UNIVERSITY OF FLORIDA COLLEGE OF NURSING COURSE SYLLABUS

Spring 2022

## COURSE NUMBER NGR 6002C

COURSE TITLE Advanced Health Assessment and Diagnostic Reasoning

CREDITS 4 [3 credits didactic, 1 credit laboratory (45 laboratory hours)]

PLACEMENT First semester in selected tracks (Advanced Practice Nursing Core)

PREREQUISITES None

COREQUISITES None

## COURSE FACULTY

Kimberly Castillo, DNP, APRN, FNP-BC

Visiting Clinical Assistant Professor

Office: UF Health Archer Family Health Care

Mobile Phone: 954-465-3283 9am-7pm (Texts preferred. Identify yourselves by name and as a 6002 student)

Office Hours: \*Available M-F via email and Mondays for scheduled zoom conferences

Email: [kbeers@ufl.edu](mailto:kbeers@ufl.edu)

Staccie Allen, DNP, APRN, EMT-P, AGACNP-BC, FNP-C, CFRN

Visiting Clinical Assistant Professor

Office: College of Nursing #2225 and remote

Mobile Phone: 352-258-3726 9am-7pm (Texts preferred. Identify yourselves by name and as a 6002 student)

Office Hours: \*Monday 1:00-3:00pm

Email: [staccie@ufl.edu](mailto:staccie@ufl.edu)

\*Faculty are generally available to meet with students (in the office or virtually) as listed above. Due to professional travel and other unavoidable obligations, faculty may not be present every week without notice. It advisable that students confirm availability or make an appointment in advance.

COURSE DESCRIPTION This course provides the student with knowledge and clinical experience in advanced health assessment of diverse clients across the life span within the context of the advanced practice role. Emphasis is on acquisition and analysis of relevant data for the development of a comprehensive and holistic assessment. A major focus is on the symptom/health problem assessment and selection and interpretation of screening and diagnostic tests in order to formulate a differential diagnosis.

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

1. Demonstrate proficiency in performing comprehensive health assessments including risk assessment.
2. Demonstrate proficiency in performing focused health assessments.
3. Perform a risk assessment of the client which takes into consideration life circumstance and cultural, ethnic, and developmental variations.
4. Organize and present holistic health assessment data.
5. Differentiate normal physiological alterations from pathological findings.
6. Demonstrate proficiency in performing symptom/health problem assessments based on selected chief complaints.
7. Utilize the diagnostic reasoning process in the selection and interpretation of appropriate screening and diagnostic tests.

## COURSE/LABORATORY SCHEDULE

|  |  |  |
| --- | --- | --- |
| Faculty | Section | Day/Time |
| Castillo/Allen | 1H70 | Web-based |

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/.](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.

## TOPICAL OUTLINE

1. Characteristics of holistic assessment based on systems theory including physiological, affective and cognitive systems for client and client’s environment
2. Cross-cultural communication
3. Organization of comprehensive and focused health assessment data
4. Verbal and written communication of comprehensive and focused health assessment data
5. Advanced health assessment
6. Risk assessment taking into consideration life circumstance and cultural, ethnic, developmental, and family variations
7. Illness assessment based on common chief complaints
8. Screening tests for physical and mental health
9. Diagnostic tests for common acute and chronic illnesses
10. Selected mnemonics, e.g., BELIEF, ETHIC

## TEACHING METHODS

Online lectures, discussion, clinical skill demonstration, simulation exercises, audiovisual materials, and case studies. This course will utilize a simulation lab for practice of assessment skills.

## LEARNING ACTIVITIES

Online lectures, discussion, clinical skill demonstration, simulation exercises, audiovisual materials, and case studies. This course will utilize a simulation lab for practice of assessment skills.

## EVALUATION METHODS/COURSE GRADE CALCULATION

* Minimum Required Contact Hours for Laboratory: 45
* Online assessment/learning activities/quizzes due at the end of each week, Sunday by 11:59pm, exceptions are noted on the syllabus.
* Feedback from faculty is generally within 10 working days, exceptions may exist such as on weekends & holidays or larger assignments (i.e., video assessment).
* Satisfactory is equal ≥ 74% on each/all of the given assignments, <74% is unsatisfactory.
* Competency performance of the male and female exam, as well as assessment skill practice, through the Anaclerio Learning and Assessment Center/Harrell Center. Attendance at these sessions is mandatory (on-campus activity) and no make-up session will be available. You MUST attend BOTH days. The dates and times for this semester are March 31st and April 1st, 2021 from 9AM-5PM. More information to come.

