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DEC 29 2011

If you wish to submit a new course, please login

COLLEGE OF GRADUATE STUDIES

The University Of Toledo NEW COURSE PROPOSAL

* denotes required fields

1. College*: Nursing
Department*: College of Nursing

Level (check one)*
Will this course impact program requirements?
Type of course (check all that apply):
Academic Skills Enhancement, Writing Intensive (WAC), Honors, etc.

2. Contact Person*: Susan Sochacki Phone: 418-383-5806 Email: susan.sochacki@utoledo.edu
3. Alpha/Numeric Code (Subject area - number)*: NURS - 7740

If this is a renumbering, please request an electronic copy of the old course approval through the Register's Office at x4865, and attach it to #15 in this form. Remember to delete the old course ID in #13.

4. Proposed title*: Advanced Health Assessment
Proposed effective term: Sp 2013
5. Planned enrollment per section: 10 per term: 10
6. Is the course cross-listed with another academic unit?
Is the course offered at more than one level?

Administrative Use Only
Code:
Approved (senate or Grad Council)
Effective Date:
CIP Code:
Sub: Prog: Level:

a. b. c.
Approval of other academic unit (signature)
Name and title

If course is to be offered at more than one level, attach an explanation of the different requirements that students must meet for each level. If the requirements are the same for each level, justification must be provided.

7. Credit hours*: Fixed: 5 or Variable: to
8. Delivery Mode: Primary* Secondary Tertiary

Handwritten notes: 1/12/12 SS, 1/12/12 D

a. Activity Type*: Lecture Regular Lab Other/DL
b. Minimum Credit Hours * 3 2
Maximum Credit Hours * 3 2
c. Weekly Contact Hours * 3 4

† Choices are: Lecture, Recitation, Seminar, Regular Lab, Open Lab, Studio, Clinic, Field, Independent Study, Workshop, Computer Assisted Instruction, Other

9. Terms offered: Fall Spring Summer
Years offered: Every Year Alternate Years
10. Are students permitted to register for more than one section during a term?
May the courses be repeated for credit?
11. Grading System*: Undergraduate Graduate

- Normal Grading (A-F,PS/NC,PR, I)
- Passing Grade/No Credit (A-C, NC)
- Credit/No Credit
- Grade Only (A-F, PR, I)
- Audit only
- No Grade
- Normal Grading (A-F,PS/NC,PR, I)
- Grade Only (A-F)
- Satisfactory/Unsatisfactory (G only)
- Audit only
- No Grade

11/12/08
1/12/12 DS

12. Prerequisites (must be taken before): a. NURS - 7680 / ~~8520~~ b. - c. -

PIN (Permission From Instructor) PDP (Permission From Department)

Co-requisites (must be taken together): a. - b. - c. -

13. If course is to replace an existing, course(s) will be deleted, and when should that deletion occur?

	Course to be removed from inventory	Final Term to be offered (YYYYT. i.e. use 20064 for Fall'06)
a.	-	
b.	-	
c.	-	
d.	-	

14. Catalog description* (30 words Maximum)

See Attached

15. Attach an electronic copy of a complete outline of the major topics covered.

Syllabus: *

Additional Attachment 1:

Additional Attachment 2:

16. Where does this course fit in the University/College/Department curriculum? (Be specific by course level, if applicable). Indicate prospective demand.

Second semester in the BSN-DNP program.

17. If the proposed course is similar to another course in the College or University, please describe the difference and provide a rationale for the duplication. (If this course duplicates material covered in another course within your department or college or in another college, attach a letter of endorsement from that area's dean and department chairperson indicating their support. Clarify the manner in which this course will differ).

18. If the course is intended to meet a University Undergraduate Core requirement, complete the following and submit a course syllabus using the template:

Please explain how this course fulfills the general education guidelines. (Guidelines are available in Faculty Senate Website)

Course Approval:

Department Curriculum Authority:

[Signature]

Date: Month / Day / Year

Department Chairperson:

[Signature]

Date: Month / Day / Year

College Curriculum Authority: Date Month / Day / Year

College Dean: Date Month 12 / Day 19 / Year 11

After college approval, submit the original signed form to the Faculty Senate (UH 3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

Faculty Senate Undergrad. Curriculum Comm.: Date Month / Day / Year

Faculty Senate Core Curriculum Comm.: Date Month / Day / Year

Graduate Council: Date Month / Day / Year

Office of the Provost: Date Month / Day / Year

Registrar's Office: Date Month / Day / Year

You will see a confirmation page after you press the "Submit" button. If you do not see the confirmation page, please call x 4320 or send an email to ProvostWebMaster.utoledo.edu. Thanks.

