

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE OVERVIEW
SUMMER2014**

COURSE NUMBER: NUR3065L

COURSE TITLE: Health Assessment in Nursing Situations Lab

COURSE FORMAT: Live/Laboratory

CREDIT HOURS: I credit

COURSE SCHEDULE: Tuesday, Wednesday, Thursday, or Friday 9:00- 11:00 am NU 220

PLACEMENT IN CURRICULUM: Required course

PREREQUISITES: Admission to BSN Program; BSC 2085, BSC 2085L BSC 2086, BSC 2086L

COREQUISITES: NUR3065

FACULTY: Name and credentials:
Title:
Office Location:
Phone:
E-mail

OFFICE HOURS: DayofweekX-XPM

COURSE DESCRIPTION:

This course provides opportunities for application of holistic assessment skills in a guided laboratory setting. Students are encouraged to practice to the full extent of their professional role in assessment consistent with AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008) and ANA Scope and Standards of Practice (2010). Selection of focused interviewing techniques for health history and physical examination is highlighted.

COURSE OBJECTIVES: Upon completion of NUR 30651, the student will be able to create caring nursing responses in:

Becoming competent

- I. Conduct a comprehensive health history, including environmental exposure, wellness/illness beliefs, values, attitudes, and practices of individuals and a focused family health history. (SLO 3, 4, II; Essentials VII, VIII, IX).
2. Compare the results of assessment data to expected normal findings. (SLO 2, 8, 11; Essential I).
3. Demonstrate clinical reasoning and critical thinking as the basis for formulating decisions and improving practice when performing health history and physical examination. (SLO 2, 4, 8; Essentials I, III, VIII, IX).

Becoming Compassionate

1. Describe modifications necessary to conduct an accurate holistic health history and physical examination of children, older adults, and patients with special needs. (SLO 10, II, 12; Essentials III, IV, VII, VIII, IX).

Demonstrating comportment

4. Demonstrate ethical and legal behaviors that reflect the standards of nursing practice in the assessment of patients including integrity, honesty, accountability, and respect for the dignity of others. (SLO I, 5, 16; Essentials VIII, IX).

Becoming confident

5. Communicate health assessment findings accurately and appropriately to other health team members and to the client. (SLO 4, 5, 10, 17; Essentials IV, VI, VII).
6. Demonstrate effective use of technology resources in patient assessment. (SLO 4, 5, 9; Essentials I, II, IV).

Attending to conscience

7. Provide considerate, caring, and effective critique of assessment skills of peers as appropriate. (SLO 5, 10, 12, 16, 17, 19; Essentials I, II, VI, VIII).

Affirming commitment

8. Demonstrate self-direction and accountability in learning and practicing health assessment skills. (SLO I, 3, 4, 17, 19; Essentials VIII, IX).

TEACHING LEARNING STRATEGIES:

Lecture, demonstration, audio-visual presentation, and hands-on practice.

GRADING AND EVALUATION METHODS:

	Percent of total grade
Health history and genogram	20%
Weekly examination documentation	40%
Final examination performance	40%

GRADING SCALE:

Satisfactory (S) and Unsatisfactory (U) grades: A grade of S signifies that the work is of C quality or better and meets expectations. AU grade indicates that the work is below expectations and no credit will be given. A grade below C is not passing in the Undergraduate program. S/U grading is not calculated into the grade point average.

REQUIRED TEXTS:

Jensen, S. (2011). *Nursing health assessment: A best practice approach*. Wolters Kluwer Health Lippincott Williams & Wilkins. ISBN 978-0-7817-8062-9

RECOMMENDED TEXTS:

Williams, C. L. (2008). *Therapeutic interaction in nursing* (2nd ed.). Sudbury, MA: Jones and Bartlett. ISBN-13: 978-0-7637-5129-6

TOPICAL OUTLINE:

Unit 1 Foundations of Nursing Health Assessment

1. *The Nurses Role in Health Assessment*
2. *The Interview and Therapeutic Dialogue*
3. *The Health History*
4. *Techniques of Physical Examination and Equipment*
5. *Documentation and Interdisciplinary Communication*