# For students who achieve a satisfactory laboratory grade, the letter grade for the course will be based upon the following:

|  |  |
| --- | --- |
|  | Percentage of Grade |
| Video Assessments/System SOAP Notes | 33% |
| Problem Focused Examination SOAP Notes | 15% |
| Comprehensive Physical Examination | 20% |
| Comprehensive History & Physical (H&P) SOAP | 10% |
| Shadow Health Online Cases | 10% |
| Weekly Quizzes | 10% |
| Harrell Center – Male/Female Examinations and Skill Practice (S/U) | 2% |
| Total | 100% |

Weekly Assignments: Weekly assignments consist of quizzes or online activities. Weekly assignments are available in the Canvas Course Site. Weekly assignments will not be re-opened after the due date. Students should contact faculty in advance if an emergency prevents completion of weekly activities within the assigned time, prior to the due date (see Make Up Policy). Faculty will consider emergency situations on a case-by-case basis.

* Shadow Health Case Studies: Case studies must be done individually. Case studies will have 10% per day deducted for late submissions. Case studies will be graded from the DCE (Digital Clinical Experience) score as generated by Shadow Health.

## CLASS ATTENDANCE AND MAKE UP POLICY

Students are responsible for meeting all academic objectives as defined by the instructor. Absences count from the first class meeting. In general, acceptable reasons for absences from class include illness, serious family emergencies, special curricular requirements, 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) must be excused. Other reasons also may be approved.

Students may not attend classes unless they are registered officially or approved to audit with evidence of having paid audit fees. After the end of drop/add, the Office of the University Registrar provides official class rolls/addenda to instructors. Students who do not attend at least one of the first 2 class meetings of a course or laboratory in which they are registered and who have not contacted the academic unit to indicate their intent may be dropped from the

course. **Students must not assume that they will automatically be dropped if they fail to attend the first few days of class.** The academic unit will notify students dropped from courses or laboratories by posting a notice in the academic unit office. Students may request reinstatement on a space-available basis if documented evidence is presented. The University recognizes the right of the individual professor to make attendance mandatory. After due warning, professors may prohibit further attendance and then assign a failing grade for excessive absences. Students who have registration changes, at any time during the semester, should verify their registrations before the last day of class of the term. Retroactive drop/add or other registration changes will not be permitted.

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/graduate/regulations/#text>

* Late assignment submission will be deducted 10% each 24 hours after the submission due date, before grading.
* No make up sessions will be available for the Harrell Center male/female examinations or skill practice lab. Missing this learning component will render the course incomplete.

## 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) |

\* 84 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: <https://catalog.ufl.edu/graduate/regulations/>.

## COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

## 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.

***As students in the health professions at UF Health, you are expected to promote safety and a culture of care and concern for each other and for patients. Across our academic health center’s missions of research, teaching and patient care, nursing students must lead by example and take individual responsibility for modeling healthy habits and behaviors to minimize the spread of COVID-19. Failure to comply with the established public health measures, both on and off campus, is considered a serious breach of professional conduct*.**

## 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/policies/student-honor-code-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/>)

## REQUIRED TEXTBOOKS

Ball, J., Dains, J., Flynn, J., Solomon, B., & Stewart, R. (2019). Seidel's guide to physical examination (9th ed.). St Louis, MO: Elsevier. ISBN-13: 978-0323481953; ISBN-10: 9780323481953

Goolsby, M. J., & Grubbs, L. (2019). Advanced assessment: interpreting findings and formulating differential diagnoses (4th ed.). Philadelphia, PA: F.A. Davis Company. ISBN- 13: 978-0803668942; ISBN-10: 0803668945

GoReact (2021). [Software]. Video Application.

