UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Fall 2018

COURSE NUMBER NUR 3066C

COURSE TITLE Clinical Reasoning: Health Assessment

CREDITS 03 (2/1) 2 semester credit hours/45 clinical hours

PREREQUISITES Admission to the Nursing Program

COREQUISITES None

FACULTY

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COURSE DESCRIPTION The purpose of this course is to establish a foundation of clinical reasoning, data collection, and documentation for patient assessment. The focus is on normal findings and variations across the lifespan. The course allows students to acquire the knowledge, skills, and attitudes necessary to perform a health assessment.

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

1. Conduct a comprehensive and focused patient and family health history.
2. Develop clinical reasoning skills to interpret and report assessment findings.
3. Perform an integrated comprehensive physical examination using inspection, palpation, percussion, and auscultation techniques.
4. Use therapeutic communication techniques within the nurse-patient relationship.
5. Synthesize findings utilizing clinical reasoning and the nursing process to develop an initial plan of care.
6. Demonstrate the principles of professional communication within healthcare teams.
7. Document health assessment data in accordance with legal and ethical guidelines, including principles of informatics and electronic health record (EHR) use.

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 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.

TEACHING METHODS

Lecture/discussion

Interactive multimedia assignments

Demonstration/return demonstration

Simulated clinical interaction/communication

LEARNING ACTIVITIES

Participation in small group activities and class discussion

Assigned readings

Completion of assigned multimedia content

Supervised physical assessment practice

EVALUATION METHODS/COURSE GRADE CALCULATION

# Exam 1 15%

# Exam 2 15%

# Exam 3 15%

# HESI Health Assessment Exam 30%

Comprehensive Health Assessment 25%

# 100%

EXAM AVERAGE

Students must have an average unit exam score and comprehensive health assessment demonstration score greater or equal to 74% in order to pass the course. Students must achieve an average of 74% on the exams BEFORE the remaining assignment percentages are calculated into the final course grade.

GRADE ROUNDING

No grades will be rounded including the final exam averages and final course grade.

CLINICAL LABORATORY PERFORMANCE (S/U)\*

Shadow Health (digital clinical experience) (40%)

Weekly lab participation (30%)

Lab manual assignments (30%)

\*S=Satisfactory 74% or higher on clinical lab activities

\*U=Unsatisfactory Less than 74% on clinical lab activities

The HESI RN Specialty Exam: Health Assessment is required for this course. Raw scores on the HESI exam will be converted to scores on a 100-point scale and assigned a letter grade as indicated by the grading scale below. Students who fail to obtain a raw score of 800 must complete an individualized, self-study remediation plan and retake the exam to complete the course. Failure to obtain a raw score of 800 on the second attempt will result in a grade of E for the course regardless of other grades achieved in the course. Students will be required to repeat the course before progressing to the next semester.

The comprehensive health assessment will be evaluated by observation of student performance using the grading criteria distributed on the course Canvas site.

Progression in the College of Nursing baccalaureate program requires that students maintain a “C” or above and a satisfactory grade in clinical and laboratory performance for all required nursing courses.

<https://con-main.sites.medinfo.ufl.edu/files/2011/05/S2.03-Academic-Progression-for-Baccalaureate-Degree-Students.pdf>

Students who fail to maintain a “C” grade or satisfactory in a clinical courses (designated as “C” courses) must complete an out-of-sequence petition in order to create a program improvement plan: <https://con-main.sites.medinfo.ufl.edu/files/2011/05/S2.15-Out-of-Sequence-Progression.pdf>

CLASS ATTENDANCE AND MAKEUP POLICY

Collaborative learning is an essential component of this course; therefore, attendance is expected at all scheduled class and laboratory sessions. Advanced notice of absence is expected. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., professional conferences **with advanced notice**), military obligation, severe weather conditions, religious holidays, and participation in official university activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) are excused. Makeup assignments for excused absences will be negotiated with the instructor. **If at all possible**, the course instructor must be notified in advance if an exam is missed due to an extenuating circumstance. If no notice is given or without prior approval of an absence for a reason listed above, a grade of zero will be assigned. Students may not opt out of any exams.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

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

LATE ASSIGNMENTS

Students are expected to plan in advance and submit assignments by posted due dates. There will be a 10% deduction per day on late assignments. After 3 days, you will receive a zero on the assignment unless you approved in advance by your instructor.

