New Course Request

1. School/Division: College of Health Sciences/NURS

2. Academic Subject Code: NURS

3. Course Number: F570

4. Instructor: T. Dobrzykowski

5. Course Title: Advanced Nursing Assessment

   Recommended Abbreviation (Optional): Advanced Nursing Assessment

6. First time this course is to be offered (Semester/Year): Summer 2009

7. Credit Hours: Fixed at 3 or Variable from _____ to _____

8. Is this course to be graded S/F (only)? Yes [X] No

9. Is variable title approval being requested? Yes [X] No

10. Course description (not to exceed 50 words) for Bulletin publication: This course enables students to develop advanced practice nursing skills in individual health assessment of infants, children, adults, and aging people. In addition, students develop skills in family and community assessment.

11. Lecture Contact Hours: Fixed at 2/WEEK or Variable from _____ to _____

12. Non-Lecture Contact Hours: Fixed at 3/WEEK or Variable from _____ to _____

13. Estimated enrollment: 15 of which 100 percent are expected to be graduate students.

14. Frequency of scheduling: 1X/YR Will this course be required for majors? Yes

15. Justification for new course: Required course for new MSN FNP major

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Dean, ______ Huntington Date: 11/20/08

Department Chairman/Division Director

Date: 3/2/09

Dean of Graduate School (when required)

Approved by: Dean, ______ Huntington Date: 3/16/09

Chancellor/Vice-President

Date: 3/16/09

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

Ups 724

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
COURSE NUMBER/TITLE: F570: Advanced Nursing Assessment of Individuals, Families & Communities

TOTAL CREDIT HOURS: 2 credits didactic, 1 credit laboratory

CURRICULUM PLACEMENT: Substantive core course, FNP major

PRE-REQUISITE SKILLS: Word-processing, electronic mail, WINDOWS

PRE-REQUISITE COURSE: Y535: Dynamics of Family Health Care
Y515: Pathophysiology (or concurrent)

FACULTY: Teresa M. Dobrzykowski, DNS, APRN-BC
Assistant Professor, NS 444 520-4589 tdobrzyk@iusb.edu
Office Hours: as discussed in class

COURSE DESCRIPTION: This course enables students to develop advanced practice nursing skills in individual health assessment of infants, children, adults and aging people. In addition, students develop skills in family and community assessment.

COURSE OUTCOMES: Upon completion of this course, students will be able to:
1. Assess the health/illness status of an individual by conducting a complete health history and physical examination on individuals of varying ages.
2. Evaluate family assessment instruments/tools for appropriateness, usefulness, ease of administration, and heuristic capabilities.
3. Apply principles of community assessment to the analysis of family health needs.
4. Using a variety of assessment strategies, develop and write an extensive case analysis of an identified family.
5. Monitor and ensure the quality of own health care practice through peer review and use of professional standards of care.
6. Demonstrate beginning competence in the healing role of the advanced practice nurse during the health assessment process.
7. Demonstrate beginning competence in the teaching/coaching role of the advanced practice nurse during the health assessment process.
8. Advance the practice of nursing through the use of appropriate theory and research findings.

The FNP major exists within a unique Narrative-Centered Curriculum. We believe the family is the identified unit of care, not merely the context for care provided to individuals of various ages. In this major, learners expect to define and resolve their own learning needs. Classroom activities reflect faculty commitment to building meaningful connections among learners, teachers, families, and clinicians. The curriculum demonstrates that experience is the best teacher, and that clinical stories and other narratives provide students with ways to reconstruct, interpret, and learn from experience. Notable educational strategies in this major include Practice-Based Learning (PBL), paradigm case study analysis, learning issue resolution, oral examinations, and frequent self-evaluation of progress toward individual goals. These are described below:

LEARNING STRATEGIES:
Classroom and laboratory experiences
Problem oriented recording (POR)
Case study analysis
Practice-Based Learning
Field experiences/ Community assessment
Exams
REQUIRED TEXTBOOKS: (texts with * are required; we will discuss the others in class before you decide to buy them).


You will also need a laboratory procedures and interpretation book, such as:

Or another current laboratory interpretation book (2004 or later) if you have access to one.

Evaluation:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Written analysis of demonstrated complete health histories and final physical examinations on an adult (20%) and on a child (20%).</td>
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<td>Community assessment paper</td>
<td>20%</td>
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<td>Exam 1-Adult 15%</td>
<td>30%</td>
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<tr>
<td>Exam 2-School age child 15%</td>
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<td>Written self-evaluations at mid-term and final</td>
<td>10%</td>
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<tr>
<td>Weekly write-ups of history and physical examinations from lab experiences. Write-ups include the check-off sheet filled in by your lab partner, summarized findings, and a problem/issues list. Number these prominently, and be sure your name is on each one.</td>
<td>Required</td>
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Grade Scale:

All courses in the Indiana University School of Nursing in South Bend MSN Program utilize the following grading scale in all nursing courses. An attainment of at least a B-, or 80%, is required to successfully pass a course. Failure to receive a final grade of "B-" will require the student to retake the course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
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<td>96-93</td>
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<td>A-</td>
<td>92-90</td>
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<td>B+</td>
<td>89-87</td>
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<td>B</td>
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<td>B-</td>
<td>82-80</td>
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<td>C+</td>
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<td>C-</td>
<td>74-70</td>
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<td>D</td>
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<td>D-</td>
<td>62-60</td>
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<td>F</td>
<td>60 &amp; below</td>
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