**University of Toledo College of Nursing
BSN to DNP Program
Syllabus**

NURS 7740 - Advanced Health Assessment

COURSE CREDIT & CONTACT HOURS:

5 Credit Hours: 3 Theory hours, 2 Lab hours

PRE-REQUISITES:

Admission to the BSN-DNP program

NURS ~~5639~~ 7680 Advanced Physiology and Pathophysiology

FACULTY: TBA

COURSE DESCRIPTION:

Focuses on acquisition of advanced skills in collection and documentation of assessment data across the life-span. Differentiates normal, abnormal physiologic/psychosocial findings. Analyzes abilities/limitations in developing therapeutic relationships. Supervised laboratory practice.

COURSE OBJECTIVES:

1. Demonstrate therapeutic communication skills in focused subjective and objective data collection.
2. Assess growth, development, and age-related changes.
3. Perform physical examinations and psychosocial assessment.
4. Differentiate normal from abnormal findings.
5. Identify diagnostic tests to augment findings from subjective and objective data.
6. Utilize clinical decision making process to analyze a clinical problem.
7. Formulate diagnostic hypotheses based on the diagnostic reasoning process.
8. Develop beginning plan of care related to the physical and psychosocial findings.
9. Document findings appropriately.
10. Analyze personal abilities and limitations that have a potential to enhance or limit effectiveness in working with individuals.
11. Examine the role of the APN.
12. Participate in planning for appropriate clinical sites.

**University of Toledo College of Nursing
BSN to DNP Program
Syllabus**

NURS 7740 - Advanced Health Assessment

COURSE CREDIT & CONTACT HOURS:

5 Credit Hours: 3 Theory hours, 2 Lab hours

FACULTY:

TBA

PRE-REQUISITES:

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TEACHING/LEARNING STRATEGIES

Teaching/Learning Strategies

Web CT, weekly course materials, lecture, discussion, guided lab practice and performance, standardized patients.

Evaluation Methods

Written Objective Exams, Problem Focused Lab Exams, Clinical Performance Exam with

Standardized Patients.

Course Grading Scale

- A = 91 -100%
- B = 81 - 90%
- C = 71 - 80%
- D = 61 - 70%
- F = 60 % and below

Written Examinations (2)

Midterm exam	35%
Final exam	35%

CPX

**added after 81% achieved on written exams 15%

CPX SOAP note

**added after 81% achieved on written exams 15%

Problem Focused Exams (PFEs)

Gyn and Male exam	Formative evaluation
Problem Focused Exam	S/U
Physical Exam Elements	S/U
Screening exam/special techniques	S/U
<hr/>	
100%	

Evaluation Strategies

Students are expected to abide by the UT CON Academic Honesty Policy. The College of Nursing views cheating and plagiarism as a direct violation of the purpose of the educational program as noted in the Code of Ethics for the Profession of Nursing.

Faculty reserves the right to change course requirements in exceptional circumstances with fair notice to students.

For the midterm and final exam all scores will be determined by the response marked on the scantron sheet. If there is a discrepancy between the scantron sheet and a test booklet, credit will be given only for the scantron answer.

Theory and lab performance will be evaluated separately. In order to achieve a final grade of B (required for progression in the graduate major) an average of 81% is required for theory and all lab exams must earn an "S" or Satisfactory grade. The theory portion of the grade is based on 2 objective exams. The final course grade is based on the theory grade (didactic / written examinations) and requires an 81% (B). The lab portion of the grade is based on the CPX exam and 1 SOAP note. The lab performance requirements will be added to the grade only AFTER achieving 81% on the written exams. Satisfactory performance in lab examinations, 1 PFE, 1 screening exam/special techniques, and 1 GYN/Male examination is required for successful course completion and progression in the clinical sequence of the student's selected major.

Assessment of Student Outcomes

This is a Blackboard assisted course. All course materials will be available on the Blackboard site. Class will be conducted to review the materials posted on the web. Students are expected to attend class and lab practice/demonstrations sessions.

