UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SPRING/ 2017

COURSE NUMBER NUR 3065C Section 2E55

COURSE TITLE Comprehensive Health Assessment

CREDITS 03 credits (2.5 credits didactic; 0.5 credit laboratory)

PLACEMENT BSN Program: RN to BSN Track

PREREQUISITE Admission to RN-BSN Track

COREQUISITE None

FACULTY OFFICE PHONE OFFICE HOURS

David J Derrico RN, MSN HPNP 352-273-6341 Friday 0800-1000

Clinical Assistant Professor 3202 cell 352-562-6305

[derridj@ufl.edu](mailto:derridj@ufl.edu)

COURSE DESCRIPTION The purpose of this course is to examine comprehensive health assessment principles and techniques. Emphasis is on the principles of assessment of health status of individuals across the lifespan and therapeutic communication. Focus is on development and use of general and specialized assessment skills as a basis for clinical decision making.

COURSE OBJECTIVES Upon completion of this course the student will be able to:

1. Assess health history, including environmental exposure, wellness/illness beliefs, values, attitudes, and health promotion practices of individuals, and a focused family health history.
2. Utilize therapeutic communication techniques in obtaining a comprehensive health history and physical examination.
3. Identify cultural, developmental, and functional variations in the health status of individuals across the lifespan.
4. Perform an integrated comprehensive physical examination using inspection, palpation, percussion, and auscultation techniques.
5. Document health assessment data in accordance with legal and ethical guidelines.

COURSE SCHEDULE

E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at <http://elearning.ufl.edu/>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

It is important that you regularly and frequently check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications.

Course websites are generally made available on the Friday before the first day of classes.

TOPICAL OUTLINE

1. Problem solving process in nursing practice
2. Critical thinking and decision making
3. Assessment
   1. Overview
   2. Health history
   3. Functional Health Pattern assessment
   4. Developmental assessment
   5. Mental status assessment
   6. Physical examination
      1. Techniques
      2. System review
4. Communication of health assessment data
5. Collaboration with inter-professional healthcare team
6. Documentation

TEACHING METHODS

Online modules with demonstration, online discussion, guided laboratory sessions.

LEARNING ACTIVITIES

Reading assignments, online modules and videos, and simulated laboratory experiences.

EVALUATION METHODS/COURSE GRADE CALCULATION

Online quizzes 20%

Virtual patient assignments 25%

Discussions 10%

Written assignments 15%

Comprehensive assessment 30%

100%

*Feedback on all graded assignments routinely is given within 10 working days of the due date.*

The College of Nursing utilizes ***ProctorU,*** a live proctoring service, for major examinations in web-based online courses to ensure a secure testing environment. Students are responsible for fees charged by ProctorU. See the course website for more information on Proctor U and how to create an account.

* CON IT Support office will oversee this process and provide technical assistance
* Each student computer must be in compliance with Policy S1.04, *Student Computer Policy* and must contain a web cam, microphone, and speakers.

MAKE UP POLICY

Makeup assignments are only provided for excused absences. Excused absences include illness in the family or death. Work or vacation related absences are not excused. Late assignments will be accepted but there is a 1% loss from the assignment grade for each day late. Requirements for class attendance and make-up exams, assignments, and other work are

consistent with university policies that can be found at: <http://gradcatalog.ufl.edu/content.php?catoid=5&navoid=1054#attendance>.

GRADING SCALE

A 95-100 (4.0) C 74-79\* (2.0)

A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91- 92 (3.33) D+ 70-71 (1.33)

B 84-90 (3.0) D 64-69 (1.0)

B- 82-83 (2.67) D- 62-63 (0.67)

C+ 80-81 (2.33) E 61 or below (0.0)

\* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading

policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>. Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

University and College of Nursing Policies

Please see the College of Nursing website for a full explanation of each of the following policies - <http://nursing.ufl.edu/students/student-policies-and-handbooks/course-policies/>.

