



THE UNIVERSITY of NORTH CAROLINA
GREENSBORO
School of Nursing

Faculty Guide

Well Woman Physical with Medical Interpreter



Acknowledgements

Program Development Team

Katie S. Wingate, DNP, AGNP-C, *Lead Author*

Karen A. Amirehsani, PhD, FNP-BC, *Principal Investigator, Author*

Laurie Kennedy-Malone, PhD, GNP-BC, FAANP, FGSA, FAAN, *Project Director*

Amber D. Clapp, DNP, AGNP-C

Md Towfiqul Alam, MBBS, MPH

Jennifer Durham BSN, RN

JoAnna Gontarz MSN, RN, CNE, NE-BC

Thomas McCoy, PhD, PStat

Film Crew Team

Cinematographer & Editor: Ken Comito

Camera Operator: Stephanie Savage

Sound: Melanie Comito

Director: Ken Comito

Brain Juice Productions

Project Director

Laurie Kennedy-Malone PhD GNP-BC FAGHE, FAANP, FGSA, FAAN

Professor of Nursing

Eloise R. Lewis Excellence Professor

National Hartford Center of Gerontological Nursing Excellence (NHCGNE)

Distinguished Educator in Gerontological Nursing

UNC Greensboro

Greensboro NC

laurie_kennedy-malone@uncg.edu

Nurse Practitioner Faculty AACN Essentials Experts:

Natalie R. Baker DNP, CRNP, GS-C, CNE, FAANP, FAAN | Associate Professor

National Hartford Center of Gerontological Nursing Excellence Distinguished Educator in Gerontological Nursing

President, Gerontological Advanced Practice Nursing Association (GAPNA)

School of Nursing

UAB | The University of Alabama at Birmingham

Birmingham, Alabama

Mary DiGiulio DNP, APN, FAANP

Associate Chair of Graduate Nursing

Director of DNP and NP Programs

Moravian University

Bethlehem, Pennsylvania

Evelyn G. Duffy DNP, AGPCNP-BC, FAANP
Florence Cellar Professor of Gerontological Nursing
Director of the Adult-Gerontology Nurse Practitioner Program
National Hartford Center of Gerontological Nursing Excellence Distinguished Educator in Gerontological Nursing
Associate Director of the University Center on Aging and Health
Frances Payne Bolton School of Nursing
Case Western Reserve University
Cleveland, Ohio

Candace Harrington PhD, DNP, APRN, AGPCNP-BC, CNE, FAAN
Assistant Professor
Gerontology NP Professor
National Hartford Center of Gerontological Nursing Excellence Distinguished Educator in Gerontological Nursing
University of Louisville School of Nursing
Louisville, Kentucky

Autumn Henson DNP, GNP-BC, WCC
Post-BSN-AGNP Concentration Coordinator
Assistant Clinical Professor
University of North Carolina at Greensboro
Greensboro NC

Multimedia Development Team

Dr. Susie Boles, Assistant Director, Instructional Design - Project Manager and Instructional Designer
Patrick Griffin, Assistant Director, Multimedia - Video Editor
Nichole McGill, Executive Assistant to the Dean - Tester
Nathan Myers, Instructional Designer - Tester
Leerie Jenkins, Technology Application Analyst - Closed Captioning

Contact information for questions:

Laurie Kennedy-Malone: lmkenne2@uncg.edu

Funding

Support for the development of these materials was provided by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number: *T94HP30918 for Advanced Nursing Education Workforce (ANEW): Academic Practice Partnerships Today for Competent Practitioners Tomorrow*. Total amount of funding for years 2017-2019 is \$1,547,133 and the percentage financed with nongovernmental sources was zero percentage. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, no should any endorsements be inferred by HRSA, HHS or the U.S. Government.

Foundation for Academic Nursing Faculty Scholars Grant 2021-2022. *Enhancing Nurse Practitioner Competency-Based Education and Assessment with Innovative Video Simulations*. \$25,000.