Lab attendance is a required component of this course. Practice of PE techniques is essential for achieving performance standards. Students will be provided with directed faculty guidance in learning the assessment skills. However, individual study and practice is essential and expected for integration of learning and demonstration of basic competencies. Students will pair with a lab partner for practice of skills. Each student will be responsible for completing a series of physical exam elements and turning in a peer evaluation along with a soap note each week. Personal time for practice of assessment techniques is at the discretion of the student. Individual learning and student success is ultimately the responsibility of the student. Students with learning issues, test anxiety, or personal issues are encouraged to contact the Academic Enrichment Center, UT Health Science Campus (419-383-6118)

Examination Policies

1. The only valid excuses for missing an exam, PFE, screening or CPX exam are illness, severe and unexpected family emergency, or death in the family. In any case, the student must call the course coordinator at the UT number before noon on the day of the exam and submit documentation from a provider. It is the student's responsibility to schedule a make-up exam with the course coordinator within one week. **Exams will not in any case be given early.**
2. During written and lab examinations students are not permitted to wear caps or visors.
3. No food or beverages will be brought to the classroom or consumed during exams
4. Use of cell phones, calculators, PDAs or other electronic devices will not be permitted.
5. All personal items will be placed under the student's desk.
6. Any student found cheating on examinations will be required to surrender their test booklet and will receive a 0% for the exam and recommended for dismissal from the program. (See graduate student handbook policy on cheating).
7. Item analysis of written exams will be used to guide post-exam review and decision-making regarding particular questions. Written exams will be reviewed in class. Students are encouraged to make an appointment to review the exam with a copy of their answer key, textbook and notes to better understand the rationale for the questions. Students will then have the opportunity to discuss questions with faculty during lab hours.

Specific Requirements for PFEs and CPX

Congruent with the dress code policies of the University of Toledo Health Science Campus, professional dress and grooming are required for the laboratory exams, standardized patient experiences and CPX. Therefore, students will adhere to the following dress requirements for clinical/lab exams in preparation for clinical rotations:

No blue jeans, shorts, "hip-hugger" pants, halter/tank tops, low-cut blouses, mini-skirts, sneakers, sandals w/o socks.

Full-length pressed/ironed buttoned lab coat with name tag will be worn.

Student will bring personal stethoscope

Long hair will be pulled back and secured.

No caps, hats or visors will be worn.

Fingernails will be trimmed to a length that allows proper assessment technique without injury to patients. Artificial nails are not permitted and nail polish, if worn, will be clear.

No excessive wear of jewelry, cologne or perfume.

Body piercings (other than earrings) and/or tattoos will be covered by clothing.

Problem Focused Exam (PFE)

The goal of the PFE is to evaluate the student's ability to collect pertinent problem focused history data and demonstrate mastery of common assessment techniques with attention to patient safety, comfort and appropriate psychomotor technique. **Faculty may question the student during the exam to determine understanding of anatomy or rationale for using a particular assessment technique.**

PFE Lab Exam Procedure

1. Students will randomly draw a problem focused patient situation at the time of the exam. Students should be prepared to perform any of the PFE scenarios. This is a timed exam. Each student will have 15 minutes to collect a history and perform the exam. The problem will include the patient age, gender and VS. The student will interview the "patient" (faculty) to obtain pertinent subjective data.
2. Following collection of the HPI the student will perform the problem focused exam techniques on a lab partner. Students will not refer to notes or books during the exam and must be finished within the time limit.
3. Students are expected to demonstrate basic beginning level competence with skills and knowledge of underlying anatomy. Students may be asked to identify underlying anatomy, explain a use for a particular technique, or describe the purpose for a technique being used.
4. Following the "patient" encounter the faculty will provide verbal feedback and inform the student of the evaluation of performance
5. **A student who does not meet the objectives for satisfactory performance of the physical exam portion of the PFE will be told the area(s) in which he/she was deficient and be required to schedule another appointment for re-testing. Students will be permitted only one re-test of the problem focused lab exam otherwise a grade of "U" or Unsatisfactory is assigned.**
6. The student will document the subjective and objective findings using SOAP format. Documentation will be submitted to faculty immediately following the exam for evaluation. Correct use of landmark descriptors and organization of written data is required.
7. For successful achievement on the PFE the student is expected to perform the elements of the exam correctly and systematically. The expected examination parameters are identified on the PFE check-off form. The student is not required or expected to do more than what is required on the form

Screening Exam Procedure

1. The screening exam is a test of the student's ability to systematically and correctly perform a head to toe physical examination.
2. Using the checklist provided, students will have 20 minutes to perform the exam on a lab partner.
3. Points will be given for each item and will be used to determine the final score.
4. A student who has repeated the PFE and does not meet the objectives for a passing grade on the screening exam **will not be permitted** to re-take the screening exam.
5. For successful completion of the exam the student is expected to perform the elements of the exam correctly and systematically. The expected parameters are identified on the check-off form.
6. **STUDENTS MUST ACHIEVE A SATISFACTORY GRADE ON THIS EXAM IN ORDER TO PASS THE COURSE.**

GYN/Male Exam Procedure

Students will be assigned a gyn/male exam day on the first day of class. Students are expected to arrive at the skills center in professional attire 15 minutes before their scheduled time for additional instruction from lab personnel.

