NP 601 - Advanced Physical Health Assessment
Syllabus

DATE:  On Campus Week of July 16 - 20

COURSE DESCRIPTION

For more information on this course, including the official course description and any prerequisites, can be found in the GPS Catalog at http://www.sjcme.edu/gpscatalog/

COURSE INTRODUCTION

Provides the advanced practice nurse with the tools to perform a comprehensive health assessment on clients across the lifespan. Builds knowledge of anatomy, physiology, pathophysiology and health assessment skills previously attained in undergraduate nurse education. The diagnostic reasoning skills needed for clinical reasoning in the advanced practice role are emphasized.

COURSE OBJECTIVES

Upon completion of this course, you should be able to do the following:

- Describe the role of the advanced practice nurse (APN) in comprehensive health assessment as defined by the National Organization of Nurse Practitioner Faculties (NONPF) Domains and Core Competencies.
- Identify effective and ethical interviewing techniques tailored for various populations, cultural groups, and health conditions.
- Define the components of a comprehensive health history, incorporating the bio-psychosocial, environmental, cultural, and spiritual factors that enhance or impede an individual's health.
- Describe the process of gathering and analyzing client data and correlating it with current research data for clinical reasoning.
- Identify the key anatomical landmarks and features of the human body systems.
- Demonstrate with 90 percent accuracy the performance of an integrated physical examination for the adult client.
- Demonstrate beginning skill at differentiating normal, abnormal, and atypical exam findings.
- Document the findings of a comprehensive health assessment and physical examination of an adult client, integrating assessment findings into recommendations for health improvement.
COURSE PREREQUISITE AND/OR MINIMAL TECHNICAL SKILLS
Admission into the Master of Science, Family Nurse Practitioner Program at St. Joseph's College. Students should bring a cardiology stethoscope with them to class.

REQUIRED TEXT(s)

If you have any questions regarding your course materials, please contact your academic advisor and/or our book vendor EdMap. You can reach EdMap by phone 1- (800)-274-9104 or website at http://www.edmapbookstore.com/storefront/index/STJSP

COURSE FORMAT
Daily classes from 8-4 on campus 7/16-7/20, consisting of lecture, practice sessions, group projects, and group discussions.

COURSE GUIDELINES
- Prior to arriving on campus, the student should have purchased and reviewed the required text, Bickley, L. (2009) Bates' guide to physical examination and history taking (10th ed.). Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins. ISBN: 9780781780582 or 0781780586.
- The CD ROM which comes with the text should be carefully reviewed as well.
- The following assignments should be completed and brought with you to the first day of class:
  - Object and Subjective Interactive Exercise (On-Line in Lesson 1.1 of Current 601)
  - Study Sheet on Assessment (On-Line in Lesson 1.1 of Current 601)

CLASS SCHEDULE
Class Period 1, July 16th
Topic: Overview of the Advanced Health Assessment Process and the Comprehensive Health History
A. Overview of the purpose and goals of a comprehensive health history

B. APN role in comprehensive assessment

C. Interview techniques
   1. Purposeful data-gathering techniques of subjective and objective data
   2. Special populations to include but not limited to elders, children, persons with physical and mental impairments, and persons with diverse cultural backgrounds
   3. Ethical considerations in interviewing

D. Essential data for a comprehensive health history

E. Subjective and objective data

F. Documentation (including written/EMR)

G. Eliciting a comprehensive health history with class partners

REQUIRED READINGS

Bickley Text: Chapter 1
   Chapter 2, pp. 25-40
   Chapter 18, 19, 20


   "http://web.ebscohost.com/ehost/detail?vid=1&hid=101&sid=9454e414-05a6-4cd6-8532-9ba4a1d303ab%40sessionmgr111&bdata=JnNpdGU9ZWhvc3QtGjI2ZQ%3d%3d#db=aph&AN=15395079"
   http://web.ebscohost.com/ehost/detail?vid=1&hid=101&sid=9454e414-05a6-4cd6-8532-9ba4a1d303ab%40sessionmgr111&bdata=JnNpdGU9ZWhvc3QtGjI2ZQ%3d%3d#db=aph&AN=15395079

In class participation, obtaining comprehensive health history from class partners.
Class Period 2, July 17th

Topic: The Physical Examination

A. Sequencing and coordination of a comprehensive physical examination

B. Anatomical features and examination techniques by body system
   Specific advanced exam techniques, practice with partners

C. Incorporating abnormals into findings

D. Application to the chief complaint (CC) and the history of present illness (HPI) – Pertinent positives and negatives

Required Readings:
Bickley Text: Chapters 4-17 - although an extensive assignment, this is a review of material previously mastered at the undergraduate level.

