

UNIVERSITY SENATE ROUTING LOG

**Proposal Title:** NUR 631 course change

**Name/email/phone for proposal contact:**

**Instruction:** To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

<b>Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc)</b>	<b>Contact person Name (phone/email)</b>	<b>Consequences of Review:</b>	<b>Date of Proposal Review</b>	<b>Review Summary Attached? (yes or no)</b>
Master's Program Committee	Sherry Warden, Chair 323-6640/ward00@email.uky.edu	Approved	Oct. 5, 2007	NO
Graduate Faculty (email vote as faculty did not meet in Oct.; next meeting in Dec.)	Patricia Howard 323-63332/pbhowa00@email.uky.edu	Approved	Oct. 19, 2007	NO

# APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of Nursing Date: 10/22/2007  
 Department/Division offering course: Nursing - Graduate Program

2. What type of change is being proposed?  Major  Minor\*

\*See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council.

If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal processing and an email notification will be sent to the contact person.

### PROPOSED CHANGES

Please complete all "Current" fields.  
 Fill out the "Proposed" field only for items being changed. Enter N/A if not changing.  
 Circle the number for each item(s) being changed. For example: (6.)

3. Current prefix & number: NUR 631 Proposed prefix & number: N/A

4. Current Title Applications of Advanced Health Assessment

Proposed Title† N/A

†If title is longer than 24 characters (including spaces), write a sensible title (24 characters or less) for use on transcripts:

Applic Adv Hlth Assess

5. Current number of credit hours: 2 (1:1) Proposed number of credit hours: 3 (2:1)

6. Currently, is this course repeatable? YES  NO  If YES, current maximum credit hours: \_\_\_\_\_

Proposed to be repeatable? YES  NO  If YES, proposed maximum credit hours: \_\_\_\_\_

7. Current grading system:  Letter (A, B, C, etc.)  Pass/Fail

Proposed grading system:  Letter (A, B, C, etc.)  Pass/Fail

8. Courses must be described by at least one of the categories below. Include the number of actual contact hours per week for each category, as applicable.

Current:

( ) CLINICAL ( ) COLLOQUIUM ( ) DISCUSSION (4) LABORATORY (1) LECTURE  
 ( ) INDEPEND. STUDY ( ) PRACTICUM ( ) RECITATION ( ) RESEARCH ( ) RESIDENCY  
 ( ) SEMINAR ( ) STUDIO ( ) OTHER – Please explain: \_\_\_\_\_

Proposed:

( ) CLINICAL ( ) COLLOQUIUM ( ) DISCUSSION (4) LABORATORY ( ) LECTURE  
 ( ) INDEPEND. STUDY ( ) PRACTICUM ( ) RECITATION ( ) RESEARCH ( ) RESIDENCY  
 ( ) SEMINAR ( ) STUDIO (2) OTHER – Please explain: Distributed learning format. Combination of lab, technologically-enhanced and experiential learning activities. Class will meet for 4 hours once per month with outside assignments.

9. Requested effective date (term/year): Fall / 2008

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

10. Current teaching method:  N/A       Community-Based Experience       Service Learning Component       Both  
*Proposed teaching method (if applicable):*       Community-Based Experience       Service Learning Component       Both

11. Current cross-listing:  N/A      \_\_\_\_\_  
Prefix and Number      NAME of current cross-listing DEPARTMENT

a. *Proposed – REMOVE the current cross-listing:*

b. *Proposed – ADD a cross-listing:* \_\_\_\_\_  
Prefix and Number      Signature of chair of proposed cross-listing department

12. Current prerequisites:  
NUR 630, enrollment in graduate program in Nursing or consent of instructor

*Proposed prerequisites:*  
*Enrollment in graduate program in Nursing or RN/MSN program*

13. Current Bulletin description:  
This advanced health assessment course is the second of two courses that offers essential assessment and skill development opportunities for advanced practice nursing. It includes intensive work on the principles and techniques of performing a comprehensive health assessment in the context of developmental, physiological, psychological, and environmental parameters. Individual, family, and community assessment models are analyzed for use with diverse populations. Emphasis is to differentiate normal and abnormal health findings for diverse individuals, families, and communities.

