NURS505
Advanced Health/Physical Assessment

*Note: All content provided in the professor’s notes, course chart and course syllabus are based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.

Course Syllabi
Course Charts
Professor’s Notes
From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the overall level of difficulty of this course?
Level of demand = 9
I believe this course could be taken with one other course.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the reading requirements in this course?
Level of demand = 8
There is weekly reading from 1-3 chapters depending on the discussion topics.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the lecture requirements in this course?
Level of demand = 8
There are multiple multi-mediad available to the student. There are several PowerPoint presentations per weekly module and supplemental documents to review for each week.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the online exam requirements in this course?
Level of demand = 5
There are 2 on-line exams in which resources can be used.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the discussion board requirements in this course?
Level of demand = 8
There are 3 discussion board postings/requirements and responses to two other students during the course.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the written paper requirements in this course?
Level of demand = 8
This course requires documentation of patients seen in the clinical practicum phase of the course work. The SOAP format is introduced and students are expected to master this style of documentation which includes a comprehensive view of health promotion, cultural considerations, and family development.

Additional comments:
This course has a clinical component and requires that students have a clinical agreement with the student and Liberty University. Students are required to work with a preceptor for 40 hours and have an additional 8 hours with a patient volunteer. The student submits a video tape of their final head to toe examination to the faculty. The preceptor is a vital partner in this course.
# COURSE CHART

**NURS 505**

*Note: All content is based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.*


<table>
<thead>
<tr>
<th>WEEK/MODULE</th>
<th>READING &amp; STUDY</th>
<th>LEARNING ACTIVITIES</th>
<th>POINTS</th>
<th>DATE DUE</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Chs. 1–3</td>
<td>Comprehensive Health History &amp; Genogram</td>
<td>100</td>
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<tr>
<td></td>
<td>Ppt Lectures</td>
<td>Quiz 1</td>
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<td></td>
<td>Videos &amp; CD-Rom Demos</td>
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<td>2</td>
<td>Chs. 4–6</td>
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<td></td>
<td>Ppt Lectures</td>
<td>Quiz 2</td>
<td>20</td>
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<td></td>
<td>Videos &amp; CD-Rom Demos</td>
<td></td>
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<td></td>
<td></td>
<td>Case Study 1</td>
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<td>3</td>
<td>Chs. 7–8</td>
<td>DB 1</td>
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<td>Ch. 9</td>
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<td>Mid-Term Preceptor Evaluation</td>
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<td>Videos &amp; CD-Rom Demos</td>
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<td>Quiz 3</td>
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<td>5</td>
<td>Chs. 10 &amp; 14</td>
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<tr>
<td>6</td>
<td>Ch. 15</td>
<td>SOAP 2</td>
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<td>8</td>
<td>Review</td>
<td>Quiz 5</td>
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<td>Integrated Focused Multi-System Exam</td>
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<td>Self-Evaluation of Integrated Exam</td>
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<td>Preceptor Evaluation of Integrated Exam</td>
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<td>Final Preceptor Evaluation Clinical Logs 5-8</td>
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</tr>
</tbody>
</table>

**TOTAL** 1000

*DB = Discussion Board  Ppt = PowerPoint*
COURSE SYLLABUS

SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF NURSING

NURS 505
ADVANCED HEALTH/PHYSICAL ASSESSMENT

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“Though youths grow weary and tired, and vigorous young men stumble badly, yet those who wait upon the Lord will gain new strength: they will run and not get tired, they will walk and not become weary.”
Isaiah 40:30–32

COURSE DESCRIPTION

This 3 credit didactic and clinical course focuses on the skills needed to perform a history and physical examination. Students are provided the opportunity to practice both history-taking and physical examination skills with their clinical preceptor and in skills lab with their patient volunteer. Students are taught how to perform complete physical assessments as well as focused assessments for a variety of patient scenarios. Integration of in-depth health history, physical and psychological signs and symptoms, developmental stages, pathophysiologic changes, application of nursing theory, psychosocial and cultural characteristics of the individual, family, and community as the patient/client are emphasized. The concept of clinical decision–making for assessment and management of patients is introduced. A variety of teaching strategies are used which include case discussions, resources, power point notes, supervised clinical practicum with patients and patient volunteers and with on-line faculty.

