UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SPRING/ 2019

COURSE NUMBER NUR 3065C sections 07H2 14GF 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 Jane Gannon, DNP, CNM, CNL

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

Office: Jacksonville Campus (904) 244-5166

Office hours: Mondays 2:00-4:00 pm (or by appt)

Section 07H2

Michael Aull, MSN, RN, CEN

Office: Jacksonville Campus

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

Cell: (724) 882-7578

Office hours: Tuesdays 3:00 to 5:00 pm

Section 2E55

David J. Derrico MSN, RN, CNE

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

Office: HPNP 3202

Phone: 352-273-6341 Cell: 352-562-6305

Office hours: Fridays 0800-1000 (or by appt)

Section 14GF

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, recorded presentations, discussions

LEARNING ACTIVITIES

Reading assignments, online modules and videos, and simulated laboratory experiences with virtual patients.

EVALUATION METHODS/COURSE GRADE CALCULATION

Discussions 15%

Online quizzes 10%

SBAR Reports 20%

Virtual patient assignments 25%

Final exam 30%

100%

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

ProctorU is required for the Final exam. This is an online proctoring tool that enables the student to take their exam at home rather than traveling to campus. The time for the exam is in the syllabus. **There is a 4-hour window in which to take the 2-hour final exam. Students must arrange their schedule to accommodate this testing time. No exceptions other than those with an Accommodation letter from the DSO.** Additionally, students must register on Proctor U for the exam and schedule their exam start time by midterm (end of Week 8) or a loss of 5 points will be applied to their exam. Registration information can be found on the course website.

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 5% drop on 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

PROFESSIONAL BEHAVIOR (CONTINUED)

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

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT (CONTINUED)

<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 student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>) and a full explanation of each of the university policies - <http://nursing.ufl.edu/students-2/student-policies-and-handbooks/course-policies/>

Attendance

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Student Use of Social Media

Faculty Evaluations

* 1. “Students in this class are participating in a pilot evaluation of a new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF’s CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, or in their Canvas course menu under GatorEvals. Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at [https://evaluations.ufl.edu](https://evaluations.ufl.edu/) . Thank you for serving as a partner in this important effort.”

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

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

Students are required to purchase access to Shadowhealth Digital Clinical Experience (DCE) at the following website: https://app.shadowhealth.com/. The cost is $99. The site’s virtual patients are used in learning activities throughout the course. Students can create their accounts by visiting https://app.shadowhealth.com/and enrolling in their course with this course-specific PIN: **January2019-9229-3417-3531-3779**

The Shadowhealth Support Team is here to help address any technical issues or questions students might have. Support can be reached via support.shadowhealth.com, through email at support@shadowhealth.com, or by calling (800) 860-3241. See additional helpful links below

* Shadow Health Website: https://app.shadowhealth.com/

REQUIRED TEXTBOOKS (CONTINUED)

* Student Account Setup Guide: <https://support.shadowhealth.com/hc/en-us/articles/360004579173-How-to-Register-with-Shadow-Health>
* Technical Requirements: <https://support.shadowhealth.com/hc/en-us/articles/360004558353-DCE-Minimum-System-Specifications>
* Link to Shadow Health Support: https://support.shadowhealth.com/

RECOMMENDED TEXTBOOKS

Jarvis, C. (2012). *Pocket companion for physical examination and health assessment* (6th ed.).

St. Louis: Saunders/Elsevier.

WEEKLY CLASS SCHEDULE

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| DATE | TOPIC/EVALUATION  Complete description on course website | ASSIGNMENTS/ READINGS | FACULTY |
| MODULE 1: THE PROBLEM SOLVING PROCESS | | | | |
| Week 1  1/7-1/13 | Topic: Course Introduction/ Problem Solving Process  Evaluation:   1. Quiz 1 (Practice) 2. Discussion post on Voicethread (Introduce self) 3. Shadowhealth Digital Clinical Experience Orientation 4. Culturally competent nursing care online module | 1. Jarvis, Chap 1, 2 2. Presentations: “Welcome to the Course!” “The problem solving process” | Gannon |
| MODULE 2: HISTORY TAKING STRATEGIES | | | | |
| Week 2  1/14-1/20 | Topic: History Taking Strategies  Evaluation:   1. Quiz 2 2. Shadowhealth Communication Lab 3. Shadowhealth Tina Jones Health History | 1. Jarvis, Chap 3, 4 2. Presentation:  “The Histories” | Gannon |
| SPECIAL ASSESSMENTS, TECHNIQUES, EQUIPMENT AND SKILLS | | | | |
| Week 3  1/22-1/27 | Topic: Special Assessments  Evaluation:   1. Quiz 3 2. Critique a video simulated IPV assessment | 1. Jarvis, Chap 6, 7 2. Presentation: “Collecting Sensitive Patient Information” 3. Required websites | Gannon |
| Week 4  1/28-2/3 | Topic: Techniques, Equipment and Skills  Evaluation:   1. Quiz 4 2. 3 page paper after viewing Lewis Blackman Story | 1. Jarvis, Chap 8, 9, 28, 31 2. Complete a General Health Survey (Chap 9) on a colleague, patient or friend (*Not to be turn in)* | Gannon |
| MODULE 4 NURSING ASSESSMENT | | | | |
| Week 5  2/4-2/10 | Topic: Skin, Hair and Nails  Evaluation:   1. Quiz 5 2. Shadowhealth Tina Jones Skin, Hair and Nails Assignment 3. Self-exam of skin using Body Map Tool | 1. Jarvis, Chap 12, 2. Jarvis student resources    1. Animations, exam videos, cases    2. Health promotion guide 3. Assigned websites | Gannon |