Attendance

UF Grading Policy

Accommodations due to Disability

Religious Holidays

University and College of Nursing Policies (CONTINUED)

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

REQUIRED

Jarvis, C. (2015). *Physical examination and health assessment* (7th ed.)

         St. Louis, MO: Saunders/Elsevier.   978-1-4557-2810-7

RECOMMENDED TEXTS

Jarvis, C. (2015). *Pocket companion for physical examination and health assessment* (7th ed.).  St. Louis, MO: Saunders/Elsevier.  978-0323265379

Students are required to purchase access to the Shadow Health Digital Clinical Experience at the following website. The cost is $89. The site’s virtual patient, “Tina” is used in learning activities throughout the course.

To register in Shadow Health, please visit [app.shadowhealth.com](http://app.shadowhealth.com) and click "Register for a Student Account." Then enter your Spring 2017 PIN to enroll and purchase access:

Spring 2017 PIN: **January2017-4806-1646-3933-8191**

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| DATE | TOPIC/LEARNING ACTIVITIES  See course website for links and further description of learning and evaluation activities | EVALUATION ACTIVITIES  *Unless otherwise noted, all assignments and evaluation components are due Sundays at 11:59 pm before the next content area starts* |
| MODULE 1: THE PROBLEM SOLVING PROCESS | | |
| Week 1  1/4-1/8 | Course Introduction/ Problem Solving Process   1. Jarvis, Chap 1, 2 2. Voicethreads:  “Welcome to the Course!” “Lecture 1: The Problem solving process” | 1. Quiz 1 (Practice) 2. Discussion post on Voicethread (Introduce self) 3. Shadowhealth Digital Clinical Experience Orientation 4. Culturally competent nursing care online module\* |
| MODULE 2: HISTORY TAKING STRATEGIES | | |
| Week 2  1/9-1/15 | History Taking Strategies   1. Jarvis, Chap 3, 4 2. Voicethread: “The Histories” 3. Heritage assessment p. 18 of textbook *(not to be turned in)* | 1. Quiz 2 2. Discussion post on Voicethread (10 min) 3. Shadowhealth Communication Lab 4. Tina Jones Health History and post exam activities |
| MODULE 3: SPECIAL ASSESSMENTS, TECHNIQUES AND SKILLS | | |
| Week 3  1/17-1/22 | Special Assessments practical   1. Jarvis, Chap 7 2. Voicethread: “Collecting Sensitive Patient Information” 3. Required websites | 1. Quiz 3 2. Critique a recorded simulated IPV assessment on Voicethread |
| Week 4  1/23-1/29 | Techniques and Skills   1. Jarvis, Chap 9 2. General Health Survey (Chap 9) on a colleague, patient or friend | 1. Quiz 4 2. Shadowhealth “Tina Jones Skills” and related activities 3. 3 page paper after viewing Lewis Blackman Story |
| Week 5  1/30-2/5 | Skin, Hair and Nails   1. Jarvis, Chap 12, 2. Jarvis student resources    1. Animations, exam videos, cases    2. Health promotion guide 3. Assigned websites | 1. Quiz 5 2. Shadowhealth Tina Jones Skin, Hair and Nails Assignment and Post-Exam Activities 3. Self-exam of skin using Body Map Tool (link on course website) 4. Discussion post on Voicethread |