*Proposed Bulletin description:*  
*This advanced health assessment course offers comprehensive assessment of the individual within the context of the family and community. It includes comprehensive (systematic) history, physical, and psychological assessment of signs and symptoms, pathophysiologic changes, and psychosocial variations of the individual patient. Assessments are performed within the context of developmental, physiological, psychological, cultural, and environmental parameters. Emphasis is placed on developing a thorough understanding of the individual patient and differentiating normal and abnormal findings to determine current health status.*

14. What has prompted this change?  
This course was originally designed as a 2 credit course with one hour for didactic content and one hour laboratory. Technology has improved teaching methods in the practice lab. The proposed change to increase the didactic content of the course from 1-credit to 2-credits will provide the opportunity to include content not covered previously due to time constraints imposed by the 1 credit allocation. Offering the revised course each semester (fall/spring) in the new format will aid student progression in the program.

15. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:  
No significant changes in content or teaching objectives. Language in proposed course change clarifies course intent.

16. Please list any other department that could be affected by the proposed change:

**APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR**

16. Please list any other department that could be affected by the proposed change:

None.

17. Will changing this course change the degree requirements for ANY program on campus?  YES  NO

If YES<sup>‡</sup>, list below the programs that require this course:

Will increase total credit hours in the MSN - Public Health Nursing specialty by one credit hour for students enrolled Fall 2008 or after. Does not change the overall MSN degree requirements of 40 or more hours based on specialty area. See attachment I- Public Health Nursing plan of study.

<sup>‡</sup> In order for the course change to be considered, program change form(s) for the programs above must also be submitted.

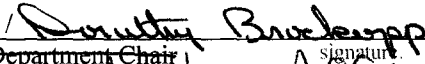
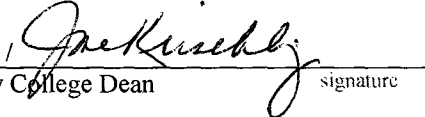
18. Is this course currently included in the University Studies Program?  Yes  No

19.  Check box if changed to 400G or 500. If changed to 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

20. Within the department, who should be contacted for further information on the proposed course change?

Name: Mary DeLetter Phone: 323-6606 Email: mcdele01@email.uky.edu

21. Signatures to report approvals:

DATE of Approval by Department Faculty	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"><u>DOROTHY BROCKOPP</u> <small>printed name</small></div> <div style="width: 5%; text-align: center;">/</div> <div style="width: 45%;"> <small>signature</small></div> </div> <div style="display: flex; justify-content: center; margin-top: 5px;"> <div style="width: 45%; text-align: center;"><small>Reported by Department Chair</small></div> <div style="width: 10%;"></div> <div style="width: 45%; text-align: center;"><small>Assoc. Dean for Academic Affairs</small></div> </div>
<u>10/19/2007</u> DATE of Approval by College Faculty	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"><u>JANE KIRSCHLING</u> <small>printed name</small></div> <div style="width: 5%; text-align: center;">/</div> <div style="width: 45%;"> <small>signature</small></div> </div> <div style="display: flex; justify-content: center; margin-top: 5px;"> <div style="width: 45%; text-align: center;"><small>Reported by College Dean</small></div> </div>
*DATE of Approval by Undergraduate Council	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%; text-align: center;">/</div> </div> <div style="display: flex; justify-content: center; margin-top: 5px;"> <div style="width: 45%; text-align: center;"><small>Reported by Undergraduate Council Chair</small></div> </div>
*DATE of Approval by Graduate Council	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%; text-align: center;">/</div> </div> <div style="display: flex; justify-content: center; margin-top: 5px;"> <div style="width: 45%; text-align: center;"><small>Reported by Graduate Council Chair</small></div> </div>
*DATE of Approval by Health Care Colleges Council (HCCC)	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%; text-align: center;">/</div> </div> <div style="display: flex; justify-content: center; margin-top: 5px;"> <div style="width: 45%; text-align: center;"><small>Reported by Health Care Colleges Council Chair</small></div> </div>
*DATE of Approval by Senate Council	<div style="display: flex; justify-content: center; margin-top: 5px;"> <div style="width: 45%; text-align: center;"><small>Reported by Office of the Senate Council</small></div> </div>
*DATE of Approval by the University Senate	<div style="display: flex; justify-content: center; margin-top: 5px;"> <div style="width: 45%; text-align: center;"><small>Reported by the Office of the Senate Council</small></div> </div>

\*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

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Excerpt from *University Senate Rules*:

## APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

*SR 3.3.0.G.2:* **Definition.** A request may be considered a minor change if it meets one of the following criteria:

- a. change in number within the same hundred series;
- b. editorial change in the course title or description which does not imply change in content or emphasis;
- c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
- d. a cross-listing of a course under conditions set forth in *SR 3.3.0.E*;
- e. correction of typographical errors.