Unit 2 General Examinations

1. *General Survey and Vital Signs*
2. *Pain Assessment*
3. *Nutrition Assessment*
4. *Assessment of Developmental Stages*
5. *Mental Health Assessment*
6. *Assessment of Social, Cultural and Spiritual Health*
7. *Assessment of Human Violence*

Unit 3 Regional Examinations

1. *Skin, Hair and Nails Assessment*
2. *Head and Neck with Lymphatic Assessment*
3. *Eyes Assessment*
4. *Ears Assessment*
5. *Nose, Sinuses, Mouth and Throat Assessment*
6. *Thorax and Lungs Assessment*
7. *Heart and Neck Vessels Assessment*
8. *Peripheral Vascular and Lymphatic Assessment*
9. *Breasts and Axillae Assessment*
10. *Abdominal Assessment*
11. *Musculoskeletal Assessment*
12. *Neurological Assessment*

- 13. Male Genitalia and Rectal Assessment
- 14. Female Genitalia and Rectal Assessment

Unit 4 Special Populations

- 1. Pregnant Women
- 2. Newborns and Infants
- 3. Children and Adolescents
- 4. Older Adults

Unit 5 Putting It All Together: Head-to-Toe Assessment of the Adult

COURSE SCHEDULE

Date	Lab Schedule	Activities
	Overview of the Physical Examination and History Taking. Interviewing and the Health History, Beginning the Physical Exam General Survey and Vital signs. Discussion of genogram.	Lecture/Discussion
	Nutritional assessment, developmental stages, mental health, social cultural and spiritual health. Assessing the skin.	Physical assessment and focused note
	Assessing the head, face, neck, eye and ear.	Physical assessment and focused note
	Assessing the thorax and lungs.	Physical assessment and focused noted
	Assessing the hemt and neck vessels.	Physical assessment and focused note
	Assessing peripheral vascular and lymphatic systems.	Physical assessment and focused note
	Assessing breasts and axillae, male and female genitalia	Physical assessment and focused note
	Assessing the abdomen.	Physical assessment and focused note
	Assessing musculoskeletal system.	Physical assessment and focused note
	Assessing neurological system.	Physical assessment and focused note
	Putting it all together. Comprehensive review	Comprehensive physical assessment and note

	Final comprehensive assessment	Final assessments
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COURSE ASSIGNMENTS:

- I. Weekly assessment practice and submission of focused assessment note.
2. Final comprehensive head-to-toe assessment and
3. Submission of comprehensive assessment note.

Weekly write-ups and participation: Written documentation of each system assessment will be turned in at the end of each lab session. Points awarded for these submissions will be based on completeness of the documentation, along with attendance and participation **(40% of the course grade)**.

Final Performance Skill Test: Students will perform a physical examination on their lab partner. Faculty will observe and score the exam. The exam must be completed in 45 minutes. A suggested format for the systematic physical exam will be given to the students several weeks prior to the final Performance Skill Testing. No notes are permitted during the exam. Students should wear a bathing suit or sports bra or t-shirt and jogging shorts for the exam as well as during the practice lab sessions. Faculty will demonstrate the expected technique and format the week before the final check-offs. In order to become proficient at this skill, students must practice performing the head to toe exam without notes numerous times. In order to pass this class, students must perform this final comprehensive exam with a minimum proficiency of 73% **(40% of the final grade for this course)**.

After the student pairs demonstrate the exam, each student will have 30 minutes to document their findings on one single sheet of paper that will be provided. No notes are permitted during the exam or write-up **(10% of the final grade for this course)**.

Health History and Genogram: Conduct a comprehensive health history and genogram with a family member or peer volunteer. Analyze the data to identify potential risk and available health resources. Please note that all professional standards of confidentiality apply; violation of professional standards will result in failure of the course. **(10% of the final grade for this course)**.

