### Course Description:
Expands on basic comprehensive and systematic health assessment and physical examination to apply concepts and skills of advanced health assessment across the lifespan.

### Course Approach and Delivery:
This course provides the graduate nursing student with an expansion of acquired basic health assessment and physical examination skills. Advanced cognitive and psychomotor skills allow students the opportunity to practice using a diagnostic reasoning process. An emphasis on health history, health assessment, review of systems, advanced maneuvers in performing the physical examination, diagnostic reasoning to include listing differential diagnoses, establishing a plan of care to include anticipatory guidance and health promotion in a patient-centered context with that ability to begin developing case presentation skills that are supported by current literature.

This online course uses a Blackboard Learn platform for the delivery of assignments, asynchronous online discussions, and exploration of selected issues using internet sources. Additionally, in-person lab sessions, video recordings, BbLearn discussion boards, collaborative wikis, readings, and other modalities are incorporated. Using the principles of learner-centered education and adult learning theories, each module has been developed, using readings and multiple activities, to enhance and direct your learning in this course.
Course Purpose Statement: The purpose of this course is to provide the graduate nursing student with an expansion of acquired basic health assessment and physical examination skills. Advanced cognitive and psychomotor skills allow students the opportunity to practice using a diagnostic reasoning process. In this course, students will learn techniques and theory underpinning the biophysical and psychosocial findings in patient-centered care in health, well-being, and illness across the lifespan. Additionally, students will integrate comprehensive health assessment and physical examination findings as a foundation for clinical decision making. Using information technology and systems, students will document and communicate patient data, they will then synthesize this data along with clinical judgment, supported by current evidence into patient plans of care for health promotion and improving patient outcomes. Finally, students explore the image and roles of the advanced practice nurse integrating advanced assessment and diagnostic reasoning in primary care, rural healthcare, health promotion, and patient education. Key learning strategies include systematic acquisition of psychomotor techniques learned through reading, watching video, and through participation in face-to-face skills lab practice. Understanding of clinical reasoning is supported through comprehensive patient case presentations which take place via asynchronous group discussions. The scholarly project for this course consists of the student being evaluated, either live or via video, for performing a comprehensive head-to-toe physical examination of a ‘patient’. This course prepares graduate nursing students for advanced roles in nursing that include education, administration, and clinical practice.

Student Learning Outcomes:

Upon completion of the course, the successful student:

Clinical Practice and Prevention

- Identifies biophysical and psychosocial findings in patient-centered care in health, well-being, and illness across the life span.
- Integrates comprehensive and episodic systematic health assessment and physical examination as a foundation for clinical decision making.
- Advances the discipline of nursing through application of research into comprehensive health assessment and health promotion and prevention across the life span.

Communication

- Utilizes information technology and systems for documentation and communication of patient data to improve health outcomes.

Critical Reasoning

- Synthesizes patient data and preferences, clinical judgment, and current clinical evidence into plan of care promoting health and improved healthcare outcomes.
Leadership

- Explores the image and role of advanced practice nursing as it integrates advanced assessment, diagnostic reasoning, primary care, rural healthcare, health promotion, and patient education.

Professionalism and Professional Values

- Maintains professional boundaries and confidentiality while performing health assessment and physical examination.

Required Textbooks:


Required Reading: Additional required and recommended readings will be listed in the online assignments, lessons, and discussion modules.

Recommended Electronic Sources:
Micromedex Drug Reference
STATRef (available through Cline Library)
Griffin 5 Minute Clinical Consult
Pepid Primary Care Plus for Nurse Practitioners
UptoDate (available through Cline Library)

Required Equipment:
To complete weekly skills practice, students need to obtain access to: stethoscope with a bell and diaphragm, oto- and ophthalmoscope, manual blood pressure cuff, visual acuity charts (near and far), cotton swabs, tongue blades, metric ruler, tuning fork (512 Hz or 1024 Hz), vibration fork (128 Hz or low-pitched), reflex hammer, and other common household items which are indicated in the course textbook.