RATIONALE

Advanced nursing practice requires refined communication and assessment skills in order to adequately gather pertinent information and employ critical thinking skills in clinical decision making. The information gathered through interviewing and physical assessment allows the advanced practice nurse to effectively evaluate the patient, develop a plan care, and manage the care of the patient in the hospital, the home, and in the community.

PREREQUISITES

Admission to the program or special student status and completion of an undergraduate physical assessment course less than 10 years. Courses greater than 10 years will require faculty approval. Consideration for current clinical experience in assessment will be given.

I. REQUIRED RESOURCE PURCHASES

II. SUGGESTED ADDITIONAL MATERIALS


III. ADDITIONAL MATERIALS FOR LEARNING

A. Computer with basic audio and video equipment
B. DVD camcorder
C. Internet access (broadband recommended)
D. Microsoft Word
   (Microsoft Office is available at a special discount to LU students.)
E. Students must purchase or have access to the following equipment:
   1. Stethoscope (Littman Cardiology II or similar)
   2. Otoscope and Ophthalmoscope
   3. Reflex Hammer and Centimeter ruler
   4. Tuning Forks (512 MHz and 128 MHz)
   5. Standard office supplies (i.e., gloves, tongue depressors, etc.)
   6. Professional Name Tag – Name & RN, BSN, or LU MSN Program

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

A. Interview a patient and obtain a complete health history as well as an integrated focused history, including a review of systems for a chief complaint.
B. Effectively communicate with the patient during the exam.
C. Demonstrate cultural compassion and professional demeanor during the interview and the physical exam.
D. Perform an integrated focused multi-system physical exam in an organized manner within a 20 minute time period.
E. Perform focused exams.
F. Communicate objective and subjective findings in SOAP format.
G. Assess adult patients in all stages of development during wellness or illness.
H. Treat the patient with respect and unconditional acceptance, demonstrating an attitude of a servant’s heart.

V. **COURSE REQUIREMENTS AND ASSIGNMENTS**

A. **Licensure**

All graduate students are required to have a current, valid nursing license in their state of residence or practice. Fax copies to the Department of Nursing at 434-582-7035 before or on the first day of the course.

B. **Preceptor Agreement**

This must be established with an advance practice nurse (primary care) or physician. Submit all required documents via course link before or on the first day of the clinical practicum.

C. **Blood Borne Pathogens Risk Acknowledgment**

Complete an on-line in-service on [http://www.osha.gov](http://www.osha.gov) and submit course link before or on first day of the course.

**Note:** Failure to submit any of the above three documents by the first day of course may result in a drop from the course.

D. **Textbook readings and lecture presentations/notes**

E. **Discussion Board forums (2)**

Each DB is worth 100 points, for a total of 200 points.

F. **Comprehensive Health History and Genogram**

Using the Health History Form as a guide for the patient interview, each student will self-select an adult patient and type a clear, flowing HHX. He or she will then design a genogram on this patient. This assignment is worth 100 points and is due by 11:59 p.m. (ET) on Sunday.

G. **Online Case Studies (5)**

H. **Quizzes (5)**

The student will take 5 quizzes over the span of the course, covering information from weekly textbook readings. The quizzes will include primarily application-based questions. Each quiz will be due by 11:59 p.m. on the Sunday of the assigned week.

I. **Focused SOAP Notes (2)**

For this assignment, the student will select a patient from his or her clinical practicum with a certain medical condition and write a SOAP note about the patient. For detailed instructions on composing a SOAP Note, see the related documents in About Your Course>Course Overview and Guide>Essential Elements. Each SOAP Note assignment is worth 50 points, for a total of 100 points and is due by 11:59 p.m. (ET) the Sunday of the assigned week.
J. Clinical Logs and Mid-Term and Final Preceptor Evaluations (2)

Each student is to maintain a written log of all patient encounters. The main purpose of this is to document clinical time to satisfy course and certification requirements, and to summarize types of patients and therapeutic interventions. The student will submit the clinical log and the mid and final preceptor evaluations at the designated weeks.