1. The GYN/Male exam is to provide a learning experience in performing these exams with trained instructors.
2. Students are expected to have read the assigned chapters pertaining to the male/female exam prior to this experience. There is **NO expectation** that students have had prior experience with these procedures.

Clinical Performance Exam (CPX)

Students are expected to arrive at the skills center in professional attire 15 minutes before their scheduled time for additional instruction from lab personnel.

The CPX is the culminating examination of the student's ability to collect subjective and objective information from a standardized patient and document the findings prior to initiating the clinical rotations.

CPX Procedure

1. Students will be assigned to interview and perform a problem focused physical exam with a standardized patient. The "patients" will have a commonly occurring health problem.
2. Student will conduct a problem focused interview and determine the patient's HPI, current health status (allergies, meds, tobacco, alcohol), PMH, FH.
3. The patient encounter will be videotaped and reviewed by faculty.
4. **The student will have a time limit of 15 minutes with the patient and 15 minutes to complete the documentation.**

5. The standardized patient will provide written evaluation to the faculty on student communication skill, history taking, and PE parameters.
6. Faculty evaluation of student performance is based on the videotape. Students will have the opportunity to review the disk for self-evaluation.

Satisfactory Performance of the CPX includes the following elements

Interview – subjective data

- Introduces self to SP and establishes reason for visit
- Non-verbal behavior is open / relaxed – uses eye contact
- Sits at eye level with patient
- Uses active listening
- Does not write patient responses while interviewing
- Communicates conclusion of encounter and expected action
- Responds appropriately to patient concerns
- Interview is **problem focused** and relevant to the HPI
- Obtains pertinent relevant data to the patient chief complaint
- Addresses patient concerns during interview
- Asks follow up questions
- Interview is organized and absent of extraneous information

Physical Exam (objective data)

- Washes hands prior to exam
- PE is relevant to problem
- Does not exam for systems unrelated to the chief complaint / HPI
- Correct technique is used
- Organized and systematic approach to exam
- Attention given to patient safety, comfort, unnecessary exposure

Documentation (S+O)

- S includes HPI, current health status, PMH and FH
- O includes general survey, normal and abnormal findings
- Organized format used for S and O
- Correctly differentiates S and O
- Correct spelling and descriptors

SOAP Note Grading

The CPX note will be recorded electronically in the skills center and will be submitted immediately following the patient encounter. The SOAP note will contain only the S + O portion of the documentation.

- | | | |
|----|---------------------------------------|-----------|
| 1. | Chief complaint | |
| 2. | HPI 7 elements (complete / organized) | 35 points |
| 3. | Current health status 4 elements | 10 |
| 4. | Past Medical History | 10 |
| 5. | Family History | 10 |
| 6. | Physical exam | 35 |

HEENT/CN PFE Evaluation

Name _____

Problems (chief complaint): Sore Throat / Ear Pain / Nasal congestion w/ HA

Performed / Technique / Systematic

	S	U	S	U	S	U
<u>Interview & Documentation</u>						
HPI is organized and problem focused						
Introduces self to "patient"						
Does not write patient responses						
Uses appropriate communication skills – eye contact / active listening						
Otoscopic / Ear						
Pulls ears up and back						
Braces against patient cheek						
Inserts speculum only slightly within meatus						
Palpates tragus for tenderness						
Nose / Oropharynx						
Uses clean speculum tip						
Elevates nose tip using thumb						
Brace against patient chin						
Insert speculum gently into nares without touching nasal septum						
Examines oral mucosa and posterior pharynx						
Sinuses / Eyes						
Firmly palpates maxillary and frontal sinuses						
Percusses maxillary and frontal sinuses						
Inspects conjunctivae						
Lymph Nodes						
Uses pads of fingers to palpate lymph nodes						
Names pairs or chains of lymph nodes						
Uses firm pressure to palpate						
Systematic approach						
Palpates all lymph nodes of head, neck and supraclavicular region						
Precordium						
Auscultates heart at 5 "valvular" areas						
Able to name correct valvular areas						
Thorax						

