



Chaminade
University
OF HONOLULU

Course Syllabus

Chaminade University Honolulu
3140 Waiialae Avenue, Honolulu, HI 96816
www.chaminade.edu

Course Number: NUR 802
Course Title: **Advanced Health Assessment Across the Lifespan**
Department Name: School of Nursing and Health Professions
College/School/Division: School of Nursing and Health Professions
Term: Summer, 2023
Course Credits: 3.0
Class Meeting Days/Hours: Online, asynchronous
Class Location: Online

Instructor Name: Teri Kiresuk, DNP
Email: Teresa.kiresuk@chaminade.edu
Phone: 612.281.4268
Office Location: online
Office Hours: By Appointment (in person, zoom, phone)
Time Zone: Central Time Zone

University Course Catalog Description

This course is designed to expand upon basic health assessment skills and includes strategies for history taking and for physical, functional, developmental, and psychosocial assessment that recognizes and includes normal individual, cultural, and developmental variations and pathophysiological changes across the lifespan. Comprehensive and focused data collection, verbal case presentation, documentation, and physical examination strategies culminating in a differential diagnosis will be addressed. This course provides the foundation for critical thinking, diagnostic reasoning, and the development of clinical decision-making skills necessary for the advanced practice nursing role across the lifespan for an evidence-based perspective. This course is taken concurrently with a track-specific health assessment laboratory/practicum course. (Includes 70 clinical hours.)

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education.
3. Educate in family spirit.

4. Educate for service, justice, and peace.
5. Educate for adaptation and change.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ölelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kũ'ono'ono ('Ölelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ölelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kũ o ka no'eau ('Ölelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ölelo No'eau 203) All knowledge is not taught in the same school

DNP Program Learning Outcomes (PLO)

Upon completion of the DNP program:

PLO Concepts	The DNP Graduate Will:
1. Knowledge for Nursing Practice	<i>Integrate</i> nursing science with knowledge from biophysical, psychosocial, analytical, ethics, and organizational sciences as the basis for advanced practice nursing using new approaches to care delivery.
2. Systems-Based Practice, Quality, and Safety	<i>Create and lead</i> high-quality and safe nursing care in a complex global health care environment
3. Scholarship for Nursing Practice	<i>Create and disseminate</i> knowledge in evidence-informed practice.
4. Information Systems and Patient Healthcare Technologies	<i>Evaluate</i> emerging technologies for their ability to improve health care outcomes.
5. Person-Centered Care	<i>Evaluate</i> health policy and advocate for social justice and access to health care, especially for Hawai'ian and Pacific Islanders and other unique populations.
6. Interprofessional Partnerships	<i>Create</i> collaborative interprofessional relationships to improve patient and population health outcomes with an emphasis on select populations, including Hawai'ian and Pacific Islanders.

7. Population Health	<i>Evaluate</i> the social, cultural, and environmental dimensions of population health in practice patterns/systems.
8. Advanced Practice Nursing Professionalism; Personal, Professional, and Leadership Development	Independently <i>assess, diagnose, treat, and manage</i> culturally diverse populations.

Course Learning Outcomes (CLO) and Alignment

Upon completion of NUR 802, the student will:

CLOs	CLO Link to PLOs	Method of Measurement
1. Perform, and document the appropriate history and physical examinations for patients across the lifespan for various types of clinical encounters based on the problem and/or patient's chief complaint	1,5,7,8	Body System Clinical Notes History and Documentation Video Immersion Activities Final Comprehensive History and Physical Exam Video and Documentation
2. Associate signs and symptoms of psychopathology using appropriate psychosocial assessment tools	1,5,7,8	Weekly Quizzes Immersion Activities
3. Prepare and document a risk assessment of the client including lifestyle and other risk factors.	1,2,5,6,7	History and Documentation Video and write up
4. Organize historical data and assessment findings with physiologic changes and/or underlying pathology to establish the differential diagnosis and final diagnosis.	1,2,7,8	Shadow Health Modules Immersion Activities APEA Practice Questions APEA Comprehensive Exam Shadow Health Comprehensive Exam
5. Create a plan of care for health maintenance and disease prevention for clients across the lifespan	1,2,5,7,8	Shadow Health Modules Shadow Health Comprehensive Exam

Required Learning Materials

Bickley, L. S. (2021). *Bates' Guide to Physical Examination and History Taking*. (13th ed.). Philadelphia: Lippincott. ISBN-13: 978-1496398178 ISBN-10: 1496398173

