UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SUMMER/2014

COURSE NUMBER NUR 3069C – Section 7F36

COURSE TITLE Health Assessment and Communication

CREDITS 3 (2 credits didactic; 1 credit laboratory)

PLACEMENT BSN Program: 1st Semester Upper Division

PREREQUISITE Admission to Upper Division BSN Program

COREQUISITE NUR 3129 Pathophysiology and Psychopathology

NUR 3138 Systems of Care 1: Wellness Promotion & Illness Prevention

COURSE FACULTY OFFICE PHONE OFFICE HOURS

David J Derrico RN, MSN HPNP 352-273-6341 Monday 1000-1200

Clinical Assistant Professor 3202 cell 352-562-6305

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

Anna Hall Kelley, MSN, ARNP HPNP 352-273-6422 Monday 1000-1200

Clinical Assistant Professor 2221 cell 352-494-8053

[alkelley@ufl.edu](mailto:alkelley@ufl.edu%20)

Heidi Magyar, MSN, ARNP, PMHNP-BC 352-895-8717 Wednesday 1100-1300

Clinical Assistant Professor 4219

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

Nancy Young, RN, ARNP, CPNP HPNP 352-273-6403 Friday 1100-1300

Clinical Assistant Professor 2218

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

NRC FACULTY

Jean Ballantyne, PhD, RN HPNP 352-273-6390 Wednesday 1200-1400

Clinical Professor 3225

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

Cynthia Figueroa-Haas, PhD, APRN-BC HPNP 352-273-6424 Thursday 1300-1500

Clinical Assistant Professor 3239

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

Dorie Drew Frum, MSN, ARNP HPNP 352-273-6393 Wednesday 0900-1100

Clinical Assistant Professor 3231

[dorie66@ufl.edu](mailto:dorie66@ufl.edu)

DEPARTMENT CHAIR

Joyce Stechmiller, PhD, ACNP-BC, FAAN

Associate Professor HPNP 352 273-6394 by Appointment

Adult and Elderly Nursing 3230

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

COURSE DESCRIPTION

This purpose of this course is to examine therapeutic communication and health assessment principles and techniques. Emphasis is on development of therapeutic communication skills and assessment of the health of individuals across the lifespan. Focus is on development of therapeutic relationships and the 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. Utilize therapeutic communication techniques within the nurse-client relationship.
2. Assess health history, including environmental exposure, wellness/illness beliefs, values, attitudes, and practices of individuals, and a focused family health history.
3. Identify cultural, developmental, and functional patterns, 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.
6. Identify principles used in electronic recording of patient care information.

COURSE SCHEDULE

Day Time Component Room

Thursday 0800-1215 Lecture G103

Tuesday 1200-1500 Lab/Practice NRC

Check-off weeks 4, 6, 9,11, 12 NRC

E-Learning in Sakai is the course management system that you will use for this course. E-Learning in Sakai is accessed by using your Gatorlink account name and password at <http://lss.at.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.

ATTENDANCE

Students are expected to be present for all scheduled clinical laboratory sessions. Students who have extraordinary circumstances preventing attendance should explain these circumstances to David Derrico **prior** to the scheduled clinical laboratory session. Communication by email is preferred. An effort will be made to accommodate **reasonable** requests. A grade penalty may be assigned for unexcused clinical laboratory absences.

|  |  |
| --- | --- |
| NRC Uniform – required for laboratory and simulation, consists of white pants and a navy top made of scrub or uniform material. Socks, stockings, and belts are required to all be white. Shoes must be closed heel and toe, nonporous, and primarily white. A white lab coat is optional. | |
|  |  |
|  | Overall appearance must convey a professional image. Personal hygiene and grooming should be  of a standard that ensures the safety and comfort of clients. |
|  |  |
|  | Students must arrive to the NRC with all the required equipment (e.g., stethoscope) necessary |
|  | for scheduled NRC activities. Activated cell phones and pagers must be turned off in the NRC. |

OPEN LAB

For students who desire or need additional practice time with skills, there will be open lab in the NRC on Thursdays from 0645-0745.

ACCOMMODATIONS DUE TO DISABILITY

Each semester, students are responsible for requesting a memorandum from the Disability

Resource Center (<http://www.dso.ufl.edu/index.php/drc/>) to notify faculty of their requested individual accommodations. This should be done at the start of the semester.