GRADING SCALE/QUALITY POINTS

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 <https://sccr.dso.ufl.edu/process/student-conduct-code/>.  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 student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>) and a full explanation of each of the university policies – (<http://students.nursing.ufl.edu/currently-enrolled/course-syllabi/course-policies>)

Attendance

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

DISABILITY STATEMENT

Students who wish to obtain individual accommodations due to special learning needs must register with the University of Florida Disability Resources Center (DRC) **at the beginning of each semester**. Accommodations are not retroactive, therefore, students should contact the DRC at the beginning of each semester in the term for which they are seeking accommodations. The DRC may be contacted at 352-392-8565 so that appropriate accommodations may be made.  **Individual accommodations require time for the Disability Resources Center (DRC) to approve and the faculty to respond to any special learning needs**.  **Each semester**, it is the students’ responsibility to notify all their faculty of any special accommodations **once approval by the DRC for special accommodations has been made**.  <https://drc.dso.ufl.edu/>

REQUIRED TEXTBOOKS & RESOURCES

Ackley, B., Ladwig, G., & Makic, M.B.F. (2016). *Nursing diagnosis handbook* (11th ed). St.

Louis: Elsevier/Mosby.

Jarvis, C. (2016). *Physical examination and health assessment* (7th ed.). St. Louis, MO: Elsevier.

Jarvis, C. (2016). *Laboratory manual for physical examination and health assessment* (7th ed.). St. Louis, MO: Elsevier.

Jarvis, C. (2016). *Pocket manual for physical examination and health assessment* (7th ed.). St. Louis, MO: Elsevier.

Shadow Health for Health Assessment(2018). *Digital clinical experience.*

Course RegistrationPIN 9642-1208-3294-6144.

Silvestri, L.A.  (2017). *Saunders comprehensive review for the NCLEX-RN examination*.

(7th ed.). St. Louis, MO: Elsevier.

Silvestri, L.A. & Silvestri A. (2018). *Saunders 2018-2019 strategies for test success: Passing*

*nursing school and the NCLEX exam*. (5th ed.). St. Louis, MO: Elsevier.

