

University of Hawaii at Hilo
School of Nursing
Doctor of Nursing Practice

Course:	NURS 605 Advanced Health Assessment
Credits/Contact Hours	Seminar 2 credits / 2 contact hours per week Laboratory: 2 credits (90 laboratory hours)
Time and Location:	Online and specified phone interviews with faculty
Faculty:	Alice Davis, PhD, APRN
Office Hours:	Office Hours: UCB 234 Tuesday 8:30-11 or Wednesday 8:30-11 Email aedavis@hawaii.edu
Faculty Contact:	Text or Call: 734-674-516

Course Placement

Year one, Spring Semester

Prerequisites

Admission to the UHH DNP program. Open to other nursing and non-nursing majors with permission of instructor.

Course Description

Focus of this course is on the integration and synthesis of knowledge from natural and behavioral sciences, humanities, and nursing in order to conduct a comprehensive history and physical examination. Diagnostic reasoning for the purpose of clinical decision-making and problem solving will be stressed. Interview techniques will address developmental, psychosocial, cultural, and occupational concerns as well as symptoms. Advanced examination skills and analysis of pertinent diagnostic data will support critical thinking and selection of accurate differential diagnoses. Faculty and preceptors facilitate laboratory and clinical experiences in a variety of settings (90 clock hours).

Learning Outcomes

At the end of this course the learner will be able to:

1. Integrate nursing, ethical, biophysical, psychosocial, cultural, analytical, and organizational sciences in advanced health assessment of clients across the life span.
2. Evaluate care delivery approaches, policies and models to meet current and future needs of individuals and populations based on research findings and best practices.
3. Incorporate knowledge of client/population characteristics, environment, nursing competencies, multidisciplinary and multisectoral systems of care and the health organization in designing and evaluating outcomes of comprehensive culturally appropriate care.

4. Demonstrate advanced level critical thinking and diagnostic reasoning in formulating appropriate care management of clients with complex conditions based on analysis of the history, physical examination, and laboratory data.
5. Assume advanced practice role in promoting individual and population health by practitioners and organizations.

Instructional Methods

Multiple teaching methods presented through modules will be used, which may include: Power Point Presentations, online weekly discussions, on-line searches, and review of research articles. Laulima instructional resources and can be found at <https://laulima.hawaii.edu/portal/site/!gateway/page/!gateway-100>. Students need to log in with their UH Hilo Banner user name and password and click the course link. Once in the Homepage please follow instructions as directed.

The use of online library databases is required to obtain peer reviewed articles from online current journals, which will augment the assigned readings from the required texts. Digital library searches are executed by accessing the following link <http://library.uhh.hawaii.edu/articles/fulltext.htm>

Required Course Materials

Bickley, L. & Szilagyi, P. (2013). *Bates' guide to physical examination and history taking* (11th ed). Philadelphia, PA: Wolters Kluwer/Lippincott Williams & Wilkins.

Coulehan, J. & Block, M. (2006). *The medical interview* (5th ed). Philadelphia, PA: F.A. Davis.

Williamson, M. & Snyder, L. (2011). *Wallach's Interpretation of diagnostic tests* (9th ed.). Philadelphia, PA: Wolters Kluwer/Lippincott Williams & Wilkins.

Technical Requirements

Internet Connection- This course uses on-line teaching modalities. Therefore, you will need to have access to a fairly high-speed Internet connection such as DSL or Broadband Cable. If you do not have this type of connection available, you may be able to use computers at your local library, college, or university campus, or through other resources that may be available in your community. Students who have concerns about meeting this expectation should discuss these issues with the instructor or nursing department as soon as possible so that they may be addressed.

Browser- Firefox is the recommended browser. If you do not already have it on your computer, you may download and install it by going to <http://www.mozilla.com/en-US/firefox/and> following their directions.

Disabled Pop-up Blocker- Go to your browser and change the setting to allow popups for Laulima. See your browser's help section for instructions.

Applications- This course will be using various types of online content for which you will need the following:

Microsoft Word and PowerPoint- If you do not have either of these, you can download and install the free OpenOffice Suite for PC (<http://download.openoffice.org/>) or NeoOffice for Mac. (<http://www.neooffice.org/neojava/en/maindownload.php#download>).

Lab

A supervised lab of 90 clock hours is required.

