UNIVERSITY OF FLORIDA COLLEGE OF NURSING COURSE SYLLABUS

Summer 2023

## 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

|  |  |
| --- | --- |
| Staccie Allen, DNP, APRN, EMT-P, AGACNP-BC, FNP-C, ENP-C, CFRN – Co-Course Lead Visiting Clinical Assistant Professor  Office: HPNP 2225 and remote  Cell Phone: (352) 258-3726 9am-7pm (Texts  preferred. Identify yourself by name and as a  6002C student)  Office Hours\*: Fridays 1pm-3pm, or by appointment via Zoom or phone  Email: [staccie@ufl.edu](mailto:staccie@ufl.edu) | Kimberly Beers Castillo, DNP, APRN, FNP-BC  Co-Course Lead  Visiting Clinical Assistant Professor  Office: Archer Family Heath Care and remote  Office Phone: 954-465-3283 9am-7pm (Texts preferred. Identify yourself by name and as a 6002C student)  Office Hours\*: Mondays 10am-12pm, or by appointment via Zoom or phone  Email: [kbeers@ufl.edu](mailto:kbeers@ufl.edu) |
| Michael D. Bumbach, PhD, APRN, FNP-BC Lab Faculty  Clinical Assistant Professor  Office: HPNP 4201  Office Phone: (352) 273-6638  Office Hours\*: Mondays 8am-10am  Email: [mbumbach@ufl.edu](mailto:mbumbach@ufl.edu) | Michael Maymi, DNP, APRN, CPNP-AC,  CCRN, CNE - Lab Faculty  Clinical Assistant Professor  Office: HPNP 3238  Office Phone: (352) 273-6799  Office Hours\*: Tuesdays 10a-12pm  Email: [maymim@ufl.edu](mailto:maymim@ufl.edu) |
| Tracey Taylor DNP, APRN, ACNP-BC  Clinical Associate Professor  Lab Faculty  Office: HPNP: remote  Office Hours\*: Wednesdays 12pm-2pm or by appointment  Email: [traceytaylor@ufl.edu](mailto:traceytaylor@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 |
| Allen  Castillo | 7065  7066 | Web-based  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/.%20) 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 ≥ 84% on each/all of the given assignments, <84% is unsatisfactory, the APEA 3P is S/U based on completion.
* 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:
  + Monday, July 17th **OR** Tuesday, July 18th for **Skills Lab Day**
  + Tuesday, July 18th **OR** and Wednesday, July 19th **OR** Thursday, July 20th for the **Male/Female Exams**

You will be required to attend **one** Skills Lab Day and **one** Male/Female Exam day. You will be assigned a day for each required experience. Plan on 9am-5pm for these experiences. 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 (5) | 25% |
| SOAP Notes (2) | 20% |
| Comprehensive Physical Examination Video (1) | 18% |
| Comprehensive History & Physical (H&P) SOAP (1) | 12% |
| Shadow Health Online Cases | 10% |
| Weekly Quizzes | 10% |
| APEA – 3P Exam – Proctoring required, 8/7 6am – 8/8 5pm | 5% |
| 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.

## APEA 3P Assessment: This examination is an online assessment measuring the culmination of the clinical core courses. This exam will be proctored by ProctorU and is required for the course and the DNP Program.

## 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 skills practice lab. Missing this learning component will render the course incomplete.
* All video submissions need to include an initial 360-degree view of the room and of the computer screen. Students are responsible for staying in view of the camera throughout the recording. Students are also responsible for checking/testing their audio and microphone prior to and after video recordings. Poor quality recordings may not be accepted. **VISUAL AIDS, CUE CARDS or any other assistive devices** are **NOT** permitted to be utilized during video assessment recordings. Use of such devices is considered cheating and in violation of the UF Student Honor Code. This format is subject to change as university policies governing video assessments are updated.