**CLASS SCHEDULE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Dates & Location** | **Unit** | **Week/Module** | **Topic** | **Program Outcomes** |
| **Aug. 22/23**  Aug. 22 (Bagnall) 12:30-4pm  Location: HPNP auditorium  Aug. 23 (Aul) 8-11:30 am  Location: NRC  Aug. 23 (Ferguson) 1-4:30pm  Location: NRC | Unit 1 | Module 1 | **Professional Communication & Documentation**  Therapeutic communication skills and interview techniques  Professional communication (ie SBAR)  Principles of informatics and electronic health record (EHR) | 2, 5, 8, 10 |
| **Aug. 29/30**  Aug. 29 (Bagnall) 12:30-4pm  Location: HPNP auditorium  Aug. 30 (Aul) 8-11:30 am  Location: NRC  Aug. 30 (Ferguson) 1-4:30pm  Location: NRC | Unit 1 | Module 2 | **Vital Signs, Pain, General Survey** (includes mental status & safety) | 1, 5 |
| **Sept. 5/6**  Sept. 5 (Bagnall) 12:30-4pm  Location: G210 until 2 pm then NRC  Sept. 6 (Aul) 8-11:30 am  Location: NRC  Sept. 6 (Ferguson)  NO CLASS  Class day moved to Sept. 14 | Unit 1 | Module 3 | **Nursing Process**  Overview of nursing process  Formulation of plan of care  Concept mapping | 1, 5 |
| **Sept. 7**   * 1 pm in CG28 Testing Center |  |  | **Exam for Unit 1** |  |
| **Dates & Location** | **Unit** | **Week/Module** | **Topic** | **Program Outcomes** |
| **Sept. 12/13**  Sept. 12 (Bagnall) 12:30-4pm  Location: NRC  Sept. 13 (Aul) 8-11:30 am  Location: NRC  Sept. 13 (Ferguson) 1-4:30pm  Location: NRC |  | Module 4 | **Health History**  Data collection  Interview for comprehensive patient and family health history  Documentation of health assessment data | 1, 5, 8, 9 |
| **Sept. 14 (Ferguson only)**  9am-12:30pm  Location: Communicore C1-9 |  |  | **Nursing Process** |  |
|  |  | Modules 5-11 | **Physical Assessment**  Systems-based head-to-toe assessment, including childbearing women, children, and older adults |  |
| **Sept. 19/20**  Sept. 19 (Bagnall) 12:30-4pm  Location: NRC  Sept. 20 (Aul) 8-11:30 am  Location: NRC  Sept. 20 (Ferguson) 1-4:30pm  Location: NRC | Unit 2 | Module 5 | **Musculoskeletal & Integumentary** | 1, 5 |
| **Sept. 26/27**  Sept. 26 (Bagnall) 12:30-4pm  Location: NRC  Sept. 27 (Aul) 8-11:30 am  Location: NRC  Sept. 27 (Ferguson) 1-4:30pm  Location: NRC | Unit 2 | Module 6 | **HEENT & Lymphatic** | 1, 5 |
| **Sept. 28**   * 2 pm in MSB auditorium |  |  | **Exam for Unit 2** |  |
| **Dates & Location** | **Unit** | **Week/Module** | **Topic** | **Program Outcomes** |
| **Oct. 3/4**  Oct. 3 (Bagnall) 12:30-4pm  Location: NRC  Oct. 4 (Aul) 8-11:30 am  Location: NRC  Oct. 4 (Ferguson) 1-4:30pm  Location: NRC | Unit 3 | Module 7 | **Respiratory** | 1, 5 |
| **Oct. 10/11**  Oct. 10 (Bagnall) 12:30-4pm  Location: NRC  Oct. 11 (Aul) 8-11:30 am  Location: NRC  Oct. 11 (Ferguson) 1-4:30pm  Location: NRC | Unit 3 | Module 8 | **Cardiovascular** | 1, 5 |
| **Oct. 17/18**  Oct. 17 (Bagnall) 12:30-4pm  Location: NRC  Oct. 18 (Aul) 8-11:30 am  Location: NRC  Oct. 18 (Ferguson) 1-4:30pm  Location: NRC | Unit 3 | Module 9 | **Gastrointestinal** | 1, 5 |
| **Oct. 24/25**  Oct. 24 (Bagnall) 12:30-4pm  Location: NRC  Oct. 24 (Aul) 8-11:30 am  Location: NRC  Oct. 25 (Ferguson) 1-4:30pm  Location: NRC | Unit 3 | Module 10 | **Genitourinary**  **(includes breast & prostate)** | 1, 5 |
| **Oct. 31/Nov. 1**  Oct. 31 (Bagnall) 12:30-4pm  Location: NRC  Nov. 1 (Aul) 8-11:30 am  Location: NRC  Nov. 1 (Ferguson) 1-4:30pm  Location: NRC | Unit 3 | Module 11 | **Neurological** | 1, 5 |
| **Nov. 7/8**  Nov. 7 (Bagnall) 12:30-4pm  Location: NRC  Nov. 8 (Aul) 8-11:30 am  Location: NRC  Nov. 8 (Ferguson) 1-4:30pm  Location: NRC | Unit 3 | Module 12 | **Review of Physical Assessment**  **Problem-Based Learning Scenarios** | 1, 5 |
| **Nov. 9** |  |  | **Exam for HESI Health Assessment** |  |
| **Nov. 14/15**  Nov. 14 (Bagnall) 12:30-4pm  Location: NRC  Nov. 15 (Aul) 8-11:30 am  Location: NRC  Nov. 15 (Ferguson) 1-4:30pm  Location: NRC | Unit 4 | Module 13 | **Putting It All Together: Head to Toe Assessment**  Integration of physical assessment  Clinical reasoning  Comprehensive health assessment | 1, 5, 8 |
| **Nov. 16**   * 12 pm in HPNP auditorium |  |  | **Exam for Unit 3** |  |
| **Nov. 21/22** |  |  | Thanksgiving – No Class |  |
| **Nov. 28/29**  Nov. 28 (Bagnall) 12:30-4pm  Location: NRC  Nov. 29 (Aul) 8-11:30 am  Location: NRC  Nov. 29 (Ferguson) 1-4:30pm  Location: NRC | Unit 4 | Module 14 | **Putting It All Together: Deviations from Normal** Integration of physical assessment  Clinical reasoning  Comprehensive health assessment | 1, 5, 8 |
| **Dec. 5 only**  12:30-4pm  Location: NRC | Unit 4 | Module 15 | **Putting It All Together: Failure to Rescue**  Integration of physical assessment  Clinical reasoning  Comprehensive health assessment | 1, 5, 8 |

Program Outcomes:

1. Apply critical thinking to synthesize knowledge grounded in liberal education and nursing, in the practice of professional nursing in the global community.
2. Collaborate with the healthcare team and clients to provide safe and cost effective high quality health care.
3. Integrate evidence-based findings in decision-making in the practice of professional nursing.
4. Appraise current evidence to evaluate health care safety and quality improvement initiatives for individuals and groups.
5. Analyze information from health care technology systems to apply evidence that will guide nursing practice.
6. Utilize knowledge of health care regulation to advocate for policy change to improve health care systems and professional nursing practice.
7. Illustrate the importance of advocacy in the improvements in nursing practice and throughout the healthcare system.
8. Demonstrate professional communication, collaboration and documentation with healthcare teams to support improvement in patient health outcomes.
9. Utilize health promotion, health maintenance, and disease prevention strategies across settings to improve the health of diverse individuals and populations across the lifespan.
10. Demonstrate professional competence and values reflective of professional nursing standards and mutual respect within a global society.

11. Build therapeutic alliance with patients and families to provide personalized care

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| --- | --- | --- |
| Approved: | Academic Affairs Committee:  General Faculty:  UF Curriculum Committee: | 12/17  12/17  01/18 |