K. Integrated Focused Multi-System Exam

The student will demonstrate an integrated multi-system physical assessment in an organized fashion. He or she will conduct a preceptor-proctored integrated exam using video recording (DVD to a regular size disk conversion required) and a checklist (see Appendix C). The submitted DVD will not be returned and will become the property of Liberty University. The student’s proctor will submit a grade and a verification statement that the student completed the exam within the time allowed and without assistance. This exam is worth 400 points. The student must score at least a 300 (or a B) on this exam in order to pass the course.

L. Preceptor Evaluation of Integrated Focused Multi-system Physical Exam

Prior to the student’s integrated multi-system physical assessment, he or she will print out the appropriate form in order for the preceptor to evaluate his or her ability on-site. The Preceptor Evaluation is worth 100 points.

M. Self-Evaluation of Integrated Focused Multi-system Physical Exam

The student will submit this assignment directly after performing the Integrated Focused Multi-System Exam, which will give the student immediate reflection on their performance. This assignment is not graded, but is a required element of the course.

Note: Students are expected to wear business attire and a white lab coat with ID to all clinical experiences.

VI. Course Grading and Policies

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Health History</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Board forums (2 @ 100 points each)</td>
<td>200</td>
</tr>
<tr>
<td>SOAP Notes (2 @ 50 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes (5 @ 20 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Integrated Focused Multi-System Exam</td>
<td>400</td>
</tr>
<tr>
<td>Preceptor Evaluation of Integrated Exam</td>
<td>100</td>
</tr>
<tr>
<td>Self-Evaluation of Integrated Exam</td>
<td>0</td>
</tr>
<tr>
<td>Case Studies (5)</td>
<td>0</td>
</tr>
<tr>
<td>Clinical Logs Weeks 1-4 and Mid-Term Eval</td>
<td>0</td>
</tr>
<tr>
<td>Clinical Logs Weeks 5-8 and Final Eval</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000</td>
</tr>
</tbody>
</table>
B. Scale
   A = 900–1000  B = 800–899  C = Below 800 is unacceptable performance

C. Policies

The student will be expected to read each assignment and complete all activities and clinical practice according to the course schedule. Late assignments, regardless of reason, will result in -5 for each day late and after 5 days a 0 will be given. The course requires a lab/clinical component with a minimum of 40 hours over the 8-week course using a preceptor and a volunteer.

   1. The student will be required to practice learned skills using a volunteer patient/client for a minimum of 8 hours which will be submitted in a clinical log. The volunteer may be a family member over the age of 18 or a friend, whoever will be comfortable with practicing examination techniques.

   2. The student will be required to select a qualified preceptor, obtain a preceptor/proctor agreement, and submit to the faculty prior to the first week of class. A qualified preceptor should have a minimum of a Masters in Nursing or be a physician. The preceptor should be currently practicing as a Clinical Nurse Specialist, Nurse Practitioner, MD or DO, preferably in a primary care setting, such as a Clinic, Medical Office or Emergency Room/Urgent Care Facility. (See Appendix A for Agreement) The student will observe and practice acquired skills with the approved preceptor for a minimum of 32 hours which will be divided over the 8-week course. Verification of attendance via a signed clinical log and submitted on specified due dates is required. The student will provide the preceptor with a guide of systems to be observed and reviewed for that week. However, patient populations and conditions will vary in a Primary Care Office and your preceptor cannot guarantee that you will see a certain patient; therefore, you must communicate with the nursing staff and your preceptor the type of patient that coincides with the weekly assignment so every effort can be made to ascertain that type of patient. If problems arise, contact your faculty.

   3. Each student is to maintain a written log of all patient encounters. The main purpose of this is to document clinical time to satisfy course and certification requirements, and to summarize types of patients and therapeutic interventions. The student will be responsible for the hard copy and the computer record.

D. Disability Assistance

Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.