Rev 8/07

**UNIVERSITY OF KENTUCKY  
COLLEGE OF NURSING**

**NUR 631 SYLLABUS (proposal)  
FALL 2008**

**COURSE TITLE:** NUR 631: Application of Advanced Health Assessment

**CREDIT HOURS:** 3 semester hours (2 didactic credits and 1 clinical laboratory credit)

**PREREQUISITE:** Enrollment in graduate program in Nursing or RN-MSN program.

**COURSE DESCRIPTION:**

This advanced health assessment course offers comprehensive assessment of the individual within the context of the family and community. It includes comprehensive (systematic) history, physical, and psychological assessment of signs and symptoms, pathophysiologic changes, and psychosocial variations of the individual patient. Assessments are performed within the context of developmental, physiological, psychological, cultural, and environmental parameters. Emphasis is placed on developing a thorough understanding of the individual patient and differentiating normal and abnormal findings to determine current health status.

**COURSE OBJECTIVES:**

At the conclusion of this course, students will be able to:

1. Evaluate models for assessing the individual within the context of the family, environment, and community.
2. Perform an accurate and culturally-sensitive comprehensive health assessment on individuals across the life span.
3. Analyze assessment data to identify risk factors and establish a differential diagnosis.
4. Record and communicate assessment findings verbally and in writing to clients and other members of the health promotion/ health care team.
5. Incorporate ethical and legal principles into health assessment performance and communication of findings.
6. Incorporate evidence-based and research findings into health assessment strategies.

**MSN PROGRAM OBJECTIVES REFLECTED IN THIS COURSE:**

- Provide advanced practice nursing care consistent with the ANA standards of care and professional performance
- Analyze factors that influence advanced practice nursing, health and health care (including biological, psychological, social, economic, cultural, political, ethical, legal, and geographic factors)
- Collaborate with others to meet the health needs of populations

**COURSE FACULTY**

Mary DeLetter, PhD, RN, ***GRADUATE FACULTY OF RECORD***

Office: Room 557 CON, (859) 323-6606

E-mail: [mcdele01@email.uky.edu](mailto:mcdele01@email.uky.edu)

Melanie G. Hardin-Pierce DNP, RN, ARNP-CS, ***COURSE COORDINATOR***

Office: Room 425 CON, (859) 323-5657

E-mail: [mhpier00@email.uky.edu](mailto:mhpier00@email.uky.edu)

Lynne Jensen, PhD, ARNP, Adult Nurse Practitioner

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Nancy Kloha, MSN, ARNP, Family Nurse Practitioner

Cell phone: (606) 923-1919

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Kitty Roberts, MSN, ARNP, Family Nurse Practitioner

Office: Room 421 CON; (859)323-8084

E-mail: [krobe3@email.uky.edu](mailto:krobe3@email.uky.edu)

**REQUIRED TEXTS:**

Bickley, L. S., & Szilagy, P.G. (2003). Bates' guide to physical examination and history taking (9<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins

Coulehan, J.L., & Block, M.R. (2001). The medical interview: Mastering skills for clinical practice (5th. ed.). Philadelphia: F.A. Davis Co.

**REQUIRED ON-LINE ACTIVITIES:**

Independent Study Modules on Blackboard

Doc.com Interactive Communication Tutorials (<http://webcampus.drexelmed.edu/doccom/user/>)

**RECOMMENDED MATERIALS:**

Pocket Guide for Physical Assessment (Pocket Card)

**TEACHING/LEARNING METHODS:**

This course uses a distributed learning format with class meetings five times per semester. The course is taught with web-enhanced and independent learning and practice activities. Class meetings will primarily involve laboratory practice and demonstration of health assessment competencies. Teaching-learning methods include:

- Independent Bb Modules
- Viewing Bates Tapes (Visual Guides to Physical Examination)
- Doc.com Interactive On-line Communication Tutorials (Drexel University)
- Student Preparation: Reading, Independent Practice
- Supervised Partner Laboratory Practice and Instruction
- Structured Clinical Instructional Modules (SCIMs)

## **LABORATORY SESSIONS**

Laboratory time will be dedicated to the following activities:

- Small group instruction on advanced health assessment techniques
- Practicing health assessment with student partners
- Structured Clinical Instructional Modules (SCIMs)
- Objective Structured Clinical Examination (OSCE)

## **EVALUATION:**

- 25% Video Validation of a Basic Complete Physical Exam
- 25% Evaluating Communication Techniques Assignment
- 25% Participation in On-line Preparation
- 25% Final Examination – Objective Structured Clinical Examination (OSCE)

### **Grading Scale**

90 – 100	A
80 – 89	B
70 – 79	C
69 or below	E

- ❖ Late assignments, without prior approval of the course faculty, will be penalized 5% per day.

