Course Number and Title: GNUR 409: Advanced Health Assessment

Number of Credits: 3 semester hours + 0 credit hour lab-GNUR 409L

Meeting Schedule: Thursdays, 6-9pm, SSOM Room 375 and The Clinical Skills Lab

Faculty: Cathlin Poronsky, PhD, APN, FNP-BC
Lab Instructor: Bridget Gaughan, MS, APN, ANP-BC

Faculty Contact Information: Cathlin Poronsky: cporonsky@luc.edu (708) 216-3567
Lab Instructor: Bridget Gaughan, MS, FNP-BC: bgaughan@lumc.edu

Faculty Office Hours: Mondays, 4-6 pm, Thursdays 2-5 pm and by appointment

Course Prerequisites: GNUR 442 Advanced Pathophysiology
Co-requisites: N/A

Course Description:

This course will prepare the graduate nursing student to obtain a complete and accurate health data base, including history, physical examination and laboratory components, as a foundation for advanced nursing practice. Building upon previously acquired assessment skills, the focus will be on the critical skills of obtaining a meaningful history and integrating it with physical findings to begin to develop a problem list. Specialized assessments used for the adolescent and older adult will be included. Organization of the data base and complete and concise recording will be studied. The importance of interpreting historical and physical data in the context of a client’s life, culture, and developmental stage will be stressed. The course will contain lecture/demonstration, laboratory and clinical components. Evaluation is competency-based.

Course Outcomes:

At the completion of this course, the student will be able to:
1. Elicit a comprehensive health history including nutritional, cultural, functional, and developmental components, in an efficient manner;
2. Elicit a problem-focused medical history in an organized and purposeful manner;
3. Demonstrate skill and efficiency in the performance of both comprehensive and integrated physical examinations;
4. Perform a focused physical exam that gathers pertinent data in the investigation of a client’s presenting complaint;
5. Document a comprehensive history and physical exam that is concise, complete, and well-organized;
6. Document subjective and objective information gathered in the investigation of a client’s
complaint in a format that is easily-understood and usable;
7. Recognize selected abnormal physical exam findings and identify the clinical conditions in which they are found.
8. Demonstrate beginning-level chest x-ray interpretation including identification of normal and common abnormal findings.
9. Select and interpret the results of laboratory tests commonly used in health assessment in the ambulatory care setting;
10. Develop a comprehensive client problem list that is based on that client’s health history, physical exam, and laboratory (and other diagnostic) data;
11. Use concepts of clinical reasoning to critically evaluate data gathered in the health assessment.

Teaching Methods:
Didactic/theory components of this course are primarily through on-line lectures, and weekly readings. Several in-class case study discussions are incorporated throughout the semester to enhance learning. The lab component of this course includes demonstrations, practice, and return demonstration in the clinical laboratory. Standardized patients, teacher/models, and simulation will be incorporated into the laboratory sessions. The focus of this course is on development of advanced practice physical examination skills and the identification of abnormalities.

Prerequisite Skill Competency:
Assessment of basic physical exam skills will be evaluated in week 4 of the semester. Students must be familiar with basic physical exam techniques and be able to perform an integrated physical examination and identify expected findings in a healthy individual in order to continue in the GNUR 409 Advanced Assessment course. Students unable to successfully complete this basic proficiency exam on the date scheduled will have 1 week to practice and reschedule a date to demonstrate exam proficiency to a faculty member. A maximum of one retake will be allowed. Students who remain unsuccessful at completing a satisfactory proficiency exam after 2 attempts will not be allowed to proceed further in the GNUR 409 course. Such students will need to formally withdraw from the course.

Evaluation:
Policy on C Grade:
The 409 course covers material essential to advanced practice, and requires a B- or better grade. Students receiving a grade lower than a B- must repeat the course before progressing in their NP specialty program.

GNUR 409 Grading Components
GNUR 409 has two grading components: performance in the theory portion of the course and performance on the final physical examination.

