

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

**School of Health Sciences
NURS 601
ADVANCED HEALTH ASSESSMENT
Credit Hours: 3
Length of Course: 8 weeks
Prerequisite: NURS500, 502, 504, 505 & 507**

Instructor Information

Please refer to the Instructor Profile on the course homepage for your instructor's contact information and biography.

Course Description (Catalog)

This course builds on the undergraduate foundation in health assessment and provides the foundation for the advanced practice role of the nurse educator. Teaching methodologies will facilitate development of skills in conducting comprehensive and systematic assessments of patients throughout the lifespan. This will include physical and psychosocial assessment, risk assessment and functional assessment in diverse populations.

Course Scope

This eight week advanced health assessment course builds upon prior learning of health assessment at the undergraduate education level and is designed to provide the learner with knowledge and skills required to perform an advanced health assessment using advanced assessment techniques, concepts and approaches of all human systems across the lifespan.

Course Objectives

The following objectives are aligned with the MSN Program Outcomes (PO):

1. Define the role of the Masters prepared nurse in conducting a focused patient health assessment. (Core PO1, 4, 7 and Nurse Educator PO1)

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2. Apply advanced practice principles of assessment and clinical decision making to the assessment of patients across the lifespan (Core PO1, 4, 7 and Nurse Educator PO1)
3. Demonstrate use of clinical reasoning in assessing patients with uncertain or complex clinical presentations (Core PO4, 7 and Nurse Educator PO1)
4. Incorporate concerns of patients and families in designing plans and delivery of care (Core PO1, 4, 7 and Nurse Educator PO1)
5. Select effective methods of evaluating the effectiveness of nursing interventions (Core PO1, 4, 5, 7 and Nurse Educator PO1)

Module Learning Objectives are located within the course.

Masters Essentials covered in this course include I, IV, VIII, & IX.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due weekly as noted on the course outline and can include Forum questions and written assignments. Assigned faculty will support the students throughout this eight-week course.

Course Resources

Required Course Textbook:

All required readings and resources are available within MyClassroom.

Academic Writing Requirements:

The School of Health Sciences requires use of APA format and style and all students are encouraged to have a current copy of the *APA Publication Manual*. All written assignments are to be submitted in APA format style unless otherwise noted in the assignment directions.

Evaluation Procedures

Discussions

Please join the discussions each week. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Discussions are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the discussions and avoid copying and pasting from websites. In this class there are 9 graded discussions.

Guidelines:

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- Post the initial response to each discussions by 11:55pm, ET, Wednesday
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to ***more than 2*** of your classmates in each forum by 11:55pm, ET, Sunday.
- Responses to classmates are significant to advance the discussions.
- All discussions can be accessed in the Discussions section of the course.
- Respond to all questions posed to you in your initial post by instructor and/or peers.

An initial post must precede the response posts to peers. An initial post received after Wednesday 11:55 pm will receive a 10% deduction for each day, for 3 days, prior to discussions being graded. This means the highest grade possible for a late submission of 3 days, is 70%. However, response posts are due by Sunday 11:55 pm. If response posts are not submitted by this time, the discussion is over. Therefore, no points can be awarded for collaboration, and the highest grade possible for late submission past 3 days is 60%.

Tests/ Quizzes

There are weekly quizzes in weeks 1-7 of the course. These quizzes are not timed and can be taken more than once within the week until you achieve a satisfactory score.

In week 4 there is a midterm exam that covers the material from weeks 1-4, and in week 8 there is a final exam that covers material from the entire course. These exams are timed and may only be taken once.

Written Assignments

There is 1 written assignment with a corresponding presentation due during the course. All assignment instructions and grading rubrics are located in the Assignments area of MyClassroom. Assignments are due by 11:55 pm EST on the Sunday of the week they are assigned, or as indicated in the Assignments area.