### **Clinical Course Grade Requirement:**

Because this course has a clinical laboratory component, ALL STUDENTS must earn a grade of B or higher to continue in the master's program of study.

### **Absence Policy**

**Attendance to class is required** and is considered critical to success of this course. Interaction with faculty and peers during class contributes to professional development of the graduate student. Class cannot be missed for work-related scheduling problems. **Full** attendance and participation are required in **each** class meeting.

#### **Excused Absences**

- Any excused absences (including the first class meeting) must be approved by the course faculty prior to the class meeting date.
- Students who miss two or more classes with excused absences may be asked to take an "Incomplete" in the course and finish in a future semester.
- S.R. 5.2.4.2 (*Student Rights and Responsibilities Handbook*) defines the following as acceptable reasons for excused absences:
  - serious illness
  - illness or death of family member
  - University-related trips;
  - Major religious holidays
  - Other circumstances found to be reasonable cause for nonattendance
- Students who need to miss a laboratory session should notify the course faculty instructor as well as their laboratory partner prior to the laboratory session.
- Students anticipating absence for a major religious holiday must notify instructor in writing prior to the last day for adding a class, **Tuesday, August 26, 2008**. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

**Unexcused Absences**

- Unexcused absence or absence without prior consent of the instructor will result in a reduction of the final course grade and possible failure of the course.
- Class work missed during unexcused absences cannot be made up.
- Students who miss two or more classes (excused or unexcused absences) may be asked to take an "Incomplete" in the course and finish in a later semester.

**TEACHER/COURSE EVALUATIONS**

The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for every course every semester. To meet the requirement, the College of Nursing uses a web-based course evaluation.

- All students enrolled in this course are required to visit the Course Evaluation website to fill out evaluations or to decline the opportunity within the designated time frame.
- Students who don't visit the website within the designated time will receive an incomplete in the course that will remain until the website is visited.
- Students should take this opportunity to provide serious input regarding faculty performance and course evaluation.

These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching. Evaluations are completely anonymous. The information is compiled and shared with individual faculty members, program directors, associate dean, and dean only after final grades are submitted.

**OFFICE OF SERVICES FOR STUDENTS WITH DISABILITIES:**

If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities, please make an individual appointment with me to discuss accommodations. Upon request, this syllabus can be made available in alternative forms.

**CHEATING AND PLAGIARISM:**

Cheating and plagiarism continue to be significant problems on campus (and nationally), and honest students are becoming more vocal when they witness an academic infraction. In most cases, students who cheat are either unaware of the potential consequences, or they choose to ignore them and take their chances.

Academic integrity is strongly supported by the faculty and students at the College of Nursing. Cheating and plagiarism are problems that are viewed with great seriousness by both the College of Nursing and the University. The minimum penalty for either of these offenses is an "E" in the course, with University suspension and dismissal also possibilities.

Please consult the University of Kentucky Student Code of Conduct, Sections **6.3.1 Plagiarism** and **6.3.2 Cheating** if you have any concerns. This can be found at <http://www.uky.edu/StudentAffairs/Code/part2.html>.