Rhoads, J and Penick, J. (2018). *Formulating a Differential Diagnosis for the Advanced Practice Provider* (2nd Ed.). New York: Springer. ISBN-13: 978-0826152220. ISBN-10: 0826152228

Bates Guide to Visual Examination Subscription. Wolters Kluwer

Shadow Health (2021). Advanced Health Assessment Course. Purchasing instructions TBA

Optional Learning Materials

Bickley, L. S. (2021). *Bates' Pocket Guide to Physical Examination and History Taking*. (9th edition). Philadelphia: Lippincott. ISBN-13: 978-1496398178 ISBN-10: 1496398173

Optional Mobile App

Unbound Medicine, INC. (2020). *Diagnosaurus DDX*. Available through any mobile app store for both Apple and Android Products

Required Equipment:

The following equipment is required:

Stethoscope (Littman Cardiology II or similar)

1. Otoscope and Ophthalmoscope with student package
2. Reflex Hammer
3. Centimeter ruler
4. Tuning Forks (512 MHz and 128 MHz)

The following are required items that the student will need to provide:

1. Noise reduction headphones with a microphone

Recommended Equipment:

1. Two scented substances in small containers – coffee, cinnamon, and/or nutmeg
2. Single use disposable items to test higher cortical sensations – cotton, safety pin, paper clips

Teaching / Learning Strategies:

This course is online with a clinical component. Online learning resources, discussion forums, individual and small group work, case studies, application assignments, and independent study are teaching-learning strategies that may be utilized in this course. Students are expected to take an active role in their learning process through reading, research, online discussions, and sharing enriching experiences.

Attendance and Participation

Regular online attendance and participation/engagement is expected for student success. Therefore, students are expected to attend every class, arrive on time for any scheduled synchronous activities, complete all assigned readings, actively participate in class discussions, complete all class assignments, and always behave appropriately and professionally. Online participation is evident through posting to a discussion board, wiki, virtual office, or classroom meeting, drop box submissions, attending virtual seminars, completing real-time activities or quizzes, and/or other course-related activities (synchronous or asynchronous). Failure to meet attendance and participation expectations may result in grade reduction, remediation requirements, or administrative withdrawal from the course.

Assignments

Students must complete all assignments to achieve a passing grade in this course.

Capstone Final Examination in Shadow Health: This is a comprehensive summative assignment. Students will complete a complete history and physical exam on a virtual patient.

Comprehensive History and Physical Exam Video and Clinical Note: This is a comprehensive summative assignment. Students will video record themselves performing a comprehensive history and physical exam on a patient volunteer. The student will submit the video and clinical note of the history and physical exam.

APEA Comprehensive Exam: This is a comprehensive summative exam to assess knowledge of the didactic content from the course.

Video History and Documentation: This assignment provides an opportunity for the student to practice communication techniques for obtaining a comprehensive medical history. Students will video record themselves obtaining a comprehensive history from a patient volunteer. The student will submit the video and clinical note of the history.

Shadow Health Modules: Shadow Health is a virtual clinical simulation providing an opportunity for students to learn, and practice clinical exam skills.

Weekly Unit Quizzes: Weekly Unit Quizzes are used in the course for students to demonstrate mastery of the course content.

APEA Practice Questions: Students will complete practice questions through Advanced Practice Education Associates. This provides a low stakes opportunity to review course content and prepare for course exams and certification exam following graduation.

Body System Clinical Notes: Students will create a clinical note from a case scenario.

Immersion Activities: Students will attend a 4-day clinical immersion. History taking and exam skills will

be practice during this immersion.

3P Readiness Exam: Students will take the APEA 3P readiness exam following the completion of the course. The 3P exam assesses students' readiness for the clinical practicum. Opportunities for content remediation will be created based on the student's individual results.

Online Class Discussion Board (DB):

This course does not have any Discussion Board Activities.

Evaluation Methods and Grading Scale

Students must achieve a final grade of B or higher to pass this course. As per the Chaminade University Graduate Catalog, students who fail a course (i.e., receive a grade of C, F, or NC) must repeat the course within 12 months and receive a CR or a grade of B or higher.

Evaluation Method	% of Total Grade	Grading Scale*
Capstone Final Examination Shadow Health	15%	A = 90-100 % B = 80-89% C = Below 80% and a failing course grade.
Comprehensive History and Physical Exam Video	15%	
APEA Comprehensive Exam	10%	
Video History and Documentation	5%	
Shadow Health	15%	
Weekly Unit Quizzes	10%	
APEA Practice Questions	10%	
Body System Clinical Notes	10%	
Immersion	5%	
3P Readiness Exam	5%	
	100%	

*The College of Nursing and Health Professions does not round grades. For example, a score of 89.7 will be recorded as 89% and a B grade.