Creative Commons License

We welcome you to use these videos in your classroom to educate nursing practitioners. These videos are available for download, linking, and/or embedding under the Creative Commons License CC BY-NC 4.0. (<https://creativecommons.org/licenses/by-nc/4.0/>)

This license states that so long as you attribute the author, link to the license, and indicate if changes were made, and do not use this material for commercial purposes, then you may either Share (copy and redistribute the material in any medium or format) and/or Adapt (remix, transform, and build upon the material) this content.

Here is an example of how you may attribute the author for the faculty guide:

Title: Maria Hernandez: Well Woman Physical with Medical Interpreter

License: Attribution-NonCommercial 4.0 International (CC BY-NC 4.0)

Authors: Katie S. Wingate, Karen A. Amirehsani, Laurie Kennedy-Malone, Amber D. Clapp, and Md Towfiqul Alam

Year: 2022

Source: <https://www.youtube.com/watch?v=erBg1JSSFzs>

How These Videos Were Developed

These patient videos were scripted by UNCG School of Nursing professional educators. The scenarios are fictitious but based upon real circumstances and acted out by professional actors. The videos are available on YouTube and H5p platforms. Interactive questions were inserted into the videos using the h5p.org online platform. Closed captioning is included for increased accessibility.

The Academic Practice Partnerships Today for Competent Practitioners

Tomorrow (APPTCPT) video case simulations have been designed to enhance nurse practitioners' skills in health history, advanced physical assessment, diagnostic reasoning, and developing management plans. These video case simulations integrate the *Adult-Gerontology Primary Care Nurse Practitioner Competencies* (AACN, 2016) in the learning objectives.

Course Use

You can link to or embed these videos for your class. H5p videos can be assigned to students to complete as homework or completed in small groups or as a whole class for discussion. H5p videos can be incorporated into a learning management system (LMS) to track student responses. The YouTube videos can be linked or embedded in your course.

Using these Videos with an LMS for Formative Learning

Blackboard: Here are instructions for how to incorporate [h5p videos into Blackboard](#).

Canvas: Using Canvas with H5P.com

To collect students' scores, you'll need an h5p.com account. To get started with H5P in Canvas just go to [H5P.com](https://www.h5p.com) and start a 30 days free trial. You should make sure your

Canvas admin is ready to set up the LTI integration. By using H5P.com, the content is inserted right away, grades are stored in the gradebook and you can see what your users answered. Then you can download these ANEW patient videos from h5p.org and import them into your h5p.com account using these [import/export instructions](#).

Moodle: See these [instructions for using h5p.org with Moodle](#).

Disclaimer:

As new scientific information becomes available through basic and clinical research, recommended treatments and therapies undergo changes. At the time of development, the authors have done everything possible to make this simulation case accurate with accepted standards at the time of production.

INTRODUCTION

This simulation video case, **“Well Woman Physical with Medical Interpreter,”** presents primary care nurse practitioner learners an opportunity to develop their diagnostic reasoning and advanced health assessment skills/knowledge to function in an APRN role. Learners can discuss and collaborate to diagnosis the patient presentation and develop an appropriate plan of care for treatment and address any preventative care needs. The learning focus of this simulation video case can be for nurse practitioner learners early in their clinical management program or be adjusted to learners at the end of their education program by adding content on use of a medical interpreter, annual laboratory testing, annual health screening, ASCVD risk management, and applying the current health promotion guidelines.

LEARNING OBJECTIVES

This video case simulation prepares learners to:

1. Recognize the importance of social determinants of health on the delivery of health care services for this patient.
2. Develop an evidence-based clinical management plan that takes into consideration cost, patient preferences, and need for referrals
3. Discuss educational and disease prevention strategies that reduce risk factors for diverse and vulnerable populations.
4. Adapt teaching based on the patient’s readiness to learn, culture, health literacy, and resources.

The charts below were developed through a consensus process by the five nurse practitioner faculty experts who independently reviewed the videos and the faculty guides to determine the relevance of the content of the video and assignments with each of the domains, advanced level nursing education competencies, essentials level 2 sub-competencies and the concepts. The competencies, sub competencies and concepts listed here have an 80% consensus on the item (Polit & Beck 2006).

Domain, Competencies, and Sub-competencies for Advanced-level Professional Nursing Education



Knowledge for Nursing Practice

1.1 - Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines

1.1e Translate evidence from nursing science as well as other sciences into practice.