COUNSELING AND MENTAL HEALTH SERVICES

Students may occasionally have personal issues that arise on the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, visit their web site for more information: <http://www.counseling.ufl.edu/cwc/>.

STUDENT HANDBOOK

Students are to refer to the College of Nursing Student Handbook for information about

College of Nursing policies, honor code, and professional behavior.

<http://nursing.ufl.edu/students/student-policies-and-handbooks/>

ACADEMIC HONESTY

The University of Florida Student Conduct and Honor Code may be found at http://www.dso.ufl.edu/index.php/sccr/process/student-conduct-honor-code/

TOPICAL OUTLINE

1. Communication across the lifespan
   1. Active listening
   2. Empathy
   3. Silence
   4. Touch
   5. Paraphrasing
   6. Clarifying
   7. Focusing
   8. Summarizing
   9. Self-disclosing
   10. Confronting
2. Problem solving process in nursing practice
3. Critical thinking and decision making
4. 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
5. Communication of health assessment data
6. Collaboration with inter-professional healthcare team
7. Electronic Health Records

TEACHING METHODS

Lecture, demonstration, and guided laboratory practice sessions.

LEARNING ACTIVITIES:

Reading assignments, videos, return demonstrations, and simulated laboratory experiences.

EVALUATION METHODS/COURSE GRADE CALCULATION

Evaluation in this course is based on an average of numerical values from 4 objective exams, a satisfactory grade in clinical laboratory performance and integrated health exam demonstration. Exam scores are averaged and rounded to the nearest whole number to determine the final course grade.

* Final course grade is based on the exam average described below:

Exam #1 25%

Exam #2 25%

Exam #3 25%

Exam #4 25%

Total 100%

* Clinical Laboratory performance is graded:

S = Satisfactory U = Unsatisfactory

The Clinical Laboratory performance evaluation is based upon:

1. Viewing weekly assigned videos
2. Being prepared for clinical laboratory sessions as evidenced by arriving to scheduled laboratory sessions on time with pre-lab preparation as assigned
3. Participating in clinical laboratory and seminar experiences as scheduled.
4. Successfully completing assessment check-offs as scheduled.

* Integrated Health Exam is graded:

S = Satisfactory U = Unsatisfactory

MAKE UP POLICY

You must be present for all scheduled exams, check-offs, and laboratory experiences. Early testing is not an option. Make-up exams are given only for exceptional circumstances. Students must discuss the absence circumstances with David Derrico (352-273-6341) **prior** to the scheduled exam and a missed exam must be made up within one week.

Missed exams or check-offs will be rescheduled within a week with David Derrico.

GRADING SCALE

|  |  |  |
| --- | --- | --- |
| Letter Grade | Points | Quality Points |
| A | 95 – 100 | 4.0 |
| A- | 93 – 94 | 3.67 |
| B+ | 91 – 92 | 3.33 |
| B | 84 – 90 | 3.0 |
| B- | 82 – 83 | 2.67 |
| C+ | 80 – 81 | 2.33 |
| C | 74\* - 79 | 2.0 |
|  | \*74% is the minimum | passing grade |
| C- | 72 – 73 | 1.67 |
| D+ | 70 – 71 | 1.33 |
| D | 64 – 69 | 1.0 |
| D- | 62 – 63 | .67 |
| E | 61 or below | 0.0 |

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>

FACULTY EVALUATIONS

This course will provide class time for students to complete the evaluation using laptops, smart phones, or other electronic devices.  The evaluation will be administered on July 31, 2014. This is before the last day of classes and the final exam.  The evaluation will be conducted during a class session in which no examination is scheduled and during which the students are given no 15 minutes for completion of the online form.  The instructors will not be present while the evaluation is being completed.

REQUIRED TEXTS

Ackley, B. & Ladwig, G. (2013). *Nursing diagnosis handbook: An evidence-based guide to*

*planning care* (10th ed.). St. Louis: Mosby/Elsevier.

Elsevier. (2013). Simchart 1-Year. St. Louis: Mosby/Elsevier

Jarvis, C. (2012). *Physical examination and health assessment* (6th ed.)