Auscultates posterior thorax through full I/E cycle						
Auscultates RML						
Examines patient from the right						
Final Grade						

Cardio-Pulmonary / Abdomen PFE Evaluation

Name _____

Problems (chief complaint): RUQ Abd pain / Cough w/ leg swelling / Cough w/ SOB
Performed / Technique / Systematic

	S	U	S	U	S	U
Interview						
HPI is organized and problem focused						
Introduces self to "patient"						
Does not write patient responses						
Uses appropriate comm. skills / active listening						
Precordium						
Correctly identifies valvular locations using anatomical landmarks						
Demonstrates a technique to elicit a murmur						
Uses diaphragm at each valvular area						
Uses bell at each valvular area						
Locates and palpates PMI						
Examines patient from the right						
Thorax						
Auscultates posterior thorax throughout I/E cycle						
Auscultates the right middle lobe						
Demonstrates a technique to elicit voice sounds						
Palpates to locate level of the diaphragm						
Examines patient from the right						
Abdomen						
Auscultates abdomen for bowel sounds						
Auscultates and names abdominal arteries						
Percuss for liver span						
Palpates for width of abdominal aorta pulsation						
Light palpation 4 quadrants and epigastrium						
Deep palpation of 4 quadrants						

Performs palpation to assess liver border						
Demonstrates a technique for peritoneal signs						
Percuss for CVA tenderness						
Examines patient from the right						
Peripheral Vascular						
Inspects neck veins supine and upright						
Palpates carotid pulses						
Palpates radial pulses						
Palpates pedal pulses						
Palpates lower extremities for edema						
Final grade						

Screening Exam and Special Procedures

Name _____

Situation: Pre-employment physical

	Performed		Technique		Systematic	
	S	U	S	U	S	U
Interviews to establish reason for visit						
Inspects gait						
Heel and toe walking						
Hip and lumbo-sacral spine range of motion						
Romberg						
EOMs						
PERRL						
Palpate sinuses and TMJ						
Palpates temporal arteries						
Palpate head and neck lymph nodes						
Inspect oropharynx and ears						
Cervical and shoulder range of motion						
Muscle strength upper extremities						
Examine hands/nails/grip strength						
Palpates radial pulses						
Palpates thyroid						
Auscultate lungs (posterior & RML)						
Percuss for CVA tenderness						
Auscultate heart (bell and diaphragm)						
Inspect neck veins upright and supine						
Palpate carotids						
Inspect lower extremities and joints						
Check pedal pulses						
Inspect /auscultate abdomen						

Palpate aortic pulsations						
Palpate liver border						
Percuss and palpate abdomen						
Special Procedures	S	U	S	U	S	U
Straight leg raise test						
McMurray's test						
DTR – biceps						
DTRs - patellar						
DTRs - Achilles						
Final Grade						

Required Texts

Bickley, L. (2009). Bates' Guide to Physical Examination and History Taking. 10th Ed. Lippincott, Williams & Wilkins, Philadelphia, PA

Dains, J. (2007). Advanced Health Assessment and Clinical Diagnosis in Primary Care. 3rd Ed Mosby Elsevier.

Recommended

Prabhu, FR & Bickley, L (2007). Case Studies to Accompany Bates' Guide to Physical Examination and History Taking. 9th Ed. Lippincott, Williams & Wilkins, Philadelphia, PA

Ferry, DR. (2001). Basic Electrocardiography in Ten Days. McGraw-Hill, New York.

Fitzpatrick, TB et al (2005). Color Atlas & Synopsis of Clinical Dermatology. McGraw-Hill, NY

Pagana, KD & Pagana, TJ. (2006). Manual of Diagnostic and Laboratory Tests CV Mosby, St. Louis, MO