Class Period 3, July 18th

Topic: Continuation of The Physical Examination and Differential Diagnosis

A. Continued anatomical features and examination techniques by body system
   Specific advanced exam techniques, practice with partners

B. Differential diagnosis (DDx)
   1. Application from the ROS, CC, and HPI with rationale
   2. Application from the physical exam with rationale
   3. Creation of the DDx
   4. In class group work
      - History-Differential Diagnosis Worksheets
      - Physical Exam-Differential Diagnosis Worksheets
      - Comprehensive ROS/PE Worksheet

Required Readings:
Bickley, Chapters 2 and 3, Chapters 4-20 as necessary

Class Period 4, July 19th

Topic: Physical Exams, Abnormal Findings, SOAP Notes

A. Graded evaluation of the Physical Examination, performed with class partners and faculty observation

B. Interpreting abnormal physical exam findings
   1. In class group work
- Abnormal Finding Worksheet
- Interpreting the constellation of symptoms worksheet

C. The relationship of abnormal exam findings to potential pathophysiology and clinical history

D. Incorporating ROS and PE with documentation
   1. In class group work
      - Comprehensive SOAP-note

E. Data-gathering and assessment in difficult situations

Required Readings:
Bickley Text: Chapters 1, 2, and 3, Chapters 4-20 as necessary

Class Period 5, July 20th

Topic: Evidence-Based Practice (EBP) and Clinical Decision-Making

A. Accessing relevant evidence to guide decision-making and illness investigation
   1. In class group work
      - Diagnostic Probability Worksheet/Plan

B. Incorporation of all aspects of assessment
   1. Health history
   2. Review of systems
   3. Illness investigations
   4. Physical examination
   5. Attainment and evaluation of research evidence

Required Readings:
Bickley Text: Chapters 1 through 20 as necessary


POST-RESIDENCY ASSIGNMENT (If Applicable)

Due Before August 15th:

Written documentation of the comprehensive health history, review of systems, and physical examination done in class to be received by above date. Requirements for this written assignment will be reviewed in class.

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COURSE POLICIES AND PROCEDURES

Current information regarding College policies affecting your course can be found on the Resources/Policy section of the course homepage. On this page, you will find vital information, including the following:

- Current Student Handbook, outlining course-specific policies
- Access to support resources, including advising and online tutorial services
- Student Success Guides

SUBMITTING ASSIGNMENTS

Refer to your online classroom for directions on how to submit your assignments.

 EVALUATION

 GRADING BREAKDOWN

Interactive Subjective and Objective Data Exercise = 2 pts
Unit 1 Worksheet =3 pts
Documentation of Volunteer Health History = 15 pts
Demonstration of a Complete Head-to-Toe Physical Examination = 25pts
Written Documentation of Complete Adult Physical Exam = 10 pts
History-Differential Diagnosis Worksheets (2 Cases) = Total 8 pts
Physical Exam-Differential Diagnosis Worksheets (2 Cases) = Total 8 pts
Comprehensive ROS/Physical Exam Worksheets (2 Cases) = Total 20 pts
Abnormal Finding Worksheet = 8 pts
History and Physical Exam Abnormalities Worksheet = 5 pts
Focused Assessment Documentation = 15 pts
Diagnostic Probability Worksheet = 8 pts
Assessment/Plan Integration = 8 pts
Comprehensive SOAP Note = 15 pts
Class Participation Each Session = 50 pts

Total 200 points

A  93-100%
A- 90-92%
B+  88-90%
B   83-87%
B-  80-82%
C+  78-79%
C   73-77%
C-  70-72%
F   <70%

INSTRUCTOR INTRODUCTION

Gale Johnsen, PhD, MSN is a family nurse practitioner living in western Maine. She has extensive experience in family practice and geriatrics. She has taught nursing and medical students at both the undergraduate and graduate levels. In addition to her work in education, Gale works at the Sacopee Valley Health Center in rural Porter, Maine, as a Family Nurse Practitioner.