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| DATE | TOPIC/EVALUATION | ASSIGNMENTS/ READINGS | FACULTY |
| Week 6  2/11-2/17 | Topic: HEENT  Evaluation:   1. Quiz 6 2. HEENT Assignment and post exam activities (Tina Jones) 3. Construct an SBAR based verbal report based on Tina Jones vision issues and report findings verbally using the media tool in Assignments in Canvas (See website) | 1. Jarvis, Chap 13-16 2. Jarvis student resources    1. Animations, exam videos, cases | Gannon |
| Week 7  2/18-2/24 | Topic:Pulmonary  Evaluation:   1. Quiz 7 2. Shadowhealth    1. Respiratory Concept Lab    2. Respiratory Assignment and post exam activities (Tina Jones)    3. Submit a verbal SBAR report focused on Tina Jones’ Asthma issues via Canvas | 1. Jarvis Chap 18 2. Jarvis student resources    1. Lung sounds, animations, exam videos, cases | Gannon |
| Week 8  2/25-3/1 | Topic: Breasts and Lymph  Evaluation:   1. Quiz 8 2. Debate the utility of BSE in cancer prevention by posting on the discussion board 3. Complete the posted online case study, D.F. (See website)   Due to spring break this week ends early. An extension is available if desired to 3/3 | 1. Jarvis Chap 17, 20 (p. 502-506) 2. Jarvis student resources    1. Exam video, clinical reference, animations, cases | Gannon |
| Week 9  3/2-3/10 | Topic: SPRING BREAK |  |  |
| Week 10  3/11-3/17 | Topic: Cardiovascular  Evaluation:   1. Quiz 9 2. Shadowhealth    1. Cardiovascular Concept Lab    2. Cardiovascular Assignment & Post-Exam Activities (Tina Jones) 3. Submit a verbal SBAR report based on Tina Jones’ blood pressure issues via Canvas | 1. Jarvis Chap 19, 20 2. Jarvis student resources    1. Cardiovascular sounds and animations, exam video, cases | Gannon |
| Week 11  3/18-3/24 | Topic:Abdomen  Evaluation:   1. Quiz 10 2. Shadowhealth    1. Abdominal Concept Lab    2. Abdominal Assignment & Post-Exam Activities (Tina Jones) | 1. Jarvis Chap 21, 30 2. Jarvis student resources    1. Abdomen sounds and animations, exam video    2. Case study review | Gannon |
| Week 12  3/25-3/31 | Topic: Genitourinary/Reproductive  Evaluation:   1. Quiz 11 2. Debate the utility of TSE in cancer prevention by posting on the discussion board 3. Complete posted case study J.D. | 1. Jarvis Chap 24, 25, 26 2. Jarvis student resources    1. Animations, exam videos    2. Case Study review    3. Presentation: “Teaching TSE: Does it Work?” | Gannon |
| Week 13  4/1-4/7 | Topic: Musculoskeletal  Evaluation:   1. Quiz 12 2. Shadowhealth: Musculoskeletal Assignment & Post-Exam Activities (Tina Jones) | 1. Jarvis Chap 22 2. Jarvis student resources    1. Animations, exam videos | Gannon |
| Week 14  4/8-4/14 | Topic:Neuro  Evaluation:   1. Quiz 13 2. Shadowhealth- Neurological Assignment & Post-Exam Activities (Tina Jones) | 1. Jarvis Chap 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    4. Case study review Chapter 23 | Gannon |
| Week 15  4/15-4/21 | Topic: Mental Status  Evaluation:   1. Quiz 14 2. Complete case Study A.P. | 1. Jarvis Chap 5 2. Jarvis student resources    1. Health Promotion Guide Chapter 5    2. Case study review Chapter 5 | Gannon |
| Week 16  4/22-4/28 | Topic: Integration  Evaluation:  Quiz 15 | 1. Jarvis Chap 27 2. Voicethread: “Putting it all Together” 3. Complete the Shadowhealth Comprehensive Assessment to prepare for the Final Exam | Gannon |
| Week 17 | FINAL EXAM Monday 4/29  Exam access window is 8 am to noon. Students have a 2-hour window to complete the exam. Once started, it cannot be stopped. The exam will be on Shadowhealth. A random case will be assigned to students. The case will be focused on one of the systems we have covered this semester. You will complete the focused patient assessment and then Transfer Care to the preceptor in Shadowhealth by typing in an SBAR report.  Your final exam score will be weighted as follows: 90% for the DCE performance and 10% on the SBAR. Access will not occur until the day of the exam. ProctorU MUST be started, signed in and the proctor must go through the checklist with the student BEFORE logging on to Shadowhealth and finding the case to which you are assigned for the Final. If a student logs onto Shadowhealth first and opens the exam before completing the ProctorU requirements, a failing score will be assigned. | | |

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| Approved: | Academic Affairs Committee:  General Faculty:  UF Curriculum Committee: | 07/14  07/14  10/14 |