**Fall 2008 Content and Calendar**

<b><u>Date</u></b>	<b><u>Course Content</u></b>
August 27	<b><u>Unit I: Components of Health Assessment</u></b> <ul style="list-style-type: none"> <li>• Models of Wellness/Illness/Health Promotion: Individuals, Family, and Community</li> <li>• The History and Interviewing Process</li> </ul>
Sept 8 (Tentative Class Meeting Date)	<b><u>Laboratory Session:</u></b> <ul style="list-style-type: none"> <li>• Using Data from the History and Interview: <ul style="list-style-type: none"> <li>○ Recording Information in the Medical Record: The Clinical Narrative</li> <li>○ Communicating with Colleagues</li> </ul> </li> <li>• Performing the Complete Basic Physical Examination (demonstration)</li> </ul>
Sept 15	<b><u>Unit II: Specialty Assessment Across the Lifespan</u></b> <ul style="list-style-type: none"> <li>• Psychosocial Assessment and Mental Status Examination</li> </ul>
Sept 22	<ul style="list-style-type: none"> <li>• Pediatric Interview and Assessment</li> <li>• Adolescent Interview and Assessment</li> </ul>
Sept 29	<ul style="list-style-type: none"> <li>• Geriatric Interview and Assessment</li> </ul>
Oct 6 (Tentative Class Meeting Date)	<b><u>Laboratory Session:</u></b> <b><u>Unit III: Clinical Decision Making in Advanced Practice Nursing</u></b> <ul style="list-style-type: none"> <li>• Practice Interviewing and Assessment Skills: <ul style="list-style-type: none"> <li>○ Psychosocial</li> <li>○ Pediatric</li> <li>○ Adolescent</li> <li>○ Geriatric</li> </ul> </li> <li>• Clinical Decision Making and the Development of Differential Diagnoses</li> </ul>
Oct 13	<ul style="list-style-type: none"> <li>• Problem-focused Health Assessment Application: HEENT, Neck, and Skin Assessment</li> <li>• Problem-focused Health Assessment Application: Thorax and Lungs, Cardiovascular and Peripheral Vascular Systems</li> </ul>
Oct 20 Midterm	<ul style="list-style-type: none"> <li>• Problem-focused Health Assessment Application: Abdominal and GU</li> <li>• Advanced Assessment Techniques: Male GU and Prostate, Female GU and GYN, Rectal, Breast, Axillary and Lymphatic Assessment</li> </ul>
Oct 27	<ul style="list-style-type: none"> <li>• Problem-focused Health Assessment Application: Neurological System</li> <li>• Problem-focused Health Assessment Application: Musculoskeletal Systems</li> </ul>
Nov 3 (Tentative Class Meeting Date)	<b><u>Laboratory Session:</u></b> <ul style="list-style-type: none"> <li>• SCIMS: Problem-Focused Health Assessment with Adults: <ul style="list-style-type: none"> <li>○ HEENT, Neck, and Skin</li> <li>○ Thorax and Lungs, Cardiovascular and Peripheral Vascular Systems</li> <li>○ Abdominal and GU</li> <li>○ Advanced Assessment Techniques: Male GU and Prostate, Female GU and GYN, Rectal, Breast, Axillary and Lymphatic Assessment</li> <li>○ Neurological System</li> <li>○ Musculoskeletal Systems</li> </ul> </li> </ul>

<b>Date</b>	<b>Course Content</b>
Nov 10	<b><u>Unit IV: Situations Requiring Specialized Communication &amp; Assessment Techniques</u></b> <ul style="list-style-type: none"> <li>• Ethnic &amp; Cultural Considerations during Health Assessments</li> <li>• Ethical and Legal Implications of Conducting Health Assessments</li> </ul>
Nov 17	<ul style="list-style-type: none"> <li>• Assessment of Anxiety, Depression, and Substance Abuse in Adults and Children</li> <li>• <b>Communication Assignment Due</b></li> </ul>
Nov 24	<ul style="list-style-type: none"> <li>• Taking a Sexual History</li> <li>• Assessment of Domestic Violence</li> </ul>
Dec 1 (Tentative Class Meeting Date)	<b><u>Laboratory Session:</u></b> <ul style="list-style-type: none"> <li>• SCIMS: Situations Requiring Specialized Communication &amp; Assessment Techniques:               <ul style="list-style-type: none"> <li>○ Ethnic &amp; Cultural Considerations</li> <li>○ Ethical and Legal Implications</li> <li>○ Assessment of Anxiety, Depression, and Substance Abuse</li> <li>○ Taking a Sexual History</li> <li>○ Assessment of Domestic Violence</li> </ul> </li> </ul>
Dec 8 (Tentative Class Meeting Date)	<b><u>Laboratory Session:</u></b> <ul style="list-style-type: none"> <li>• Standardized Patient: SCIM/OSCE</li> </ul>
Dec 15 (Tentative Final Exam Date)	<b><u>Final Examination:</u></b> <ul style="list-style-type: none"> <li>• Standardized Patient: OSCE</li> </ul>

**ASSIGNMENTS****Video Validation of a Basic Physical Assessment (25%)****Assignment:**

Perform a complete basic physical assessment on a simulated patient.

**Process:**

Use the video validation method (posted on the course Bb site).

**Due Date:**

September 22, 2008 5pm

**Evaluating Communication Techniques Assignment (25%)****Assignment:**

Evaluation of communication techniques used during an assessment situation.