1.1f Demonstrate the application of nursing science to practice.

1.2 - Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.

1.2f Synthesize knowledge from nursing and other disciplines to inform education, practice, and research.

1.2g Apply a systematic and defensible approach to nursing practice decisions.

1.2h Employ ethical decision making to assess, intervene, and evaluate nursing care.

1.3 - Demonstrate clinical judgment founded on a broad knowledge base.

1.3d Integrate foundational and advanced specialty knowledge into clinical reasoning.

1.3e Synthesize current and emerging evidence to influence practice.

1.3f Analyze decision models from nursing and other knowledge domains to improve clinical judgment.



Person-Centered Care

2.1 - Engage with the individual in establishing a caring relationship.

2.1d Promote caring relationships to effect positive outcomes.

2.1e Foster caring relationships.

2.2 - Communicate effectively with individuals.

2.2g Demonstrate advanced communication skills and techniques using a variety of modalities with diverse audiences.

2.2i Apply individualized information, such as genetic/genomic, pharmacogenetic, and environmental exposure information in the delivery of personalized health care.

2.2j Apply individualized information, such as genetic/genomic, pharmacogenetic, and environmental exposure information

2.3 - Integrate assessment skills in practice.

2.3h Demonstrate that one's practice is informed by a comprehensive assessment appropriate to the functional area of advanced nursing practice.

2.4 - Diagnose actual or potential health problems and needs.

2.4f Employ context driven, advanced reasoning to the diagnostic and decision-making process.

2.4g Integrate advanced scientific knowledge to guide decision making.

2.5 - Develop a plan of care.

2.5j Develop evidence-based interventions to improve outcomes and safety.



Scholarship for the Nursing Discipline

4.2 - Integrate best evidence into nursing practice.

4.2f Use diverse sources of evidence to inform practice.

Adapted with permission from American Association of Colleges of Nursing. American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education*. <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>

Concepts for Nursing Practice

Clinical Judgment
Communication
Compassionate Care
Diversity, Equity, Inclusion
Ethics
Evidence-Based Practice
Social Determinants of Health

Learners of Advanced Practice Health Professions:

- Family Nurse Practitioner (FNP)
- Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)
- Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)
- Physician Assistant (PA)

CASE OVERVIEW

Case: Marie Hernandez a 52-year-old Hispanic female who presents to the clinic for an annual well woman exam. She does not have any health concerns. The patient is Spanish speaking only and will need a medical interpreter.

Case Setting: This is a wellness exam in a primary care practice.

Case Background Information for Faculty: Maria Hernandez had fasting blood work completed 2 days ago, which will need to be reviewed today. Her last pap smear was 5 years ago and was normal for HPV. She missed her mammogram last year due to time constraints. She had a normal screening colonoscopy at age 50 and was placed on a 10-year recall. It is Autumn season and she has not had her flu shot yet. She declined a pneumococcal 23 vaccine last year. Last Td was 4 years ago. She has not had a Tdap. She has not been offered the Shingrix vaccine in the past.

BP today is 125/78. Fasting glucose is 129 mg/dL, total cholesterol and LDL are elevated. She is a smoker, and her 10-year ASCVD risk today is 8.5%.

Medication list includes: chlorthalidone 25mg daily for HTN; Multivitamin daily; acetaminophen 500mg as needed for pain.

She is considered underinsured and has qualified for the Breast and Cervical Cancer Control Program (BCCCP) this year. This clinic is a BCCCP provider. She also has qualified for North Carolina (NC) Well-Integrated Screening and Evaluation for Women Across the Nation (WISEWOMAN). This clinic is a NC WISEWOMAN provider. Her insurance covers routine immunization. She does not speak English and an interpreter will be needed.