St. Louis: Saunders/Elsevier.

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

St. Louis: Saunders/Elsevier.

Mosby’s Nursing Video Skills. (2013). *Basic, intermediate, & advanced skills: Student version DVD*

*4th ed.* St. Louis: Mosby/Elsevier.

Mosby’s Nursing Video Skills. (2007). *Physical examination and health assessment*.

St. Louis: Mosby/Elsevier

Potter, P. A. & Perry, A.G. (2013). Fundamentals of nursing (8th ed.). St. Louis:

Mosby/Elsevier.

Schuster, P. & Nykolyn, L. (2010). *Communication for nurses: How to prevent harmful events and*

*promote patient safety.*  Philadelphia: F.A. Davis.

Silvestri, L.A. (2014). *Saunders comprehensive review for the NCLEX-RN examination* (6th ed.).

St. Louis: Saunders/Elsevier.

RECOMMENDED TEXTS

Venes, D. (2010) *Taber’s cyclopedic medical dictionary* (21st ed.). Philadelphia: F.A. Davis.

**WEEKLY CLASS SCHEDULE (see p.8 for detailed schedule, concepts, & NRC activities)**

|  |  |  |  |
| --- | --- | --- | --- |
| LECTURE DATES | TOPICS | ASSIGNMENTS:  READINGS & VIDEOS | FACULTY |
| 5/13 Week 1  5/15 | Introduction, Concepts  Problem Solving  General Survey &  Vital Signs assessment  Pain assessment  Communication | Jarvis: Chapter 1,3,4,5 8, 9, 10  Ackley: Chapter 1  Mosby Videos: Vital Signs: all  Assessing pain  Schuster: Chapters 1, 2, & 3 | Derrico  Magyar |
| 5/22 Week 2 | Skin, Hair, Nail assess.  Assessment of GS, VS, Pain in Children  Cultural Competence | Jarvis: Chapter 12  Mosby Videos: Assessing  Skin, hair, nails  Jarvis: Chapter 2 | Derrico  Young  Stephen |
| 5/29 Week 3 | **EXAM 1 0800-0915**  0930 Head & Neck, Nose, Mouth, & Throat assessment | **Computer Testing Center**  Jarvis: Chapter 13 & 16  Mosby Videos: Head, & neck, Nose, Mouth & throat | Derrico |
| 6/5 Week 4 | Growth &Development  Eyes & Ears  assessment | Potter & Perry: Chapter 11 & 12  Jarvis: Chapter 14, & 15  Mosby Videos: Eyes & Ears | Young  Derrico |
| 6/12 Week 5 | Assessment of Children: Eyes/Ears, Head/Neck, Nose/Mouth & Throat  Pulmonary assessment | Berman: Child health content in chapters 12 - 16, pp. 203-381  Jarvis: Chapter 13-16, &18  Mosby Videos: Thorax & lungs | Young  Derrico |
| 6/19 Week 6 | **EXAM 2 0800-0915**  0930 Cardiovascular assessment | **Computer Testing Center**  Jarvis: Chapter 19 & 20  Mosby Videos: Heart & neck  vessels, and peripheral vascular | Derrico |
|  | SUMMER | BREAK |  |
| 7/3 Week 7 | Abdomen Assessment  Nutritional Assess - Web  Breast Assessment  GU Assess – Web . | Jarvis: Chapter 11 & 21  Mosby Videos: Abdomen  Jarvis: Chpts 17, 24, 25, & 26  Mosby Videos: Breast & GU | Derrico  Kelley |
| 7/10 Week 8 | CV & Pulmonary assessment of children  MS Assessment  Assessment of the Pregnant Woman | Jarvis: Chapter Ch 19, 20  child health content  Jarvis: Chapter 29  Jarvis: Chapter 22  Mosby Videos: Musculoskeletal | Young  Derrico  Kelley |
| 7/17 Week 9 | **EXAM 3 0800-0915**  0930 Neurological Assessment | **Computer Testing Center**  Jarvis Chapters 6, 22 & 23  Mosby Videos: Neurologic: Mental status & cranial nerves,  Motor & sensory | Derrico |
| 7/24 Week 10 | GI, GU, MS, & Neuro assessment of children |  | Young |
| 7/31 Week 11 | Integrated Health Exam  Heart/Lung sounds  Faculty Evaluations | Jarvis: Chapter 6 & 23  Jarvis: Chapter 27 & 28  Mosby videos: Head to Toe | Derrico |
| 8/7 Week 12 | **FINAL EXAM**  **0930-1130** | **Computer Testing Center** | Derrico |

