapy (blood pressure and VS, hip to waist ratio, fingerstick blood samples for glucose, lipids, hemoglobin).

Methods:
On-line lectures, in person class lectures, in class demonstrations, independent and internet learning, clinical laboratory practice, clinical simulation experiences, readings, and electronic media. Didactic/theory components of this course are primarily through on-line and in person lectures with accompanying power point slides. The focus of this course is on development of physical examination skills and the identification of nutrition focused abnormalities. Standardized patients, teacher/models, and simulation will be incorporated into the laboratory sessions.

Assignments:
All assignments are due as listed in the schedule.

Comprehensive Health History: The comprehensive health history will be in two parts. The first part is the experience with the standardized patient. During the first week of class you will learn how to do a comprehensive health history. The expectation is that you will practice this skill both during lab time and outside of class. You will come to class the night of the standardized patient experience prepared to complete this comprehensive health history. You will need to know the format using the tool found on Sakai. You will be given 35 minutes to complete this history. Upon completion you will be given feedback by your patient as well as your partnered classmate. In the week following this experience you will write up your comprehensive health history. The grade will come from both the experience with the standardized patient as well as the written history (see template for details). The feedback from the patient will be counted in your grade.

Focused health histories: During the course of the semester you will be expected to complete three focused histories and 2 focused physical examinations. Two of these experiences will utilize standardized patients. The format for the focused health histories can be found on Sakai. You will be given thirty minutes to complete the first focused history during your experience. You will have forty-five minutes to complete the second focused history. The first focused
history will be a focused history, vital sign measurements and you will also be required to complete a comprehensive nutritional history. The nutritional history format will be provided to you the night of the exam or you may bring one of the chosen formats posted in the course contact. The second focused history will also include a focused physical examination. You will not know what systems to include until you hear the patients “complaints”. At the end of the experience you will again receive feedback from both the standardized patient as well as your class mate. The format and grading system is on Sakai. The last focused history and physical examination will be done on a patient of your choosing on your own time outside of the classroom. The only graded item for the third focused history will be the write up.

Note: Please feel free to ask questions if you do not understand an assignment or course material. It is the goal of the instructor that each student has the opportunity to learn and succeed. Please know that you can discuss course material with the instructor during office hours or in class as time permits.

Final Clinical Examination:

The final clinical examination template and grading rubric is posted on Sakai. The final clinical examination will utilize standardized patients. The student will be expected to complete this examination in 35 minutes. The student must achieve a grade of 90% or better on this final clinical examination to pass the course. This is a requirement of the course. Students who do not achieve this grade will be able to attempt the clinical examination one more time. The second attempt can either be that night if there is time, or to be arranged with the course faculty. The second attempt must be completed within one week and the student will be expected to bring a “patient” for their examination.

Simulation Experiences:

There will be multiple simulation experiences throughout the semester. These include utilization of both standardized patients and teach-back methodology. These experiences are mandatory and cannot be missed. The dates are noted in the schedule. The purpose of these experiences is to help the students practice the techniques learned in class in a more realistic scenario.

Grading Summary:

<table>
<thead>
<tr>
<th>Item</th>
<th>% Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Health History</td>
<td>15</td>
</tr>
<tr>
<td>Simulation Focused Histories</td>
<td>15</td>
</tr>
<tr>
<td>Written Mid-Term Exam</td>
<td>20</td>
</tr>
<tr>
<td>Written Final Exam</td>
<td>20</td>
</tr>
<tr>
<td>Clinical Final Exam</td>
<td>25</td>
</tr>
<tr>
<td>Simulation experiences (glucometer, feeding tube, VS)</td>
<td>5</td>
</tr>
</tbody>
</table>

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Your letter grade will be based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>% range</th>
<th>Grade</th>
<th>% range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>C+</td>
<td>79</td>
</tr>
<tr>
<td>A-</td>
<td>91-90</td>
<td>C</td>
<td>77-78</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>C-</td>
<td>75-76</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>D+</td>
<td>74</td>
</tr>
<tr>
<td>B-</td>
<td>80-81</td>
<td>D</td>
<td>70-73</td>
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<tr>
<td></td>
<td></td>
<td>F</td>
<td>69 or below</td>
</tr>
</tbody>
</table>

**Course Schedule:**
The course schedule is online in Sakai. I, as the instructor, have the right to change the materials and schedule if it becomes necessary. Attendance for any guest speakers is mandatory.

**Attendance and Participation:**
1) Attendance is **expected and mandatory** and will be recorded at each class session. Be prepared to participate in class discussions including text and articles.
2) The student should read assignments prior to class and come with written/electronic assignments prepared.
3) Class starts and ends on time. We take a break based on progress through the material.
4) Students who miss a lab are responsible for skills practiced during the missed LAB and may be asked to demonstrate any part of the exam at the following LAB session
5) Late assignments will result in a deduction of 10% for each day they are late, unless arrangements with course director have been made prior to due date
6) Attendance for simulation laboratory experiences with standardized patients is mandatory. No exceptions allowed. If you have a conflict, please contact the course director within the first week of class.

**Academic Honesty and LUC policy:**
Students are expected to be familiar and abide with policies in the Loyola University Graduate Student Handbook. *Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is characterized by the failure to apply this ethic, i.e., any action whereby faculty, student or staff misrepresents the ownership of academic work submitted in his or her name. Student failure to practice academic honesty will, depending upon the seriousness of the misconduct, result in a sanction ranging from the grade of "F" for the assignment to expulsion from the university.*

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