Emergency Textbook Loan Program:
To help students acquire the materials they need to be successful in class, NAU has partnered with Follett to create the Emergency Textbook Loan program. The program is administered by the LEADS Center. The program assists students with unmet financial need in obtaining required textbook(s) and other materials for courses. Students must apply and meet eligibility criteria before textbooks are purchased on their behalf. Textbooks must be returned at the end of the term in which the textbooks were loaned. More information can be found online: http://nau.edu/LEADS-Center/Textbook-Loan-Program/
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Due Dates</th>
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</table>
| 1    | Introductions and Overview | **Read:** Dains: Chs. 1-2; Ball: Chs. 1-2, 5-7. Review the course website  
**Intro Discussion #1:** Please introduce yourself! We would like to know where you are – geographically – and in the program! What is your nursing background? Number of years, what setting? And, a little about yourself! | Discussion Board: Post initially by Wednesday at 11:59 pm and responses by Sunday by 11:59 pm |
| 2    | Tools and Techniques | **Read:** Ball: Chs. 3-7  
Take the time to read all of the chapters assigned to date. The next step will be to examine how assessment leads to differential diagnosis.  
Start by **Reading:** Chs. 15 in Dains. Examine how the information is presented – this will set you up for understanding the remainder of the semester and systems. | None |
<p>| 3    | HEENT &amp; Integumentary | <strong>Read:</strong> Ball: Chpt. 8-12; Dains: Chs. 15, 21, 25, 30, 32, 38. | Quiz 1: HEENT &amp; Integumentary |
| 4    | Cardiovascular, Respiratory | <strong>Read:</strong> Ball: Ch. 13-15; Dains: Chs. 8, 26, 33, 11, 14. | Case Discussion 1 |
| 5    | Gastrointestinal/Abdomen | <strong>Read:</strong> Ball: Ch. 7, 17; Dains: Chs. 3, 10, 12, 20, 29 | SOAP #1: |
| 6    | Genitourinary, Gynecological, Breasts | <strong>Read:</strong> Ball: Ch. 16, 18, 19, 20; Dains: Chs. 18, 27, 34-37, 5-7 | Quiz 2: Cardiovascular &amp; Respiratory |</p>
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>7</td>
<td>Neurologic &amp; Musculoskeletal</td>
<td>Read: Ball: Ch. 21, 22; Dains: Chs. 22-24, 13, 19</td>
<td>Case Discussion 2</td>
</tr>
<tr>
<td>8</td>
<td>Mental Status</td>
<td>Read: Ball: Ch. 5; Dains: Chs. 4, 9, 31</td>
<td>SOAP #2:</td>
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<tr>
<td>9</td>
<td>Common Systemic Problems</td>
<td>Read: Ball: Ch. 23, 24; Dains: Chs. 16, 17, 39 Skills and Practice Lab Days</td>
<td>Mid-term Exam</td>
</tr>
<tr>
<td>10</td>
<td>Putting it All Together</td>
<td>Read: Ball: Ch. 23, 24, 25, 27</td>
<td>Case Discussion 3</td>
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<td>11</td>
<td>Comprehensive Exams</td>
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<td>Quiz 3: GI, GU, GYN</td>
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<td>12</td>
<td>The Complete H &amp; P</td>
<td>Refer to required textbooks and other resources.</td>
<td>Quiz 4: Neuro/ Musculoskeletal</td>
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<tr>
<td>13</td>
<td>Health Assessment Practice</td>
<td></td>
<td>Case Discussion 4</td>
</tr>
<tr>
<td>14</td>
<td>Health Assessment Practice</td>
<td></td>
<td>SOAP #3:</td>
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<tr>
<td>15</td>
<td>Health Assessment Practice</td>
<td></td>
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<tr>
<td>16</td>
<td>Final Check-off Videos</td>
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**Assessment of Student Learning Outcomes:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points/%</th>
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<tbody>
<tr>
<td>Case Discussions 4 @ 5 points</td>
<td>20</td>
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<tr>
<td>Quizzes 4 @ 5 points</td>
<td>20</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20</td>
</tr>
<tr>
<td>SOAP Note Papers 3 @ 5 points</td>
<td>15</td>
</tr>
<tr>
<td>Skills Lab Sessions (attendance &amp; write up)</td>
<td>5</td>
</tr>
<tr>
<td>Final Clinical Check-off</td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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Grading Scale:
Using the NAU School of Nursing grading scale, grades will be calculated as follows:

- 93-100 points = A (93%-100%)
- 84-92 points = B (84%-92%) (< 84%; must repeat course.)
- 78-83 points = C (78%-83%)
- 77 points and below = F

Grading System for NUR 650:
- A score of 84 % or better is required to pass the NUR 650 course.
- Please note: FNP track students must successfully complete NUR 650 to progress into the next portion of the FNP program of study.
- Points are not rounded in this course.

Discussions: (4 @ 5 points each)
- Each discussion is open for one week
- Initial post is due on Wednesdays by 11:59 pm
- Response/ Follow up posts are due by Sunday by 11:59 pm
- See DB grading rubric

Quizzes and Midterm Exam: (Quizzes = 4 @ 5 points each; Midterm = 20 points)
- Each quiz and the midterm will be open for one week and is due on Sunday by 11:59 pm
- One attempt is permitted for each quiz and the midterm
- Students need to complete the entire quiz and midterm in one setting
- Students will be able to visualize one question at a time
- Students will not be able to backtrack on questions (once a question answer is submitted, students are not able to change the answer/s)

SOAP Notes: (3 @ 5 points each)
- Each student will choose an adult “patient” to perform the history & physical exams with.
- This should be someone you have consistent access to allow for history and physical examination, like a friend or classmate. Students are encouraged use the same “patient” for all three notes. Each SOAP note builds on the previous note: SOAP #1: History/Subjective information ONLY; SOAP #2: History (Subjective), and physical examination (Objective) ONLY; SOAP #3: Complete and comprehensive history, physical exam AND adding the Assessment & Plan sections.