Late Work Policy

It is expected that assignments will be submitted on time. Late assignments will be subject to a deduction of 5% per day. No late assignments will be accepted after 48 hours. Extensions on writing assignments are not provided unless prior arrangements have been made with faculty at least a week prior to the assignment due date or unless there are extenuating circumstances. Requests made within the week prior to the due date will not be granted unless there is an emergency.

Grades of "Incomplete"

An *Incomplete* grade is granted at the discretion of the faculty of record and must be aligned with the University policies. Receiving an "Incomplete" for a nursing course that is a prerequisite for a forthcoming

nursing course must be completed prior to the start of the new course.

Writing Policy

All written assignments should be formatted to APA 7th edition standards and must be submitted as MS word documents. No google docs, pdf, pages, or other formats will be accepted. Use the following format for naming your assignments: lastname(s).assignmentname

Instructor and Student Communication

Questions for this course can be emailed to the instructor and **must** be sent using your Chaminade email. Online and phone conferences can also be arranged. Response time is usually within 24 hours, but weekends and University holidays may extend response time.

Online Course Guidelines

Chaminade uses Canvas as the online learning management system (LMS) platform. Please review the Student Tutorial located on the Canvas course dashboard regarding instructions on accessing and submitting materials and assignments. If you are unable to find answers using the student tutorial, you may also contact the assigned faculty with questions regarding course navigation.

Students should follow standard Netiquette guidelines, including but not limited to using the same common courtesy, politeness, and appropriate online behaviors as would be used in a face-to-face environment.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their

instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Chaminade University of Honolulu Student Handbook and the DNP Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Chaminade University of Honolulu Student Handbook and DNP Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7th Edition* format. The faculty of the School of Nursing and Health Professions at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. Students may be asked to submit course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life.

For further information, [please refer to the Chaminade Catalogue](#).

Technology

A computer with the following technology is required in order to complete courses in the DNP Program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Installation of proctoring software may be required.

Course Website:

<https://chaminade.instructure.com/courses/28434>

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Library: The Sullivan Family Library link is available on the CUH website: <http://www.chaminade.edu/library>
Phone: (808) 735-4725. Krystal Kakimoto, dedicated SONHP librarian: krystal.kakimoto@chaminade.edu

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more

information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Course Schedule

Course content may vary from this outline at the discretion of the instructor to meet the needs of each class.

Schedule

Week	Dates	Topic	Activities
1	5/8-5/14	General Approach to the Patient Communication Health History	<p>Readings Bickley</p> <ul style="list-style-type: none"> ● Approach to the Clinical Encounter ● Interviewing, Communication, and Interpersonal Skills ● Health History ● Physical Examination <p>Videos</p> <ul style="list-style-type: none"> ● Review course overview ● Review recorded lectures <p>Assignments</p> <ul style="list-style-type: none"> ● Shadow Health Unit Orientation ● Shadow Health Unit: Concept Lab- Conversation ● History Write-Up <p>Exams:</p> <ul style="list-style-type: none"> ● none
2	5/15-5/21	Presentation of Findings Differential Diagnosis	<p>Readings Bickley</p> <ul style="list-style-type: none"> ● Clinical Reasoning, Assessment and Plan ● Evaluating Clinical Evidence

		Clinical Evidence	<p>Journal Readings</p> <ul style="list-style-type: none"> ● Goldberg, C. (2018). Overview and General Information about Oral Presentation. UCSD School of Medicine, Practical Guide to Clinical Medicine. https://meded.ucsd.edu/clinicalmed/oral.html ● Read the content on Outpatient Presentations. <p>Videos</p> <ul style="list-style-type: none"> ● Review recorded lectures <p>Assignments</p> <ul style="list-style-type: none"> ● Health History Video and Documentation ● Shadow Health Unit Health History <p>Exams:</p> <ul style="list-style-type: none"> ● Weekly quiz
3	5/22-5/28	Health Maintenance General Survey Cognition, Behavior and Mental Status	<p>Readings</p> <p>Bickley</p> <ul style="list-style-type: none"> ● Health Maintenance and Screening ● General Survey, Vital Signs and Pain ● Cognition, Behavior and Mental Status <p>Rhoads</p> <ul style="list-style-type: none"> ● Weight Gain ● Anxious Mood ● Depressed Mood ● Enlarged Lymph Nodes ● Fatigue ● Itchiness in Skin ● Night Sweats ● Skin Lesions ● Skin Pain ● Skin Rashes <p>Videos</p> <ul style="list-style-type: none"> ● Review recorded lectures <p>Assignments</p> <ul style="list-style-type: none"> ● Shadow Health Unit Concept Lab: Cardiovascular ● Shadow Health Unit Concept Lab: Respiratory ● Shadow Health Unit Concept Lab: Abdominal ● APEA 38 Questions Psychiatry Tutor Mode ● Body System Clinical Note <p>Exams:</p> <ul style="list-style-type: none"> ● Weekly quiz
4	5/29-6/4	HEENT	<p>Readings</p> <p>Bickley</p> <ul style="list-style-type: none"> ● Head and Neck