* Accounts can be made in the Canvas course website. Instructions are in the Modules/Assignments

Shadow Health (2022). *Digital Clinical Experience, Advanced Health Assessment DCE.* [Software]. ISBN: 978-0-98-978881-6. Available from <https://www.shadowhealth.com>

* Pin: 0209-6808-8504-7207
* Student Account Setup: Students can create their accounts by visiting <http://app.shadowhealth.com/> and enrolling in your course with this course specific. More information is available on the Canvas page.

## RECOMMENDED TEXTBOOKS

# You must be on the VPN to use this book:

Soutor, C., & Hordinsky M. K., eds. (2013). *Clinical Dermatology.* New York, NY: McGraw-Hill. Direct URL: https://accessmedicine.mhmedical.com/book.aspx?bookid=2184

WEEKLY CLASS SCHEDULE

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE** | **TOPIC/EVALUATION** | **READINGS** | **Program**  **Objectives** |
| **Week 01**  Jan. 5-7 | * Introduction to Course * History Taking * SOAP Note Construction   Shadow Health: Due Jan 9, by 11:59pm   1. Digital Clinical Experience Orientation, Tina Jones 2. Conversation Concept Lab, Rachel Adler 3. Health History, Tina Jones   SOAP Note Quiz: Due Jan 9, by 11:59pm  Video Assessment: Personal Introduction Video (Practice Video): Due Jan 9, by 11:59pm  **Note: This is the only week with assignments not due on a Sunday** | Goolsby (G): Ch 1  Ball (B): Ch 1, 3, 5 (page 60) | 1, 2, 3, 4, 5, 6 |
| **Week 02**  Jan 10-14 | * HEENT   Shadow Health: Due Jan 16, by 11:59pm   1. HEENT Assignment, Tina Jones 2. HEENT SOAP   HEENT Quiz: Due Jan 16, by 11:59pm  Video Assessment: HEENT, due Jan 16, by 11:59pm | G: Ch 4, 5, 6  B: Ch 11, 12, 13 | 1, 2, 3, 4, 5, 6 |
| **Week 03**  Holiday (MLK): 1/17/2022  Jan 18-21 | * Pulmonary * Lymphatic System   Shadow Health: Due Jan 23, by 11:59pm   1. Respiratory Concept Lab 2. Respiratory, Tina Jones 3. Respiratory SOAP   Pulmonary Quiz: Due Jan 23, by 11:59pm | G: Ch. 8  B: Ch. 10, 14 | 1, 2, 3, 4, 5, 6 |
| **Week 04**  Jan 24-28 | * Cardiovascular   Shadow Health: Due Jan 30, by 11:59pm   1. Cardiovascular Concept Lab 2. Cardiovascular, Tina Jones 3. Cardiovascular SOAP   Quiz: Due Jan 30, by 11:59pm  Video Assessment: Cardio/Pulmonary, due Jan 30, by 11:59pm | G: Ch. 7  B: Ch. 15, 16 | 1, 2, 3, 4, 5, 6 |
| **Week 05**  Jan 31-Feb 4 | * Abdomen   Shadow Health: Due Feb 6, by 11:59pm   1. Abdominal Concept Lab 2. Gastrointestinal, Tina Jones 3. Abdominal SOAP   Abdomen Quiz: Due Feb 6, by 11:59pm  Video Assessment: Abdomen, due Feb 6, by 11:59pm | G: Ch. 10  B: Ch. 18 | 1, 2, 3, 4, 5, 6 |
| **Week 06**  Feb 7-11 | * Musculoskeletal   Shadow Health: Due Feb 13, by 11:59pm   1. Musculoskeletal, Tina Jones 2. Musculoskeletal SOAP   MSK Quiz: Due Feb 13, by 11:59pm  Video Assessment: MSK, due Feb 13, by 11:59pm | G: Ch. 14  B: Ch. 22 | 1, 2, 3, 4, 5, 6 |
| **Week 07**  Feb 14-18 | * Neurological/Mental Health   Shadow Health: Due Feb 20, by 11:59pm   * Neurological, Tina Jones * Mental Health, Tina Jones * Neuro/Mental Health SOAP   Neuro/Mental Health Quiz: Due Feb 20, by 11:59pm  Video Assessment: Neurological, Due Feb 20, by 11:59pm | G: Ch. 15, 17  B: Ch. 7, 23 | 1, 2, 3, 4, 5, 6 |
| **Week 08**  Feb 21-25 | * Dermatology * Microscopy * Diagnostic/Clinical Reasoning   Shadow Health: Due Feb 27, by 11:59pm   1. Focused Exam: Chest Pain 2. Problem Focused Examination SOAP   Quiz/Online Assignment: Due Feb 17, by 11:59pm   1. Dermatology Lesion Identification Quiz 2. Microscopy Quiz   Video Assessment: None | G: Ch. 3  B: Ch.4, 9 | 1, 2, 3, 4, 5, 6 |