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| DATE | TOPIC/ LEARNING ACTIVITIES | EVALUATION ACTIVITIES |
| MODULE 4: NURSING ASSESSMENT | | |
| Week 6  2/6-2/12 | HEENT   1. Jarvis, Chap 13-16 2. Jarvis student resources    1. Animations, exam videos, cases 3. Health promotion guide | 1. Quiz 6 2. HEENT Assignment and post exam activities (Tina Jones) 3. Construct an SBAR based verbal report for Tina Jones data and report findings verbally using the media tool in Assignments in Canvas |
| Week 7  2/13-19 | Pulmonary   1. Jarvis Chap 18 2. Jarvis student resources    1. Lung sounds, animations, exam videos, cases 3. Health promotion guide | 1. Quiz 7 2. Shadowhealth    1. Respiratory Assignment and post exam activities (Tina Jones)    2. Focused Exam (Cough) 3. Submit a verbal SBAR report via Canvas |
| Week 8  2/20-2/26 | Breasts and Lymph   1. Jarvis Chap 17, 20 (p. 502-506) 2. Jarvis student resources    1. Exam video, clinical reference, animations, cases 3. Health Promotion Guide chap 17 | 1. Quiz 8 2. Debate the utility of BSE in cancer prevention by posting on the lecture voicethread 3. Complete the posted online case study, D.F. |
| Week 9  2/27-3/3 | Cardiovascular   1. Jarvis Chap 19, 20 2. Jarvis student resources    1. Cardiovascular sounds and animations, exam video, cases 3. Health promotion guide chap 19,20 | 1. Quiz 9 2. Shadowhealth    1. Cardiovascular Concept Lab    2. Cardiovascular Assignment & Post-Exam Activities (Tina Jones)   Construct an SBAR based verbal report- submit via Canvas recording |
| Week 10  3/4-3/12 | SPRING BREAK |  |
| Week 11  3/13-3/19 | Abdomen   1. Jarvis Chap 21 2. Jarvis student resources    1. Abdomen sounds and animations, exam video    2. Case study review 3. Health promotion guide | 1. Quiz 10 2. Shadowhealth    1. Abdominal Concept Lab 3. Abdominal Assignment & Post-Exam Activities (Tina Jones) |

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| DATE | | TOPIC/ LEARNING ACTIVITIES | EVALUATION ACTIVITIES | |
| Week 12  3/20-26 | | Genitourinary/Reproductive   1. Jarvis Chap 24, 25,26 2. Jarvis student resources    1. Animations, exam videos    2. Case Study review    3. Health promotion guides chap 24, 25, 26 3. Voicethread “Teaching TSE: Does it Work?” | 1. Quiz 11 2. Debate the utility of TSE in cancer prevention by posting on the Voicethread 3. Complete posted case study J.D. | |
| Week 13  3/27-4/2 | | Musculoskeletal   1. Jarvis Chap 22 2. Jarvis student resources    1. Animations, exam videos 3. Health promotion guide | 1. Quiz 12 2. Shadowhealth: Musculoskeletal Assignment & Post-Exam Activities (Tina Jones) 3. Construct an SBAR based verbal report- submit via media tool in Assignment | |
| Week 14  4/3-4/9 | | Neuro   1. Jarvis Chap 5,9,23 2. Jarvis student resources    1. Health Promotion Guide Chapter 23    2. Quick Assessment for Common Conditions (Alzheimer’s) Chapter 9    3. Exam Video Chapter 23 3. Case study review Chapter 23 | 1. Quiz 13 2. Shadowhealth- Neurological Assignment & Post-Exam Activities (Tina Jones) 3. Post on the Voicethread “When is a Headache Not Just a Headache? | |
| Week 15  4/10-4/16 | | Mental Status   1. Jarvis Chap 5 2. Jarvis student resources    1. Health Promotion Guide Chapter 5    2. Case study review Chapter 5 | 1. Complete Quiz 14 which is based on the assigned readings 2. Case Study A.P. | |
| MODULE 5: INTEGRATION | | | | |
| Week 16  4/17-19 | | Integration   1. Quiz 15 2. Discharge Assignment (Tina Jones) 3. Voicethread: “Putting it all Together” | 1. Jarvis Chap 27 | |
| Week 17  DATE TBD | | Final Exam- Students will be assigned a random virtual patient with a focused problem. Exam will be performed online. Students will have 2 hours to complete the exam, within an 8 hour window. The exam will be proctored by ProctorU | | |
| Approved: | Academic Affairs Committee:  General Faculty:  UF Curriculum Committee: | | | 07/14  07/14  10/14 | |