**Process:**

1. Choose or describe a patient from a selected population (e.g., ethnic, cultural, pediatric, adolescent, geriatric, visually or hearing impaired, cognitively impaired, physically impaired, etc.). This can be a patient from a real work situation or a simulated patient.
2. Complete at least one component of a history or physical assessment on the patient.
3. Write a brief description of your approach to assessing this patient that is different than the approach used for a healthy, functional adult.
4. Describe a model of wellness, illness, or health promotion that helped you collect and interpret assessment data.
5. Identify 2-3 principles that helped with communication during the assessment.
6. Identify any specific assessment instruments that facilitated your communication.
7. Read and summarize **one** article from a peer-reviewed journal that describes communication techniques or instruments that contributed to the successful assessment situation.
8. Upload the completed assignment to the Bb Digital Dropbox.

**Due Date:** November 17, 2008 5pm

**Participation in On-Line Preparation (25%)****Assignment:**

Complete on-line preparatory assignments for various classes.

**Process:**

Complete on-line preparatory assignments as directed.

**Due Dates:** - Vary – see below

<b><u>Due Date</u></b>	<b><u>Topic</u></b>	<b><u>Doc.com #</u></b>	<b><u>Doc.com Title</u></b>
Sept 1	<ul style="list-style-type: none"> <li>• History and Interviewing Process</li> </ul>	# 5  #6 #7 #8 #9	<ul style="list-style-type: none"> <li>• Integrated Patient-centered and Doctor-centered Interviewing</li> <li>• Build a Relationship</li> <li>• Open the Discussion</li> <li>• Gather Information</li> <li>• Understand the Patient's Perspective</li> </ul>
Sept 8	<ul style="list-style-type: none"> <li>• Communicating with Colleagues</li> </ul>	#37	<ul style="list-style-type: none"> <li>• The Oral Presentation</li> </ul>

Sept 15	<ul style="list-style-type: none"> <li>• Psychosocial Assessment and Mental Status Examination</li> </ul>	#13	<ul style="list-style-type: none"> <li>• Responding to strong emotions</li> </ul>
Sept 22	<ul style="list-style-type: none"> <li>• Pediatric Interview and Assessment</li> <li>• Adolescent Interview and Assessment</li> </ul>	#21 #22	<ul style="list-style-type: none"> <li>• The Pediatric Interview</li> <li>• The Adolescent Interview</li> </ul>
Sept 29	<ul style="list-style-type: none"> <li>• Geriatric Interview and Assessment</li> </ul>	Independent Module	
Nov 10	<ul style="list-style-type: none"> <li>• Ethnic &amp; Cultural Considerations during Health Assessments</li> <li>• Ethical and Legal Implications of Conducting Health Ass</li> </ul>	#15  Independent Module	<ul style="list-style-type: none"> <li>• Understanding Difference and Diversity in the Medical Encounter: Communication across Cultures</li> </ul>
Nov 17	<ul style="list-style-type: none"> <li>• Assessment of Anxiety, Depression, and Substance Abuse in Adults and Children</li> </ul>	#26 #27 #29	<ul style="list-style-type: none"> <li>• Anxiety and Panic Disorder</li> <li>• Communicating with Depressed Patients</li> <li>• Alcohol: Interviewing and Advising</li> </ul>
Nov 24	<ul style="list-style-type: none"> <li>• Taking a Sexual History</li> <li>• Assessment of Domestic Violence</li> </ul>	#18 #28	<ul style="list-style-type: none"> <li>• Exploring Sexual Issues</li> <li>• Domestic Violence</li> </ul>

**Final Examination (OSCE) (25%)**

**Assignment:**

Perform Objective Structured Clinical Examination (OSCE) on standardized patient. This will include a focused history and problem-based physical assessment.

**Process:**

1. Sign-up for a time to complete your final SCIM or OSCE.
2. Arrive at the OSCE Building 15 minutes before your scheduled time.
3. Perform the assigned problem-focused history and assessment on the standardized patient.
4. Complete a clinical narrative.
5. Obtain grade:
  - a. A SCIM with a grade of 80% or better may count as your final exam (OSCE). No further final examination is necessary.
  - b. A SCIM with a grade below 80%, or a SCIM with a grade that is unsatisfactory to the student may be repeated the following week.
6. Complete Final Exam OSCE as described in steps 1-5.
  - a. If both a SCIM and OSCE are completed and both receive a passing grade, the higher of the two grades will be recorded in the grade book.
  - b. If the original SCIM was performed at a proficiency of < 80%, only the OSCE grade will be recorded in the grade book.

**Due Date:**

**SCIM: December 8, 2008**  
**OSCE: December 15, 2008**