Expected Advanced Health Assessment Competencies:

1. Incorporate strategies of risk analysis and reduction, screening, lifestyle change, and disease detection and prevention into all aspects of assessment based on appropriate research findings, standards of practice, and protocols.
2. Integrate advanced pathophysiological concepts in the diagnosis and treatment of health problems in selected populations.
3. Demonstrate skillful interviewing with patients/families.
4. Elicit an age-appropriate health history by obtaining a comprehensive physical, psychosocial, developmental, occupational, and cultural assessment.
5. Perform a complete physical examination.
6. Adapt the history, physical examination, or screening procedures as needed.
7. Select appropriate diagnostic tests to gather relevant data to evaluate illness/wellness.
8. Utilize appropriate equipment accurately and efficiently in performing a physical examination.
9. Develop an appropriate differential diagnosis for the individual, the family, and community across the life span.
10. Perform a differential diagnosis analysis based on critical indicators of common acute and chronic diseases of clients in a primary care setting.
11. Identify developmental and cultural considerations in the performance of a health assessment.
12. Demonstrate effective cross-cultural communication in health assessment.
13. Accommodate assessment to level of literacy and linguistic needs of the client.

14. Use culturally appropriate models of assessment to identify generic values, beliefs and practices about health and illness.
15. Integrate social and cultural factors in diagnosis and planning.
16. Recognize sociocultural differences in physical assessment findings.

EVALUATION METHOD

NURS 605 is a combined theory and clinical practice course (Lab). The course provides on-line theory content that is front-loaded into the first 7 weeks of the semester. By front loading the theory into the first 7 weeks, the student will have achieved the specific competences necessary to participate in a clinical practice setting. Students **must pass all evaluation components of History Taking and Physical Examination before they can attend clinical**. There will be no exceptions for this. The table below outlines the specific evaluation requirements, the method used for evaluation, and the contribution to the grade for both the theory and clinical components of the course. The written descriptions below will guide the student in completing each of the assignments for evaluation.

THEORY EVALUATION

Comprehensive History and Review of Systems. This is a video submission to be evaluated by the course faculty member and one peer. It is based on the lecture material, chapters in Coulehan & Block (2006), and Bickley & Szilagyi (2013) on conducting a comprehensive health interview and review of systems. Select a “patient”; this may be a friend or family member, for the interview. The patient does not need to have a significant or complex history. **Make sure the patient understands and gives consent to be interviewed. Consent MUST be acknowledged on the video before you start the interview. The interview should be no longer than 15 minutes.**

Integrated Physical Examination: This is a video submission to be evaluated by the course faculty member. It is based on the lecture material, video links, and Bickley & Szilagyi (2013) chapters that you have reviewed. Select a “patient”; this may be a friend or family member, for the physical exam. The patient does not need to have significant or complex physical examination findings. Proper use of equipment will be noted in the examination (otoscope etc.). Follow the format provided in the resources. **Make sure the patient understands and give consent to be examined on the video. Consent MUST be acknowledged on the video before you start the examination. The exam should be no longer 25 minutes.**

Analysis of Objective Data: Objective findings (15 total) will be posted during the first 7 weeks of the course. These findings will be evaluated using a Diagnostic Reasoning Format. **The data for analysis will be posted on Monday and responses are required by the following Saturday at 11 pm.**

Clinical Case Studies: Each week a case study will be posted that is relevant to the lecture content or physical exam content required for the week. Students will be expected to respond to the questions posted related to the case. **The cases will be posted on Monday and responses are required by the following Sunday at 11 pm.**

LABORATORY EVALUATION (Clinical Practicum)

Individual Learning Objectives:

Ninety clinical practice hours are required for course completion. Once you have obtained approval of your clinical site and preceptor (See Practice Guidelines) you will meet with your preceptor and develop individual learning objectives (ILO) to be achieved during your clinical hours. The ILOs should be developed based on the purpose of the practicum (advanced health assessment techniques & diagnostic reasoning skills), should reflect the NP core competences (NONPF, 2011), build on strengths, and address opportunities for growth in areas that are new or challenging. Effective ILOs should be specific, measurable, achievable, relevant, and timely (SMART). **The plan should be submitted to the faculty member no later than the second week of attendance at the clinical site.**

Typhon Nurse Practitioner Student Tracking (NPST) System.

You will receive training in the Typhon Group's Nurse Practitioner Student Tracking (NPST) System. The NPST aides in keeping track of each clinical encounter you have with a patient. "Typhon" has been customized for the UHH DNP students and will provide a comprehensive collection of each student's patient encounter logged during the clinical rotations. Each student will be responsible for completing the Typhon log for each patient encounter. Typhon will anonymously track patient diagnoses, demographics, ICD 9 and CPT codes that will be used to evaluate the clinical experiences needed for graduation from the program. Time logged into the Typhon system should accurately reflect the time you spent in the clinical setting. Seventy-five percent (75%) of logged clinical hours must be in direct primary, acute, chronic or episodic care of patients. The remainder of the time can be spent in consultation or documentation of the visit. To access Typhon, got to hawaii.typhongroup.net.