Class Schedule

Week	Date	Topic	Reading/Assignments	Lab
1 CLASS MEETS 9-11	8/24 AS	Course Introduction and orientation; Expectations of the program; Introduction to Primary Care; Intro to Professional Standards – Essentials and NONPH criteria. Subjective & Objective Data Collection	Bates Ch. 1,2,3,& 4 Dains Ch 1 & Appendix A, B,C Web Resource: http://www.nonpf.com/ NP Education Resources: Core Competencies Dains 4 th ed = same readings	Subjective Interviewing Skills lab orientation Soap notes
2 CLASS MEETS 9-11	8/31 KPC	Problem focused exams, Diagnostic Testing, General Survey. Introduction to Diagnostic Reasoning /Problem Solving	Readings as above	Supervised labs A 11am-1pm B. 1pm-3pm C. 3pm-5pm
3 CLASS MEETS 9-11	9/7 KPC	HEENT	Bates Ch 7 Dains Ch 2,3,4,5,6,7 Bates Case Study: Ch 3 Dains 4 th ed = Ch 14, 19, 22, 27, 29, 35	Supervised labs A 11am-1pm B. 1pm-3pm C. 3pm-5pm
4 CLASS MEETS 9-11	9/14 CG/ML	Lungs/Thorax	Bates: Ch 8 Dains: CH 11, 12, 35 Bates Case Study: Ch 4 Dains 4 th ed = Ch 10, 13	Supervised labs A 11am-1pm B. 1pm-3pm C. 3pm-5pm
5 CLASS MEETS 9-11	9/21	Cardiac & Peripheral Vascular	Bates Ch 9 & 12 Dains Ch 9,10 udy Ch 5 Bates Case Study Ch 5 Dains 4 th ed = Ch 7, 23, 30	Supervised labs A. 11am-1pm B. 1pm-3pm C. 3pm-5pm
6 CLASS MEETS 9-11	9/28 KPC	Abdomen & GU	Bates Ch 11 Dains Ch 13,14,15,16,17, 18,19,20 Bates Case Study Ch 7	Supervised Labs A. 11am-1pm B. 1pm-3pm C. 3pm-5pm

			Dain 4 th ed = Ch 2, 9, 11, 26	
7 EXAM 9-11	10/5	Midterm	NONE	NONE
8 CLASS MEETS 9-11	10/12 CG/ML	Male/Female	Bates Ch 13, 14, 15, 19 Dains Ch 21,22,23,24,25 Bates Case Study: Ch 6, 8, 9, 10 Dain 4 th ed = Ch 4,5,6,33,34	PROBLEM FOCUS EXAMS DURING LAB SESSIONS
9 CLASS MEETS 9-11	10/19 LE	Musculoskeletal/Sports Physical	Bates Ch 16 Bates pp. 846-849 Dains Ch 26, 27 Bates Case Study: Ch 12 Dain 4 th ed = 20,21	Supervised labs A,B,C A. 11am-1pm B. 1pm-3pm C. 3pm-5pm MALE/FEMALE PRACTICE MODELS AVAILABLE IN LAB
10 CLASS MEETS 9-11	10/26 KPC	Neuro/Cranial	Bates Ch 17 Dains Ch 28, 29 Bates Case Study: Ch 14 Dain 4 th ed = Ch 12, 18	GYN EXAM FROM 2-5pm Supervised Labs A. 11am-1pm B. 1pm-3pm C. 3pm-5pm
11 No Theory	11/2	NO CLASS		GYN EXAM FROM 9-12 Supervised Labs A. 11am-1pm B. 1pm-3pm C. 3pm-5pm
12 CLASS MEETS 9-11	11/9 DV	Peds Assessment	Bates Ch 18 Bates Case Study: Ch 15	SCREENING LAB EXAM DURING LAB SESSIONS A. 11am-1pm B. 1pm-3pm C. 3pm-5pm

13 CLASS MEETS 9-11	11/16 JA	DOT/Exam Mental Status Exam	Bates Ch 5 Dains Ch 30, 31,32 Bates Case Study: Ch 13 Dains 4 th ed = Ch 3,8,28	GYN EXAM 2-5 Supervised labs A. 11am-1pm B. 1pm-3pm C. 3pm-5pm
14 NO CLASS	11/23	HAPPY THANKSGIVING		
15 No Theory	11/30 LE/KPC	ONLINE ONLY Dermatology and Nutrition	Bates Ch 6, Review Tables 4.1-4.7 also pages 104-107. Dains Ch 8, page 511 (BMI Chart) Dains 4 th ed = Ch 25, page 467 (BMI Chart)	GYN EXAM 9-12 Supervised labs A. 11am-1pm B. 1pm-3pm C. 3pm-5pm
16 CLASS MEETS 9-11	12/7 JA	Introduction to Typhon Introduction to Practice	CPX	CPX Testing 1pm – 5:00
17 EXAM 9-11	12/14	FINAL EXAM		