Course Name: Physical Assessment & Diagnostic Reasoning

Course Prefix: MSN

Course Number: 6220

Submitted by: Monte Roberts, monteroberts1@weber.edu

Current Date: 2/16/2015 College: Health Professions

Department: Nursing

From Term: Fall 2016

Substantive

new

Current Course Subject: N/A

Current Course Number:

New/Revised Course Information:

Subject: MSN

Course Number: 6220

Check all that apply:

This is for courses already approved for gen ed. Use a different form for proposing a new gen ed designation.

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Course Title: Physical Assessment & Diagnostic Reasoning

Abbreviated Course Title: Phys Assess & Diagn Reas

Course Type: LEC

Credit Hours:

or if variable hours: 2-3 to

Contact Hours:

Lecture: 30-45

Lab:

Other:

Repeat Information:

Limit: 0

Max Hrs: 0

Grading Mode: standard

This course is/will be:

a required course in a major program X

a required course in a minor program

a required course in a 1- or 2- year program

elective

Prerequisites/Co-requisites:

Prerequisites: Faculty permission.

Course description (exactly as it will appear in the catalog, including prerequisites):

This course lays the groundwork for students to perform comprehensive and holistic health histories, review of systems, and physical examinations for patients across the lifespan. The nurse practitioner students will be guided in the development of the cognitive skills necessary for complex diagnostic reasoning. The classroom, nursing practice lab, and select clinical sites are used in presenting and practicing assessment and diagnostic reasoning. Prerequisites: Faculty permission.

Justification for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

Graduate nursing program accrediting bodies (ACEN & CCNE) and nurse practitioner certification testing (ANCC & AANP) requires nursing students in graduate level programs to obtain course work in graduate level pathophysiology, pharmacology and physical assessment. The course sets the foundation for future courses specifically in disease assessment, management and diagnosis, and prescriptive license within the scope of a nurse practitioner. This course is core for nurse practitioner students.

INFORMATION PAGE

for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

If not, what are the major concerns raised by the opponents?

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

No, this is a new required course for a new program. No other offerings meet the requirements for national licensure.

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

No other graduate course is offered. This course will not overlap or affect any other departmental offerings.

See Program Proposal

4. Is this course required for certification/accreditation of a program?

yes

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. For course proposals, e-mail a syllabus to Faculty Senate which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description. There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.).

Please mail a signed approval pageto the Faculty Senate Office, MA 210J, MC 1033.

**WEBER STATE UNIVERSITY**

**SCHOOL OF NURSING**

Course Syllabus

 **A. COURSE NUMBER AND NAME:**

           MSN 6220 Physical Assessment and Diagnostic Reasoning

**B. CREDIT HOURS**:

Two (2) or three (3) credit hours

 **C. COURSE DESCRIPTION:**

This course lays the groundwork for students to perform comprehensive and holistic health histories, review of systems, and physical examinations for patients across the lifespan. The nurse practitioner students will be guided in the development of the cognitive skills necessary for complex diagnostic reasoning. The classroom, nursing practice lab, and select clinical sites are used in presenting and practicing assessment and diagnostic reasoning. Prerequisites: Faculty permission.

  **D. COURSE OUTCOMES:**

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

1. Develop the necessary skills expertise to perform comprehensive holistic assessments of
	1. patients across the lifespan.
2. Integrate the critical thinking skills needed for diagnostic reasoning into the assessment
	1. process to assure accuracy in patient diagnoses.
3. Determine assessment data requiring immediate action and referral to other health care
	1. providers.
4. Incorporate evidence supported best practice in assessment of patients across the lifespan.
5. Evaluate patient outcomes related to diagnoses and interventions based on assessment
	1. data.
6. Demonstrate safe practice in the performance of advanced assessment skills.
7. Use information systems to support patient data collection, recording of assessment data,
	1. and assessment process and results.