## GRADING SCALE/QUALITY POINTS

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| --- | --- | --- | --- | --- |
| 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.

INCLUSIVE LEARNING ENVIRONMENT

We strive to provide an inclusive learning environment as we prepare graduates who care, lead, and inspire. As we share our nursing values and personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels they belong to the College of Nursing community.

CIVILITY STATEMENT

Civility among all individuals in the CON (faculty, staff and students) is vital for an inclusive environment that fosters personal reflection, growth and a collective harmony.

## 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. (2022). *Seidel's guide to physical*  *examination* (10th ed.). St Louis, MO: Elsevier. ISBN 9780323761833

Goolsby, M. J., & Grubbs, L. (2022). *Advanced assessment: Interpreting findings and formulating differential diagnoses* (5th ed.). Philadelphia, PA: F.A. Davis Company. ISBN 9781719645935

GoReact (2023). [Software]. Video Application.

• Accounts can be made in the Canvas course website and require an active subscription. 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:
* 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. (2022). *Clinical Dermatology: Diagnosis and management of common disorders* (2nd ed.). New York, NY: McGraw-Hill. Direct URL: <https://accessmedicine.mhmedical.com/book.aspx?bookid=3171>

WEEKLY CLASS SCHEDULE

**\*NOTE: Any course content is subject to change to facilitate learning.**

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| **DATE** | **TOPIC/EVALUATION** | **READINGS** | **Program**  **Objectives** |
| **Week 01**  May 15-21 | * Introduction to Course * History Taking * SOAP Note Construction   Shadow Health: Due May 21, 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 May 21, by 11:59pm  Video Assessment: Personal Introduction Video (Practice Video): Due May 21, by 11:59pm | Goolsby (G): Ch 1 Ball (B): Ch 2, 3, 5 (page 65) | 1, 2, 3, 4, 5, 6 |
| **Week 02**  May 22-28 | * HEENT   Shadow Health: Due May 28, by 11:59pm   1. HEENT Assignment, Tina Jones   HEENT Quiz: Due May 28, by 11:59pm  Video Assessment: HEENT, due May 28, by 11:59pm | G: Ch 5, 6, 7 B: Ch11,12,13 | 1, 2, 3, 4, 5, 6 |
| **Week 03**  May 30-Jun 4  Holiday (Memorial Day): 5/29/23 | * Pulmonary * Lymphatic * Cardiovascular   Shadow Health: Due Jun 4, by 11:59pm   1. Respiratory Concept Lab 2. Respiratory, Tina Jones 3. Problem Focused Exam: Cough, Daniel Rivera 4. Cardiovascular Concept Lab 5. Cardiovascular, Tina Jones 6. Problem Focused Exam: Chest Pain, Brian Foster   Cardiovascular SOAP note based on Problem Focused, Chest Pain, Brian Foster, Shadow Health care, due Jun 4, by 11:59pm  Pulmonary Quiz: Due Jun 4, by 11:59pm  Cardiovascular Quiz : Due Jun 4, by 11:59pm  Video Assessment: Cardio/Pulmonary, due Jun 4, by 11:59pm | G: Ch. 8, 9 B: Ch. 10, 14, 15, 16 | 1, 2, 3, 4, 5, 6 |
| **Week 04**  Jun 5-Jun 11 | • Abdomen  Shadow Health: Due Jun 11, by 11:59pm  1. Abdominal Concept Lab  2. Gastrointestinal, Tina Jones  3. Problem Focused Exam: Abdominal Pain, Esther Park  Abdomen Quiz: Due Jun 11, by 11:59pm  Video Assessment: Abdomen, due Jun 11, by 11:59pm | G: Ch. 11  B: Ch. 19 | 1, 2, 3, 4, 5, 6 |