| **Week 09**  Feb 28-Mar 4 | * Pediatric Assessment * Pregnancy Assessment * Assessment of the Older Adult   Shadow Health Assignment: Due March 6, by 11:59pm   1. Focused Exam: Abdominal Pain 2. Problem Focused Examination SOAP   Pediatrics/Pregnancy Quiz: Due March 6, by 11:59pm  Video Assessment: None | G: Ch. 18, 19, 21  B: Ch. 8 | 1, 2, 3, 4, 5, 6 |
| **March 7-11** | **SPRING BREAK!!!!** |  |  |
| **Week 10**  March 14-18 | * Genetics   + Pedigree Sample * Cultural Competence   Shadow Health: None  Quiz/Online Assignment: Due March 10, by 11:59pm   1. Genetics/Cultural Competency Quiz   **Start to review for Video Assessment: Comprehensive Physical Assessment which is due April 10, by 11:59pm** | G: Ch. 2  B: Ch. 2 | 1, 2, 3, 4, 5, 6 |
| **Week 11**  March 21-25 | * Male GU/Rectal Examination * Female GU/Breast Examination   Shadow Health: Due March 27, by 11:59pm   1. Focused Exam: Cough 2. Problem Focused Examination SOAP   Quiz: Due March 27, by 11:59pm   1. Male Quiz 2. Female Quiz   Video Assessment: Review for Comprehensive Physical Assessment | G: Ch. 9, 11, 12, 13  B: Ch. 17, 19, 20, 21 | 1, 2, 3, 4, 5, 6 |
| **Week 12**  March 28-Apr 1 | * Billing and Coding   Shadow Health: None  Quiz/Online Assignment: None  Video Assessment: Review for Comprehensive Physical Assessment  **\*\* Harrell Center, Anaclerio Learning Center and Skills Practice March 31 and April 1\*\*** | None | 1, 2, 3, 4, 5, 6 |
| **Week 13**  April 4-8 | * Pain Assessment * Sports Participation Physical Examination * Non-Specific Complaints * Putting It All Together   Shadow Health Assignment: Due April 10, by 11:59pm   1. Comprehensive Assessment, Tina Jones 2. Comprehensive History & Physical (H&P) SOAP   Video Assessment: Comprehensive Physical Assessment: Due April 10, by 11:59pm | G: Ch. 16  B: Ch. 6, 24, 25 | 1, 2, 3, 4, 5, 6 |
| **Week 14**  April 11-15 | Review Week |  |  |
| **Week 15**  April 18-22 | Review Week |  |  |

The purposes of the curriculum leading to the degree Doctor of Nursing Practice are to:

1. Prepare the student to acquire advanced competencies in increasingly complex practice and emerging leadership roles.
2. Provide the student with a significant and comprehensive knowledge base that supports scientific skepticism and the incorporation of new knowledge in advanced nursing practice.
3. Provide the student with enhanced knowledge for the acquisition of leadership skills used to improve nursing practice and patient outcomes.

Upon completion of the doctoral program, the graduate will be able to:

1. Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice.
2. Evaluate decision support systems to solve clinical problems for individuals, aggregates and systems.
3. Develop advanced leadership and collaborative skills to mobilize interdisciplinary teams to solve highly complex clinical problems.
4. Develop expertise to formulate health policy and provide leadership in establishing clinical excellence and creating new models of cost-effective health care delivery.
5. Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates and systems to provide safe, evidence-based care.
6. Synthesize knowledge of cultural diversity and global perspectives in delivering health care and in critiquing nursing systems.

Approved: Academic Affairs Committee: 05/96; 04/01; 02/14 Faculty: 08/96; 05/01; 02/14

UF Curriculum: 10/96; 07/01