Skills Lab Session (Face to Face Lab): (5 points)
• Each student is required to attend ONE lab session
• Lab sessions will be offered (dates TBA) in Flagstaff and North Phoenix NAU location
• A case study will be handed out at the lab session. Your write up (focused SOAP note) is due one week after the lab session.

**Final Assessment Check off:** (20 points)

Students are to submit video of them completing a comprehensive head-to-toe physical exam (YouTube link; Google Drive link; .mp4 file). There may be an opportunity to complete an in-person final check off.

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**Course Policies**

**Important Notice:** There is strict adherence to every part of the [NAU Student Handbook](#) and the [Nursing Graduate Student Handbook](#). The student is also responsible for review and adherence to the professional standards and rules of the [Arizona Nurse Practice Act and Board of Nursing](#) and the [American Nurses’ Association Code of Ethics](#).

1. NUR 650 is a rigorous academic course. Therefore, it is essential that students communicate with the professor if difficulties arise.

2. Each student is accountable and responsible for knowledge and skills obtained in prerequisite courses and experience.

3. Each student is expected to complete all readings, all assignments, and participate in discussions. Readings in Blackboard Learn are meant to supplement and clarify the text and are not meant to replace textbook readings.

4. All papers must be written in the American Psychological Association (APA) format using the 6th edition (typewritten, double-spaced, reference citations, etc.). Abstracts are not required for SOAP note assignments.

5. Microsoft Word® is the required word processing program for sending papers as attachments. Submit papers through the links provided under the Assignments tab. Please do not submit .PDF documents. Name documents in the following format: Lastname Paper # (example: Watkins SOAP1).

6. There will be a **10% reduction in the grade for each day** that assignments are late.

7. Late assignments will not be accepted unless prior arrangements have been made with the instructor. **There are no re-tests or make-up quizzes or exams.**

8. The NAU academic integrity policy is strictly adhered to in NUR 650 and all courses.

9. All assignments are to be completed by each student individually without the help of others unless specifically identified as a group project or the student has been directed to seek help from a designated resource.
10. Wikipedia is not considered an acceptable, valid, or reliable resource for use in any School of Nursing coursework. One purpose of this course is to help students identify, appraise, and utilize valid and reliable professional resources. Wikipedia does not meet these criteria.

11. The syllabus is subject to change only with advance notice and in accordance with NAU policies.

12. Attention to your time management is essential to success in this course as there are multiple didactic and clinical course requirements. Utilize the NAU Office of Student Life and Counseling Center, if needed, for stress management, NAU Health Center can evaluate health problems 928-523-2131 for information and 928-523-8995 for appointments. Get additional assistance early if you find yourself falling behind or unable to meet the course requirements. Contact the Learning Assistance and/or Testing Centers for time management and study assistance. Your faculty is committed to providing you support and strategies for succeeding in this course, so please utilize the faculty to help you meet your learning goals.

13. **No GU/GYN, rectal, or breast exams are to be done with anyone for the NUR 650 course.** This is a boundary violation and will not be allowed under any circumstances. **If any of these exams are done or documented, a failing grade for the entire course will be posted.** The student will also be referred to the School of Nursing Assistant Director due to a breach of the Code of Ethics for professional nursing.

**Communication:**

It is important that each student maintains regular contact with the instructor throughout the course via the BbLearn course messages to enhance ongoing communication. Faculty will respond within two (2) business days through course messages unless otherwise notified by faculty. Professional communication and proper netiquette is expected in all messages, discussions, and assignments. Please see the NAU Classroom Disruption Policy and the Netiquette Home Page for more information.

**Confidentiality Statement:**

Students must maintain client confidentiality at all times in accordance with HIPPA, FERPA, legal, institutional, professional and ethical standards. No discussion regarding patients is acceptable outside the classroom or healthcare setting.

**Client records must not be photocopied under ANY circumstance.** You may not remove from the healthcare organization ANY part of the medical record.

**Academic Dishonesty/Plagiarism:**

All forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism are prohibited and subject to disciplinary action. Cheating means
intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Fabrication means intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Plagiarism means intentionally or knowingly representing the words or ideas of another, as one's own in any academic exercise. For further explanation of academic dishonesty refer to the Nursing Graduate Student Handbook, and the NAU Student Handbook.

**University Policies**


1. Safe Environment Policy
2. Students with Disabilities Policy
3. Academic Contact Hour Policy
4. Academic Integrity Policy (also see [http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf](http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf))
5. Research Integrity Policy
6. Sensitive Course Materials Policy
7. Classroom Disruption Policy (also see [http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Folder_Templates/_Forms/Classroom_Disruption_Policy.pdf](http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Folder_Templates/_Forms/Classroom_Disruption_Policy.pdf))