**E. COURSE CONCEPTS:**

1. Assessment
2. Growth & Development
3. Reproduction
4. Clinical Decision Making
5. Communication

**F. TEACHING STRATEGIES:**

* Selected readings
* Scholarly assignments designed to support development of an evidence-based innovation
	1. and application.
* Skills presentations: Use of static models, interactive computer based technology, actual
	1. practice with equipment used in the ambulatory care setting.
* Standard Patients
* Simulation activities

 **G.         METHODS OF EVALUATION:**

* Skill competency testing
* Lab participation and preparation.
* Case studies and simulation activities
* Peer Review
* Debriefing
* Testing

Grading Scale:

|  |  |  |  |
| --- | --- | --- | --- |
| 100-95% = A |  86-83%  = B |  76-73%  = C |  66-63%  = D |
|  94 90%  = A- |  82-80%  = B- |   72-70%  = C- |   62-60%  = D- |
|  89-87% = B+ |  79-77% = C+ |   69-67% = D+ |  59% and below=E |

Students must have an 80% average in this course to pass the course and continue in the nursing program. (Refer to Nursing Department Student Handbook)

To receive a grade, all course requirements must be met.

**H.        REQUIRED TEXTS:**

Bickley, L. (2013). *Bate’s guide to physical assessment and history taking* (11th ed.). Philadelphia, PA: Lipincott, Williams & Wilkins.

Duderstadt, K. G. (2014). *Pediatric physical examination: An illustrated handbook.* (2nd ed).

 St. Louis, MO: Elsevier/Mosby.

**I.**          **RECOMMENDED TEXT:**

**J.         COURSE FORMAT:**

1. Diagnostic Reasoning in Advanced Practice Assessment
2. Accessing and using patient data sources
3. Planning, coordinating, and sequencing of Assessment
4. Assessment considerations across the lifespan
5. Tools for focused assessments
6. Heath History Across the Lifespan
	1. Chief complaint
	2. History of present illness
	3. Medications, Herbal Therapies, Dietary Supplements, Specialty Supplements
	4. Allergies
	5. Past medical and surgical history
	6. Family history
	7. Social history
	8. Review of systems
7. Growth and Development
8. Functional Assessment
9. General Survey, Vital signs
10. Pain assessment
11. Mental Status
12. Behavior
13. Skin, Hair, and Nails
14. Face, Head, and Neck
	1. Eyes
	2. Ears
	3. Nose
	4. Mouth and Throat
15. Thorax
	1. Lungs
	2. Cardiovascular
	3. Breasts and Axilla
16. Abdomen
17. Female Genitalia
	1. Pelvic Examination
18. Male Genitalia
19. Anus and Rectum
	1. Prostate Examination
20. Musculoskeletal
21. Neurological
22. Assessment specific to the newborn
23. Assessment specific to infants
24. Assessment specific to toddlers and preschoolers
25. Assessment specific to school age children
26. Assessment specific to adolescents
27. Assessment specific to the pregnant woman
28. Assessment specific to the older adult

**K.        PROFESSIONAL CONDUCT:**

Students are expected to abide by the WSU student code and the Nurse Practice Act of the State of Utah. Plagiarism or any other form of cheating will result in failure of the

course and probable dismissal from the Family Nurse Practitioner program. WSU subscribes to Turnitin.com, an electronic service that verifies the originality of student work. Enrollment in this course may require you to submit some or all of your assignments to it this semester, and documents submitted to TurnItIn.com are retained anonymously, in their databases. Continued enrollment in this course constitutes an understanding of an agreement with this policy.

**L.**        **SYLLABUS DISCLOSURE STATEMENT:**

The syllabus is the governing document for this course.  Your decision to take this course amounts to your tacit consent to the conditions of this syllabus.  The professor, as well, is bound by the terms of this syllabus and may not make any significant changes, unless the class as a whole approves them.

**M.**       **SERVICES FOR STUDENTS WITH DISABILITIES:**

Services for Students with Disabilities: Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center.  SSD can also arrange to provide course materials (including this syllabus) in alternative format if necessary.  Disabled individuals requesting accommodations should be referred to SSD so that disability documentation can be acquired and appropriate accommodations arranged.  Please phone: 801-626-6413.