			<ul style="list-style-type: none"> ● Eyes ● Ears and Nose ● Throat and Oral Cavity <p>Rhoads</p> <ul style="list-style-type: none"> ● Double Vision ● Ear Discharge ● Ear Pain ● Eye Discharge ● Eye Pain ● Eye Redness ● Headache ● Mouth Lesions ● Sore throat ● Ringing in the Ears ● Neck Pain ● Runny Nose <p>Assignments</p> <ul style="list-style-type: none"> ● Shadow Health Unit HEENT ● APEA ENT 93 Questions, Tutor Mode ● Body System Clinical Note <p>Exams:</p> <ul style="list-style-type: none"> ● Weekly quiz
5	6/5-6 /11	Neurologic Exam	<p>Readings</p> <p>Bickley</p> <ul style="list-style-type: none"> ● Neurologic <p>Rhoads</p> <ul style="list-style-type: none"> ● Confusion ● Difficulty Speaking ● Difficulty Swallowing ● Dizziness ● Fainting ● Headache ● Sleep Disturbances ● Tremors ● Unsteady Gait <p>Videos</p> <ul style="list-style-type: none"> ● Review recorded lectures <p>Assignments</p> <ul style="list-style-type: none"> ● Shadow Health Unit Neurologic ● Single System Exam: Mental Health ● APEA 72 Questions, Tutor Mode ● Body System Clinical Note

			<p>Exams: Weekly quiz</p>
6	6/12-6/18	<p>Immersion</p> <p>Exam Practice Skills Differential Diagnosis Presentation Revisited</p>	<p>Immersion Readings</p> <ul style="list-style-type: none"> ● Re-Read Goldberg, C. (2018). Overview and General Information about Oral Presentation. UCSD School of Medicine, Practical Guide to Clinical Medicine. https://meded.ucsd.edu/clinicalmed/oral.html ● Read the content on Outpatient Presentations. <p>Videos</p> <p>Assignments</p> <ul style="list-style-type: none"> ● Shadow Health Unit Mental Health ● Shadow Health Unit Focused Exam: Esther Park <p>Exams:</p> <ul style="list-style-type: none"> ● No exam this week <p>Immersion Activities</p> <ul style="list-style-type: none"> ● Body Systems Exams Musculoskeletal ● Body Systems Exams with Standardized Patients- Male Reproductive; Female Reproductive; Breast and Axilla ● Peer to Peer Patient Presentation OSCE ● Clinical Simulation-
7	6/19-6/25	<p>Pulmonary Cardiovascular System Peripheral Vascular System</p>	<p>Readings</p> <p>Bickley</p> <ul style="list-style-type: none"> ● Thorax and Lungs ● Cardiovascular System ● Peripheral Vascular System ● Shortness of Breath <p>Rhoads</p> <ul style="list-style-type: none"> ● Chest pain ● Cough ● Lower Extremity Edema ● Palpitations ● Wheezing ● Shortness of Breath ● Coughing Up Blood <p>Videos</p> <ul style="list-style-type: none"> ● Review recorded lectures <p>Assignments</p> <ul style="list-style-type: none"> ● Shadow Health Unit: Respiratory ● Shadow Health Unit: Cardiovascular ● APEA 51 Questions, Tutor Mode – Pulmonary