End of Semester Experience Report

At the completion of the clinical practicum (all required hours are completed), an end of semester experience report will be generated using the Typhon data collected during the clinical practicum. Typhon will generate a graphic case log report, that will include number of hours spent with patients, in consultations, type of patients, types of visits, etc. Using the Typhon report submit an analysis of the clinical experience for the semester that includes how you met the clinical course objectives and your personal clinical outcomes. The analysis should identify your strengths and areas for improvement.

*** Clinical Encounters**

Clinical encounters contain the comprehensive documentation of either a simulated or real patient visit. Five (5) clinical encounters (3 simulated and 2 actual visits) will be submitted. The format for submission will have three components 1) the documentation of the patient visit using an HPI/SOAP format, 2) an evidenced based learning outcome, and 3) an evidence based (EB) research article.

HPI/SOAP Note: Submitted clinical notes will follow the standard SOAP format and reflect the actual care provided by the student. Client confidentiality is critical; therefore, clients' actual medical records (paper or electronic) cannot be photocopied, faxed, or copied/emailed. Patient/family identifiers (including but not limited to name, medical record number, social

security number, phone/address/email) must NEVER be included in any assignment. Failure to comply with this will result in disciplinary action and may result in failure of the course.

Evidence-based Learning Outcome (EBLO):

Evidence based practice is the cornerstone of care provided by the nurse practitioner. Evidence may be well documented through consensus conferences, national organization joint committees, research studies, or other mechanisms. Levels of evidence for practice vary from well-established random controlled trials (RCTs) to expert opinions. EBLO is a mechanism to identify a practice issue (diagnosis, diagnostic criteria, treatment, examination finding, or procedure, etc.) encountered during a patient visit and explore the evidence that supports or explains the criteria, practice, or clinical finding. It also provides a mechanism for reflection moving the individual experience to a population experience or assist in responding to the same problem in a more relevant way at the next encounter. These learning outcomes should be selected based on the importance to the student's personal and professional development. **See Format for EBLO Below.**

- 1. Description of the experience** (factual description of the encounter, abbreviated HPI)
- 2. What is the problem or issue that you encountered?** (State the problem. Discuss why is this a meaningful problem to the NP student, patient, or population.)
- 3. What question(s) are you asking?** (Define an evidence-based question to explore; provide an EB article that supports or refutes the experience-diagnosis, procedure, clinical finding, etc)
- 4. What do you know now that you wish you had known previously?** (How is this information going to change your practice, approach to a problem, etc. ?)
- 5. How would you act differently in a similar situation next time?** (Discuss pertinent future encounters with individuals or groups of patients. Describe how you would change or incorporate this information into your practice)

***Evidence Based Research Article Assignment**

The evidence-based EB research article should be timely (less than 5 years old) or must document an existing updated consensus conference recommendation (e. g. JNC 7 for hypertension (2003) and must be used to support the EBLO described in the encounter. Research articles rather than review articles are preferred and article should be graded based on a 5 level of evidence system (e.g. Level 1: **randomized clinical trials, systematic reviews, or meta-analyses**). The EB article should be in a PDF format and attached to the clinical encounter

*Note: The Clinical Encounter that includes the HPI/SOAP note (reflecting actual patient care), EBLO & EB article are graded as a single entity and should be sent together.

Evaluation of Student Clinical Performance

Clinical evaluations of the student are performed in two ways 1: clinical preceptor evaluation of the student and 2) faculty evaluation of the student. Evaluation is an ongoing process that includes feedback from the preceptor to the student and course faculty and student to the course faculty and preceptor. It is important that a student discuss any issues at the clinical site with the course faculty and preceptor (if able).

Clinical preceptors will complete a mid-term and final evaluation (see Practice Guidelines/Forms: Preceptor Evaluation of Student). Students must meet all the clinical criteria to pass the clinical rotation.

Faculty will make a minimum of one (1) site visit to evaluate the student during a patient encounter. More visits will be scheduled if deemed necessary by the course faculty or at the preceptor's request. Phone evaluations with the preceptor and student will be made for distance students or if there are concerns about student progress (Practice Guidelines/Forms: Faculty Evaluation of Student Visit).

Evaluation of Clinical Experience

Students will have the opportunity to evaluate the preceptor and the clinical site. Students will submit an evaluation of the praetor and site at the end of the clinical rotation (Practice Guidelines/Forms: Student & Faculty Evaluation of Site and Student & Faculty Evaluation of Preceptor).