Final Practical Examination Grading Scale
The performance of the final practical examination is graded as a pass/fail. The minimum number of points necessary to pass the performance final is 95 points. There are no additional attempts to demonstrate proficiency on the final practical exam. Students not passing the final physical examination will receive a grade no higher than C+ for the course and will be required to repeat all components of the course.
Theory Grading Scale

A  94-100,  A- 92-93,  B+ 89-91,  B  86-88,  B- 84-85
C+  80-83,  C  77-79,  C- 75-76,  D+ 72-74,  D  69-71,  F  68 and below

GNUR 409 Grading Components

Write-up of comprehensive health history  5%
Write-up of two system assessments (graded individually)  10%
Online quizzes (2)  5%
Class Participation  5%
  (Lab Attendance and Classroom Discussion)
Exam I  25%
Exam II  25%
Exam III  25%

Clinical Experiences: (must obtain a grade of Pass on all of the following)
Mandatory Completion of live model training (total of 3)  Pass/Fail
Basic Competency and Final Practical Exams  Pass/Fail

Required Course Materials:


The books have been ordered at the Loyola bookstore or you may choose to obtain your books through Amazon.com, half.com or other textbook websites.

Recommended Course Materials:


Course Policies:

1. Students are expected to prepare for class each week by viewing and listening to the assigned lectures and completing the required readings.
2. Students are required to take exams and submit assignments on the dates/times assigned on the course calendar.
3. Late submission of assignments will result in a lowering of the grade for that assignment by 10 points for each day that the assignment is late. A grade of 0 will be assigned for any assignments submitted more than 7 days late unless special arrangements are made in advance between the student and faculty.
4. **NOTE:** Students concurrently enrolled in GNUR 409A (Pediatric Health Assessment) who elect to withdraw from GNUR 409 (Advanced Health Assessment) must also withdraw from GNUR 409A because GNUR 409 is a pre-requisite or co-requisite for GNUR 409A.

**Lab Policies:**

1. Attendance at LAB is mandatory and students are expected to stay for the entire session.
2. 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 missed at the following LAB session.

**Communication:**

Email is the preferred method of communication. Email has shown to be a more reliable method of communication with students and helps to avoid such problems as ‘telephone tag’, and provide a ‘receipt’ of communication. Every student has an Email account through Loyola.

The majority of communication in this course will take place through electronic mail and the course Sakai site. This may include feedback on assignments and quizzes as well as the myriad “housekeeping” details inherent in a course and includes labs and clinical experiences. Every student is expected to use her/his Loyola University Email for the purpose of receiving these communications. In order not to miss important communication, it is recommended that students access their Loyola University email account to check for messages at least three times per week.

**Course Evaluation Expectation:**

It is a professional expectation that all students participate in the course evaluations to guide ongoing program improvement.

**Academic Integrity:**

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. Refer to the MSN/DNP Handbook located in the Sakai Organization "Information for MSN/DNP Students" for a description of the Academic Integrity Policy.
EXPLANATION OF ASSIGNMENTS

Basic Competency Physical Assessment Evaluation
The purpose of the basic physical examination testing is to establish that each student is familiar with basic physical exam techniques, is able to perform an integrated physical examination, and identify expected findings in a healthy individual. Once the integrated exam has been completed, the student is prepared to begin the clinical experiences of this course and to move on to more complex topics in health assessment.

The student will perform a head to toe physical exam on a standardized patient excluding the palpation of the breasts, genitalia, and rectum. The format for this exam is provided on Sakai. Students may bring notes on 1 index card as a prompt, but it is expected that students are able to perform the exam with minimal reliance on this aid. Each student will have 30 minutes to complete the exam. Students who are unable to complete the basic exam will have 1 week to perfect and retake the exam with a faculty member. A maximum of one retake will be allowed. For the redo exam, the student will be responsible to provide a “patient” at a date, time, and location determined by the instructor. No additional retakes will be allowed. Students who remain unsuccessful at completing a satisfactory basic proficiency exam after 2 attempts will not be allowed to proceed further in GNUR 409 (or in GNUR 409A). Such students will need to formally withdraw from the course.