Course Grading Outline

Grading Instrument	Percentage of Final Grade
Discussions	24%
Quizzes	21%
Research Paper	10%
Research Presentation	5%
Midterm Exam	20%
Final Exam	20%
TOTAL	100%

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Course Outline				
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
1	Interviewing, History Taking, Physical Examination, Documentation Strategies	<ol style="list-style-type: none"> 1. Identify advanced principles of history taking in the assessment process of individuals 2. Identify advanced components of the physical assessment, including techniques and principles, as they apply to individuals across the lifespan and special populations 3. Discriminate between subjective and objective data 	As assigned	Introduction Discussion Week 1 Discussion Week 1 Quiz
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
2	Mental Health and Integumentary Disorders	<ol style="list-style-type: none"> 1. Develop a systematic approach for completing a health history for patients experiencing alteration in mental health and the integumentary system 2. Describe common health complaints related to mental health and the integumentary system 3. Identify the components of a comprehensive physical examination for patients experiencing mental health issues and integumentary system conditions 	As assigned	Week 2 Discussion Week 2 Quiz
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
3	Eye, Ear, Nose, Sinus, Mouth, and Throat disorders	<ol style="list-style-type: none"> 1. Develop a systematic approach for completing a health history for patients with eye, ear, nose, sinus, mouth, and throat conditions 2. Describe common health complaints related to eye, ear, nose, sinus, mouth and throat. 3. Identify the components of a comprehensive physical examination for patients with 	As assigned	Week 3 Discussion Week 3 Quiz

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		eye, ear, nose, sinus, mouth, and throat conditions 4. Describe health assessment data changes in special populations experiencing eye, ear, nose, throat, mouth and sinus conditions		
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
4	Respiratory, Cardiovascular, and Endocrine disorders	<ol style="list-style-type: none"> 1. Develop a systematic approach for completing a health history for patients with respiratory, cardiovascular and endocrine conditions 2. Describe common health complaints related to respiratory, cardiovascular and endocrine systems 3. Identify the components of a comprehensive physical examination for patients with respiratory, cardiovascular and endocrine conditions 4. Describe health assessment data changes in special populations experiencing respiratory, cardiovascular and endocrine conditions 	As assigned	Week 4 Discussion Week 4 Quiz Midterm Exam
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
5	GI, Male GU, Female GU, and Breast Disorders	<ol style="list-style-type: none"> 1. Develop a systematic approach for completing a health history for patients with GI, GU and Breast conditions 2. Describe common health complaints related to GI, GU and female reproductive systems 3. Identify the components of a comprehensive physical examination for patients with GI, GU and breast conditions 4. Describe health assessment data changes in special populations experiencing GI, GU and breast conditions 	As assigned	Week 5 Discussion Week 5 Quiz
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)

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6	Musculoskeletal Disorders	<ol style="list-style-type: none"> 1. Develop a systematic approach for completing a health history for patients with musculoskeletal conditions 2. Describe common health complaints related to the musculoskeletal system 3. Identify the components of a comprehensive physical examination for patients with musculoskeletal conditions 4. Describe health assessment data changes in special populations experiencing musculoskeletal conditions 	As assigned	Week 6 Discussion Week 6 Quiz
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
7	Neurological Disorders	<ol style="list-style-type: none"> 1. Develop a systematic approach for completing a health history for patients with neurological conditions 2. Describe common health complaints related to the neurological system 3. Identify the components of a comprehensive physical examination for patients with neurological conditions 4. Describe health assessment data changes in special populations experiencing neurological conditions 	As assigned	Week 7 Discussion Week 7 Quiz Research Paper and Presentation
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
8	Course Wrap Up		As assigned	Week 8 Discussion Final Exam

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

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[Disability Accommodations](#)

Nursing Program Policies

Assignment and Coursework Grading Policy

Students are expected to submit classroom assignments by the designated due date and to complete the course according to the published class schedule. Failure to submit coursework by the designated due date will result in a ten percent (10%) penalty per day until three (3) days after the coursework is due. Therefore, after three (3) days, the maximum grade the student can achieve with a late submission will be a grade of 70% (C-). If a student is ill, has a family crisis, or will miss scheduled coursework deadlines for any reason, the student shall notify the instructor in advance if at all possible. Assignments will NOT be accepted more than seven (7) days after the due date unless prior arrangements have been made in advance of the due date.

Course Completion and Progression Requirements

For all capstone courses that begin after January 1, 2017, graduate students must earn a B- (80%) or better on their capstone thesis/project/paper and a B- (80%) or better in their capstone course to pass the course. This policy aligns with the comprehensive exam, which also requires a B- (80%) or better to pass. Graduate students must have at least a 3.0 GPA in order to graduate.