General Expectations of Written Requirements- Students should refer to the APA Publication Manual 6th edition which is available in your library reference department and/or visit the library's website for help <http://www.wisc.edu/writing/Handbook/DocAPAResources.html>

Attendance and Class Participation: Students are expected to participate in all online discussions according to the deadlines posted for the assignments. The instructor should be notified **prior** to any deadlines if a student cannot meet them due to unavoidable circumstances (i.e. illness) and wants an accommodation.

Late or Missing Assignments

Prior arrangements must be made or no grade will be given for the assignment resulting in loss of points.

Syllabus Special Instructions

Use of Syllabus: This syllabus is to be construed as a contract with the student with regard to evaluation methods and grading scale. The class schedule may be subject to change.

Retention of Student Papers for Evaluation Purposes: Faculty reserves the right to retain copies of graded student work to be placed in student portfolios as a method of student and program evaluation.

Academic integrity/plagiarism statement: Students are strongly encouraged to familiarize themselves with the Student Code of Conduct for UH Hilo, which can be found at http://www.uhh.hawaii.edu/studentaffairs/conduct/student_conduct.php. I expect you to behave with integrity and hold both yourself and your peers to the highest standards of ethical behavior. Academic dishonesty encompasses, but is not limited to: (1) plagiarism (i.e., copying another individual's words or ideas without appropriately citing the source); (2) turning in assignments that somebody else has completed; (3) referring to notes or other written/electronic materials, collaborating with others, copying someone else's work, or providing answers to others in any fashion during an examination. Please note that knowledge of others' cheating and failure to report this to me can also be construed as complicity in academic dishonesty. Should I have reason to suspect that academic dishonesty has occurred; I will conduct a thorough investigation or may refer the matter to the Dean of Students for investigation. Possible sanctions should you be found responsible for academic dishonesty could include a failing grade for the course, suspension or even expulsion from the University. Such consequences could negatively affect your candidacy for graduate/professional programs or for some jobs.

Assistance to Those with Special Learning Needs: Any student with a documented disability who would like to request accommodations should contact the University Disability Services Office (933-0816 (Voice), or 933-3334 (TTY), shirachi@hawaii.edu, Hale Kauanoe A Wing Lounge, as early in the semester as possible.

Advising statement: Advising is designed to help students complete the requirements of the university and their individual majors. Students should consult with their advisor at least once a semester to decide on courses, check progress towards graduation, and discuss career options and other educational opportunities provided by UH Hilo. Advising is a shared responsibility, but students have final responsibility for meeting degree requirements.

Counseling Services: Counseling services are available to students who need additional support while attending the DNP program. Nursing faculty is available for advising with an intentional focus on preparation of nurse generalists. You are encouraged to align your career focus and full attention to the requirements needed to succeed in all of your nursing courses. Please do not hesitate to share your concerns to faculty who will maintain confidentiality. Any other concerns not in keeping with the mission of the program will be referred to the counselors at Student Services.

Course Assignment, Evaluation Methods and Due Dates

Assignments	Grading Criteria	Due Dates
Comprehensive History and Review of Systems	Pass/fail	Video: Due January 20, 2013 (11 pm)
Integrated Physical Examination	Pass/fail	Video: Due February 17, 2013 (11 pm)
Analysis of Objective Data	20%	See class schedule for due dates
Clinical Case Studies	5%	Class participation via posts (1 st 7 wks)
Clinical Encounters (together) HPI/SOAP Note EBLO EB Article	40%	See class schedule for due dates
Patient Presentation (2)	10%	Oral presentation posted on Monday of week assigned. Linked with Clinical Encounter #4 and #5. Discussion /questions post by classmates related to presentation by Sunday.
Mid Term Exam	20%	Due February 24, 2013
Final Exam: Focused Exam of Adult & Pediatric Patient	Pass/Fail	During Spring Institute
Individual Learning Objectives	Required	Submit within 2 weeks of attending clinical for feedback. Must be signed by preceptor.
Course Faculty Evaluation of Student	Pass/fail	Submitted by Faculty
Preceptor Evaluation of Student	Pass/fail	Mid point and end of clinical. No later than May 10, 2013
Typhon Electronic Record	Required	Weekly entry of clinical hours completed
End of Semester Experience Report	5%	Due no later than May 10, 2013
Preceptor & Site Evaluation	Required	Due no later than May 10, 2013

Grades will be assigned as follows:

Note: All nursing courses must be passed with a B or better in order to successfully pass the course

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F