			<ul style="list-style-type: none"> ● APEA 63 Questions, Tutor Mode- Cardiovascular ● Body System Clinical Note <p>Exams:</p> <ul style="list-style-type: none"> ● Weekly quiz.
8	6/26-7/2	Reproductive Systems	<p>Readings</p> <p>Bickley</p> <ul style="list-style-type: none"> ● Female Genitalia ● Male Genitalia ● Anus, Rectum, and Prostate <p>Rhoads</p> <ul style="list-style-type: none"> ● Heavy Menstrual Flow ● Impotence ● Painful Intercourse ● Pelvic Pain ● Frequency of Urination ● Incontinence ● Painful Urination ● Vaginal Discharge ● Vaginal Itchiness ● Vaginal Lesions ● Vomiting ● Weight Loss ● Rectal Bleeding ● Rectal Pain <p>Videos</p> <ul style="list-style-type: none"> ● Review recorded lectures <p>Assignments</p> <ul style="list-style-type: none"> ● APEA 61 Questions, Tutor Mode Women’s Health ● APEA 17 Questions Men’s Health ● APEA 21 Questions Sexually Transmitted Diseases ● APEA 26 Questions -Urology ● Body System Clinical Note <p>Exams:</p> <ul style="list-style-type: none"> ● Weekly quiz
9	7/3-7/9	Musculoskeletal	<p>Bickley</p> <ul style="list-style-type: none"> ● Musculoskeletal System <p>Rhoads</p> <ul style="list-style-type: none"> ● Ankle Pain ● Elbow Pain ● Foot Pain ● Hip Pain ● Joint Pain ● Knee Pain

			<ul style="list-style-type: none"> ● Leg Pain ● Muscle Weakness ● Shoulder Pain ● Wrist Pain ● Hand Pain and Swelling <p>Videos</p> <ul style="list-style-type: none"> ● Review recorded lectures <p>Assignments</p> <ul style="list-style-type: none"> ● Shadow Health Unit Musculoskeletal ● APEA 112 Questions, Orthopedics Tutor Mode ● Body System Clinical Note <p>Exams: Weekly quiz</p>
10	7/10-7/16	Breasts and Axilla Abdomen Dermatology	<p>Readings</p> <p>Bickley</p> <ul style="list-style-type: none"> ● Breasts and Axilla ● Abdomen ● Skin, Hair, and Nails <p>Rhoads</p> <ul style="list-style-type: none"> ● Abdominal Pain ● Abdominal Swelling ● Breast Lumps ● Diarrhea ● Difficulty Achieving Bowel Movement ● Heartburn ● Skin Lesions ● Skin Pain ● Skin Rashes <p>Videos</p> <ul style="list-style-type: none"> ● Review recorded lectures <p>Assignments</p> <ul style="list-style-type: none"> ● Shadow Health Unit Gastrointestinal ● APEA 64 Questions Gastrointestinal-tutor mode ● APEA 46 Questions Dermatology tutor mode ● APEA 41 Questions Endocrine Tutor Mode ● APEA 27 Questions Hematology Tutor Mode ● Body System Clinical Note <p>Exams: Weekly quiz 15 points due to breath of topics</p>

11	7/17-7/23	Special Populations	<p>Readings Bickley</p> <ul style="list-style-type: none"> ● Children: Infancy through Adolescence: <ul style="list-style-type: none"> - general principles of child development; surveillance of development - newborns and infants <p>Videos</p> <ul style="list-style-type: none"> ● Review recorded lectures <p>Assignments</p> <ul style="list-style-type: none"> ● Shadow Health Unit Focused Exam: Danny Rivera ● APEA 65 Questions, Pediatrics, Tutor Mode <p>Exams:</p> <ul style="list-style-type: none"> ● Weekly quiz
12	7/24-7/30-	Special Populations	<p>Readings Bickley</p> <ul style="list-style-type: none"> ● Pregnant Women ● Older Adult <p>Videos</p> <ul style="list-style-type: none"> ● Review recorded lectures <p>Assignments</p> <ul style="list-style-type: none"> ● Shadow Health Unit Focused Exam: Brian Foster ● APEA 64 Questions, Pregnancy, Tutor Mode <p>Exams:</p> <ul style="list-style-type: none"> ● Weekly quiz
13	7/31-8/6	Putting it all together	<p>Exams</p> <ul style="list-style-type: none"> ● Capstone Shadow Health Comprehensive Assessment Final Exam ● Final History and Physical Exam Demonstration Video ● APEA Comprehensive Exam: Complete 100 Questions in Exam Mode
14	8/7-8/9	3P Exam	<ul style="list-style-type: none"> ● Complete the APEA 3 P Readiness exam

PLEASE NOTE:

While every attempt has been made to prepare this syllabus and class schedule in final form, it may be necessary for the course leader to make changes as may be deemed essential to meet the learning outcomes of the course. Students will be notified in writing via Chaminade email and/or Canvas announcements of any changes. It is recommended that you check your email and the course Canvas site frequently for announcements. All students will be held responsible to read, understand, and clarify the content within this document.