Case Simulation: Well Woman Physical with Medical Interpreter: (16:15 minutes)

- Interactive video h5p link: <https://h5p.org/node/521656>
- YouTube link: <https://www.youtube.com/watch?v=erBg1JSSFzs>

INTERACTIVE H5P CASE QUESTIONS*

1. When seeing a 52-year-old female for an annual well woman exam, what preventative or health promotion concerns should the nurse practitioner address during this clinical visit? Select all that apply.
 - a. **Screening mammogram**
 - b. **Diabetes screening**
 - c. **Colon cancer screening**
 - d. **Depression screening**
 - e. **Immunizations**
 - f. **Tobacco and alcohol abuse screening**
 - g. **Cervical cancer screening**

2. When is this patient due for another pap smear? Choose the best answer.
 - a. In 5 years
 - b. In 2 years.
 - c. **Cervical cytology with hrHPV testing due today during present clinical visit.**
 - d. Pap smear testing is no longer needed for this patient as her last pap smear with HPV testing was normal.

3. Based on the Centers for Disease Control and Prevention's recommendations, what immunizations might this patient need? Check all that apply.
 - a. **Influenza**
 - b. Meningococcal
 - c. **Tdap**
 - d. **Pneumococcal (PPSV) 23**
 - e. Prevnar (PCV) 13
 - f. **Shingrix**
 - g. Human papillomavirus vaccination (HPV)

4. Which of the following are medications that can be used to assist with smoking cessation? Check all that apply.
 - a. **Chantix**
 - b. Lyrica
 - c. **Nicotine patches**
 - d. Cymbalta
 - e. **Wellbutrin**

5. How often should providers ask patients who smoke about their interest in smoking cessation?
 - a. Only when patients ask for help or information about smoking cessation.
 - b. Annually
 - c. Twice a year
 - d. **At every visit**

6. What is your interpretation of a fasting glucose level of 129 mg/dL?
 - a. This is a low fasting glucose level.
 - b. This is a normal fasting level.
 - c. This level indicates possible prediabetes.
 - d. This level indicates possible type 2 diabetes.**

7. Which value or values are considered to be high atherosclerotic cardiovascular disease (ASCVD) 10-year risk scores?
 - a. < 5%
 - b. 5% to 7.5%
 - c. ≥ 7.5%
 - d. >10%**

***bolded responses** are correct answers

POSSIBLE DISCUSSION QUESTIONS

1. What are best practices when working with a medical interpreter?
2. When seeing a 52-year-old female for an annual well woman exam, what preventative or health promotion concerns would the nurse practitioner address during this clinical visit?
3. Based on the CDC recommendations, what immunizations are recommended for this patient today?
4. Based upon the patient's prior Pap smear results, when is this patient due for another pap smear?
5. How often should providers ask patients who smoke about their interest in smoking cessation?
6. This woman has an ASCVD risk score of 8.5%. How would you interpret this risk score and what recommendations do you have for this patient?
7. Describe your management plan for this patient taking into consideration her health conditions, risk factors, and social determinants of health barriers.

REFERENCES

American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education*.
<https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>