| **Week 05**  Jun 12-18 | • Musculoskeletal  Shadow Health: Due Jun 18, by 11:59pm   1. Musculoskeletal, Tina Jones   MSK Quiz: Due Jun 18, by 11:59pm  Video Assessment: MSK, due June 18, by 11:59pm | G: Ch. 15  B: Ch. 22 | 1, 2, 3, 4, 5, 6 |
| **Week 06**  Jun 20-25  Holiday (Juneteenth): 6/19/23 | • Neurological/Mental Health  Shadow Health: Due Jun 25, by 11:59pm   1. Neurological, Tina Jones 2. Mental Health, Tina Jones   Neurological SOAP note based on Neurological, Tina Jones, Shadow Health case, due Jun 25, by 11:59pm  Neuro/Mental Health Quiz: Due Jun 25, by 11:59pm | G: Ch. 16, 18  B: Ch. 7, 23 | 1, 2, 3, 4, 5, 6 |
| Jun 26-30 | Summer Break: June 26 - 30 |  |  |
| **Week 07**  Jul 3-9  Holiday (July 4th): 7/4/23 | • Dermatology • Microscopy • Diagnostic/Clinical Reasoning  Quiz/Online Assignment: Due Jul 9, by 11:59pm   * 1. Dermatology Lesion Identification Quiz   2. Microscopy Quiz   ***Start to review for Video Assessment: Comprehensive Physical Assessment & Comprehensive SOAP note which are due July 26, by 11:59pm*** | G: Ch: 4  B: Ch. 4, 9 | 1, 2, 3, 4, 5, 6 |
| **Week 08**  Jul 10-16 | * Male GU/Rectal Examination * Female GU/Breast Examination   Quiz: Due Jul 16, by 11:59pm   1. Male Quiz 2. Female Quiz   ***Start to review for Video Assessment: Comprehensive Physical Assessment & Comprehensive SOAP note which are due July 26, by 11:59pm*** | G: Ch. 10, 12, 13, 14  B: Ch. 17, 19, 20, 21 | 1, 2, 3, 4, 5, 6 |
| **Week 09**  Jul 17-23 | • Genetics   1. PedigreeSample   • Cultural Competence  Genetics/Cultural Competency Quiz, due Jul 23, by 11:59pm  On-campus Skills Lab & Male/Female Exam Days   * Monday, July 17th **OR** Tuesday, July 18th for **Skills Lab** * Tuesday, July 18th **OR** Wednesday, July 19th **OR** Thursday, July 20th for **Male/Female Exams** | G: Ch. 3  B: Ch. 1 | 1, 2, 3, 4, 5, 6 |
| **Week 10**  Jul 24-30 | * Pediatric Assessment * Pregnancy Assessment * Assessment of the Transgender or Gender-Diverse Adult * Assessment of the Older Adult * Persons with Disabilities * Billing and Coding   Shadow Health Assignment: Due **Wednesday,** **Jul 26**, by 11:59pm  **Comprehensive History & Physical (H&P) SOAP based on Comprehensive Assessment, Tina Jones, Shadow Health case, due Wednesday, Jul 26 by 11:59pm**  **Video Assessment: Comprehensive Physical Assessment: due Wednesday, Jul 26, by 11:59pm**  Pediatrics/Pregnancy Quiz: Due Jul 30, by 11:59pm | G: Ch: 19, 20, 21, 22, 23  B: Ch: 8 | 1, 2, 3, 4, 5, 6 |
| **Week 11**  Jul 31-Aug 6 | * Pain Assessment * Sports Participation Physical Examination * Non-Specific Complaints * Putting It All Together * Emergency or Life-Threatening Situations | G: Ch: 17  B: Ch: 6, 24, 25, 26 | 1, 2, 3, 4, 5, 6 |
| **Week 12**  Aug 7-11 | **APEA Pathophysiology, Pharmacology, and Physical Assessment Examination** – requires proctoring, information to follow.  75 questions, 90 minutes  **Available only Monday, August 7th from 6:00am until Tuesday, August 8th at 5:00pm** |  |  |

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