BIBLIOGRAPHY:

Jensen, S. (2011). Nursing health assessment: A best practice approach. Wolters Kluwer Health Lippincott Williams & Wilkins. ISBN 978-0-7817-806

Williams, C. L. (2008). Therapeutic interaction in nursing (2nd ed.). Sudbury, MA: Jones and Bartlett. ISBN-13: 978-0-7637-5129-6

COURSE POLICIES AND GUIDELINES

Students are reminded that the College of Nursing Professional Statement and University Policies related to academic integrity applies to all tests, written assignments, verbal communications and other course activities. All policies in the college and university catalogues apply to this course.

Computer Skills: You must have access to a computer with email, a java enabled browser, and Internet Explorer.

Late Work: Each assignment must be submitted by the designated date. The grade on the assignment will be lowered by 1 point for each day that it is late.

Safeguards: Work offline using your word processing program then backup your work (remember to Save As .rtf file) and make a hard copy. Odd things happen in cyberspace, such as emails get lost, servers disconnect temporarily, and logins are impossible! The Helpdesk is available from <http://faunursing.net>. Heavy Internet activity usually occurs in the evening and you might consider logging on at other times. There must be activity every 20 minutes while you are in the program. Typing is not considered an activity; however, a click of the mouse is an activity. It is best to complete your work on your computer, save, and then cut and paste into the threaded discussion.

Written Assignments: You need to use a size 12 font for all assignments, size 10 font is unacceptable. You need to go to 'page setup' on your word processing program and set the default for 1 in all margins. Send all written assignments to the Drop Box making sure that you identify yourself with all written work- use your full name, course number, date, and the assignment being submitted. APA guidelines require a title page for all written work, as well as, page numbers.

Attendance: Failure to show up for weekly work is considered a week's absence. The 'user activity' tool tracks your weekly attendance. I will check this frequently during the course and your assignments and discussion grade will be affected if your activity does not reflect an appropriate amount of time invested in the course.

Posting of Grades: I usually grade paper/postings, tests and post the grades in the Grade Book within two weeks, do not panic after one week. Please look at the Grade book and comments on your postings.

All course requirements and objectives must be met in order to earn a passing grade.

COLLEGE OF NURSING POLICIES

Policies below may be found in:

- a). The faculty reserves the right to make changes in course content and requirements.
- b). The Christine E. Lynn College of Nursing Undergraduate Handbook located at:
<http://nursing.fau.edu/index.php?main=3&nav=526>

c). Florida Atlantic University's Academic Policies and Regulations

<http://www.fau.edu/academic/registrar/catalogRevs/academics.php> and <http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:

http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. ANY act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton- SU 133 (561-297-3880), in Davie-MOD 1 (954-236-1222), in Jupiter- SR 117 (561-799-8585) or at the Treasure Coast-CO 128 (772-873-3305), and follow all OSD procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the

opportunity to make up work missed without any reduction in the final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. **USE OF STUDENT COURSE MATERIAL** The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

COURSE SCHEDULE NUR 306SL

Date	Lab Schedule	Activities
Week 1	Overview of the Physical Examination and History Taking. Interviewing and the Health History, Discussion of genogram. Pre-Test	Lecture/Discussion
Week2	ental Status Assessment Physical Assessment Techniques and the Chmcal Setting Skin, Hair, and Nails Head, Neck, and Face including the regional Lymphatic	Physical assessment and focused note
Week3	Pain Assessment nutritional Assessment	Physical assessment and focused note
Week4	!Eyes, Ears, Nose, Mouth, and Throat	Physical assessment and focused noted
Week5	Breast and Regional !Lymphatic System horax and Lungs	Physical assessment and focused note
Week6	Heart and Neck Vessels Peripheral Vascular and Lymphatic Systems	Physical assessment and focused note
Week7	!Abdomen jMale Genitourinary system Anus, Rectum, and Prostrate !Female Genitourinaty	Physical assessment and focused note
Week8	Musculoskeletal System	Physical assessment and focused note
Week9	!Neuromuscular System	Physical assessment and focused note
Week 10	Special Populations; Pregnant women Older adults	Physical assessment and focused note
Week 11	The Compete Health Assessment: Putting it All Together	Comprehensive physical assessment and note
Week 12	Final comprehensive assessment	Final assessments



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations; co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

'revised April, 2012.'