- ACOG. (n.d.). *Well-woman visit*. Retrieved January 6, 2022, from <https://www.acog.org/Clinical-Guidance-and-Publications/Committee-Opinions/Committee-on-Gynecologic-Practice/Well-Woman-Visit?IsMobileSet=false>
- Al Shamsi, H., Almutairi, A. G., Al Mashrafi, S., & Al Kalbani, T. (2020). Implications of Language Barriers for Healthcare: A Systematic Review. *Oman medical journal*, 35(2), e122. <https://doi.org/10.5001/omj.2020.40>
- Arnett, D. K., Blumenthal, R. S., Albert, M. A., Buroker, A. B., Goldberger, Z. D., Hahn, E. J., Himmelfarb, C. D., Khera, A., Lloyd-Jones, D., McEvoy, J. W., Michos, E. D., Miedema, M. D., Muñoz, D., Smith, S. C., Jr, Virani, S. S., Williams, K. A., Sr, Yeboah, J., & Ziaeeian, B. (2019). 2019 ACC/AHA Guideline on the Primary Prevention of Cardiovascular Disease: Executive Summary: A Report of the American College of Cardiology/American Heart Association Task Force on Clinical Practice Guidelines. *Circulation*, 140(11), e563–e595. <https://doi.org/10.1161/CIR.0000000000000677>
- Basu G, Costa VP, Jain P. Clinicians' Obligations to Use Qualified Medical Interpreters When Caring for Patients with Limited English Proficiency. *AMA J Ethics*. 2017 Mar 1;19(3):245-252. doi: 10.1001/journalofethics.2017.19.3.ecas2-1703. PMID: 28323605.
- Becker NV, Moniz MH, Tipirneni R, et al. Utilization of women’s preventive health services during the COVID-19 pandemic. Published online July 2, 2021. *JAMA Health Forum*. 2021;2(7):e211408. doi:10.1001/jamahealthforum.2021.1408
- Centers for Disease Control and Prevention. (2021). *Social determinants of health: Know what affects health*. Retrieved January 6, 2022 from <https://www.cdc.gov/socialdeterminants/index.htm>
- Conry, Jeanne A. MD, PhD; Brown, Haywood MD Well-Woman Task Force, Obstetrics & Gynecology: October 2015 - Volume 126 - Issue 4 - p 697-701 doi: 10.1097/AOG.0000000000001055
- Diamond, L., Izquierdo, K., Canfield, D. *et al*. A Systematic Review of the Impact of Patient–Physician Non-English Language Concordance on Quality of Care and Outcomes. *J GEN INTERN MED* 34, 1591–1606 (2019). <https://doi.org/10.1007/s11606-019-04847-5>
- Health Resources & Services Administration. (last updated October 2020). *Women’s preventive services guidelines*. Retrieved January 6, 2022 from <https://www.hrsa.gov/womens-guidelines-2019>
- Jacobs, B., Ryan, A. M., Henrichs, K. S., & Weiss, B. D. (2018). Medical Interpreters in Outpatient Practice. *Annals of family medicine*, 16(1), 70–76. <https://doi.org/10.1370/afm.2154>
- Khambhati, J., Allard-Ratick, M., Dhindsa, D., Lee, S., Chen, J., Sandesara, P. B., O'Neal, W., Quyyumi, A. A., Wong, N. D., Blumenthal, R. S., & Sperling, L. S. (2018). The art

of cardiovascular risk assessment. *Clinical cardiology*, 41(5), 677–684.
<https://doi.org/10.1002/clc.22930>

- Kiser, L. & Butler, J. (2020). Improving Equitable Access to Cervical Cancer Screening and Management. *AJN, American Journal of Nursing*, 120 (11), 58-67. doi: 10.1097/01.NAJ.0000721944.67166.17.
- Phipps, M. , Son, S. , Zahn, C. , O'Reilly, N. , Cantor, A. , Frost, J. , Gregory, K. , Jones, M. , Kendig, S. , Nelson, H. , Pappas, M. , Qaseem, A. , Ramos, D. , Salganicoff, A. , Taylor, G. & Conry, J. (2019). Women's Preventive Services Initiative's Well-Woman Chart. *Obstetrics & Gynecology*, 134 (3), 465-469. doi: 10.1097/AOG.0000000000003368.
- Polit, D. F., & Beck, C. T. (2006). The content validity index: Are you sure you know what's being reported? Critique and recommendations. *Research in Nursing & Health*, 29(5), 489–497.
- Well-woman examinations: Beyond cervical cancer screening. (2019). *The Journal for Nurse Practitioners*, 15(2), 189-194.e2. <https://dx.doi.org/10.1016/j.nurpra.2018.09.005>
- Women's preventive services initiative- WPSI (2018, April). Women's Preventive Services Initiative. Retrieved January 6, 2022, from https://www.womenspreventivehealth.org/?_ga=2.183587621.2019168102.1641488772-308872391.1641488772
- Choi, H.K., Ataucuri-Vargas, J., Lin, C., & Singrey, A. (2021). The current state of tobacco cessation treatment. *Cleveland Clinic Journal of Medicine*, 88 (7), 393-404. Retrieved January 6, 2022 from <https://doi.org/10.3949/ccjm.88a.20099>
- Smoking cessation- the role of healthcare professionals and health systems. (2020, March 4). Centers for Disease Control and Prevention. Retrieved January 6, 2022, from https://www.cdc.gov/tobacco/data_statistics/sgr/2020-smoking-cessation/fact-sheets/healthcare-professionals-health-systems/index.html