Clinical Experiences
Each student will complete 3 clinical experiences (see schedule for dates) utilizing standardized patients (live models). These experiences are: 1- Basic Proficiency Exam, 2- Male and female genitalia, rectal, pelvic and breast exams, and 3- Comprehensive Health History and final physical exam. Attendance is mandatory; any absence from one clinical experience will result in a grade of incomplete for the course. There will be no opportunities for makeup.

System Assessments and Focused Write-ups
Each week a new system(s) will be covered. During the following week, students are responsible for performing a focused history and examination of that system. The “patient” may be an adult individual encountered at work, or a family member, classmate, or friends. Ideally, it is recommended that students try to perform the assessment on a person with a problem covered that week. The guideline form for write ups is on Sakai (Guideline for Focused Write Ups) and should be used for the 2 required focused system assessments assignments. All write-ups should be submitted using the Assignment tab on Sakai by the dates listed on the course schedule, by 5 pm. Faculty will provide formative feedback on the write ups. All assignments must be typewritten and double spaced.

On-Line Quizzes
There will be two online quizzes given in this course. The material tested will focus on assigned readings and lectures. Quizzes will be available one week prior to the due date and must be completed by 5pm on the due date. Please review the course schedule and materials on Sakai.

Exams
Three written exams will be given focusing on reading and class content including the advanced techniques and interpretation of normal and abnormal findings discussed. Testing may be from lecture and course readings.
Comprehensive History and Comprehensive History Write-up
For this assignment, students are required to complete a comprehensive health history on a standardized patient in the clinical lab. A physical exam is not required; this assignment is limited to the history component only. The encounter will be videotaped for observation by faculty and future reference. Students will be provided with a template (The COMPLETE HEALTH HISTORY Interview Guidelines) for recording the history. In addition, a blank sheet of paper for taking notes is permitted; however no other written materials may be taken into the exam room. Students will have 30 minutes to complete this encounter.

Completion of this assignment includes submitting a typed Comprehensive Health History document, in the COMPREHENSIVE HEALTH HISTORY GUIDELINE format using data from the standardized patient interview. The patient should be identified by initials, age, and sex. The family history should be written in narrative form and accompanied by a genogram.

A problem list should be listed at the conclusion of the history (See text and course lecture). The problem list should be created by review of the data obtained from the history with identification of any problems obtained during the encounter. The problems should be numbered and should be short statements, from one word to several words, but no more. List them in order, from greatest to least threat to the person’s health.

Health maintenance/health promotion is an essential component of every patient encounter. Therefore health promotion should be included in this assignment. Please list the appropriate health maintenance/health promotion guidance for the ‘patient’ interviewed for this assignment. See text index for lists of health promotion and health maintenance topics.

The assignment due date is listed on the course schedule. This should be submitted as a word document attachment using the Assignment tab on Sakai. All forms for this assignment and the evaluation tool are posted on Sakai.

Final Practical Exam
At the conclusion of the course, each student will be required to complete a comprehensive physical assessment on a standard patient according to the guidelines posted for this course. Students may use one index card as an aid for the exam, but may not rely on notes exclusively or excessively. Thus preparation for advanced physical assessment is required to prepare for the final. Each student will have 45 minutes to complete this exam. No one will be allowed to continue past 45 minutes. Once 45 minutes have passed, any remaining portion of the exam will not receive credit. Each student must earn a minimum grade of 95% on the final practical exam in order to successfully complete the course.

There are no additional opportunities for completing the comprehensive physical assessment. Students not achieving the required 95% will receive a grade no higher than C+ for the course and will be required to repeat all components of the course.

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