**WEEKLY CALENDAR**

**LAB & DATES** **LECTURE & DATES**

Week 1: Tuesday 5/13 Thursday 5/15

NRC Lecture: Introduction . General Survey & Vital Sign assessment

Concepts, Priorities Pain Assessment

Problem Solving Communication

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Week 2: Tuesday 5/20 Thursday 5/22

1200 Problem Solving Skin, Hair, Nail assessment.

1300 Communication Lab Assessment of GS, VS, Pain in Children

Cultural Competence (web)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Week 3: Tuesday 5/27 Thursday 5/29

**0800 EXAM #1 - Computer Testing Center**

Assessment of VS, Pain, Skin, Hair, Nails 0930 lecture in G103

After practice stations (20 min.each) Head, Neck, Nose, Mouth, Throat assessment

1.Problem Solving & Documentation

2.Communication: Communicating with children

3.Temperature assessment

4. Electronic blood pressure & O2 Sat assessment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Week 4: Tuesday 6/3 Thursday 6/5

Growth and Development assessment Eyes & Ears assessment

**1200-1600 NRC**

**Vital Signs, pain**

**skin, hair, nails Checkoff #1**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Week 5: Tuesday 6/10 Thursday 6/12

Assessment of Children:

Eyes/Ears, Head/neck, Nose/Mouth/Throat.

Head, Neck, Nose, Mouth, Throat Pulmonary assessment

Eyes, Ear assessment

After practice stations (20 min.each)

1. Problem Solving & documentation

2. Communication: Collecting data in the

community & inpatient settings

3. Denver Developmental Screening Tool (DDST)

4. Vital signs assessment in Children

**LAB & DATES LECTURE & DATES**

Week 6: Tuesday 6/17 Thursday 6/19

**0800 EXAM #2 - Computer Testing Center**

**1200-1600 NRC** Cardiovascular assessment

**Head, Neck, Nose, Mouth, Throat**

**Eyes, & Ears Checkoff #2**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SUMMER BREAK\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Week 7: Tuesday 7/1 Thursday 7/3

Abdominal and Breast Assessment

Cardiopulmonary Assessment Practice

After practice stations (20 min.each)

1. Problem Solving & Documentation

2. Communication: Communicating with clients with sensory deficits

3. Heart Sounds

4. Lung Sounds

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Week 8: Tuesday 7/8 Thursday 7/10

Cardiopulmonary assessment of children

Musculoskeletal Assessment

Assessment of the Pregnant Woman

Abdominal assessment practice

After practice stations (20 min.each)

1. Problem Solving & Documentation

2. Communication: Challenging communication issues

3. Breast Assessment

4. GU Assessment

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Week 9: Tuesday 7/15 Thursday 7/17

**0800 EXAM #3 - Computer Testing Center**

**1200-1600 NRC** 0930 Neurologic assessment

**Cardiopulmonary, Abdominal, GU**

**Assessment Checkoff #3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Week 10: Tuesday 7/22 Thursday 7/24

Neurologic & MS assessment of children

GI & GU assessment of children

Neuro & MS assessment practice

After practice stations (20 min.each)

1. Problem Solving & documentation

2. Communication: Addressing personal

space/boundaries & personal touch

3. Assessment of the Pregnant Woman

4. Normal Newborn Assessment

**LAB & DATES LECTURE & DATES**

Week 11: Tuesday 7/29 Thursday 7/31

Integrated Health Exam (IHE)

**1200-1600 Neurologic and MS** Heart & Lung sounds revisited

**Assessment Checkoff #4** Faculty Evaluations

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Week 12: Tuesday 8/5 Thursday 8/7

**1200-1700 Integrated Health Exam 0800 FINAL EXAM - Computer Testing Center**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Approved: | Academic Affairs Committee:  General Faculty:  UF Curriculum Committee: | 02/03, 12/03; 09/09  02/03, 01/04; 09/09  05/03; 10/09 |