

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—COURSE CHANGE REQUEST<sup>1</sup>


UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: NURSING	COLLEGE: C.E. LYNN COLLEGE OF NURSING
COURSE PREFIX AND NUMBER: NGR 6002	CURRENT COURSE TITLE: Advanced Health Assessment
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING 2015	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO:  CHANGE PREFIX FROM:                      TO:  CHANGE COURSE NO. FROM:                      TO:  CHANGE CREDITS <sup>2</sup> FROM:                      TO:  CHANGE GRADING FROM:                      TO:  CHANGE DESCRIPTION TO:  Rationale: Rationale:	CHANGE PREREQUISITES/MINIMUM GRADES TO*: Prerequisites: NGR 6110, 6141; matriculated students only or permission of department  CURRENT: Prerequisites: NGR 6110, 6141; matriculated students only  CHANGE COREQUISITES TO:  CHANGE REGISTRATION CONTROLS TO:  *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments. <sup>3</sup>

Faculty contact, email and complete phone number:  
 Dr. Joy Longo jlongo5@fau.edu 561-297-2457

<b>Approved by:</b> Department Chair: <u>Shelley Braz</u> College Curriculum Chair: <u>[Signature]</u> College Dean: <u>Karol Edwards</u> UGPC Chair: <u>[Signature]</u> Graduate College Dean: <u>[Signature]</u> UFS President: _____ Provost: _____	<b>Date:</b> <u>10/2/14</u> <u>10/2/14</u> <u>10/2/14</u> <u>10/8/14</u> <u>10-15-14</u> _____ _____	<ol style="list-style-type: none"> <li>1. Syllabus must be attached; see guidelines for requirements: <a href="http://www.fau.edu/provost/files/course_syllabus.2011.pdf">www.fau.edu/provost/files/course_syllabus.2011.pdf</a></li> <li>2. Review Provost Memorandum: <b>Definition of a Credit Hour</b> <a href="http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf">www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</a></li> <li>3. <b>Consent</b> from affected departments (attach if necessary)</li> </ol>
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**FLORIDA ATLANTIC UNIVERSITY  
CHRISTINE E. LYNN COLLEGE OF NURSING  
COURSE SYLLABUS  
FALL 2013**

- COURSE NUMBER:** NGR 6002 001-86838 Boca Raton NU 201  
003-87469 Davie LA 139
- COURSE TITLE:** Advanced Health Assessment
- COURSE FORMAT:** Live Classroom with Blackboard Assist
- CREDIT HOURS:** 2 credit hours
- PLACEMENT IN CURRICULUM:** Required course for graduate nursing students.
- PREREQUISITE/S:** NGR 6110, NGR 6141, matriculated students only or permission of the department
- COREQUISITE/S:** NGR 6002L
- FACULTY:** Rhonda Goodman, PhD, ARNP, FNP-BC, NCSN, AHN-BC  
Assistant Professor  
Room NU 325  
Office Phone: 561-297-3268  
Cell Phone: 561-289-5821  
E-mail: [rgoodm10@fau.edu](mailto:rgoodm10@fau.edu)  
SKYPE: Rhonda\_Goodman
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- OFFICE HOURS:** Office Hours: NU 325 – Wednesday 9am-3pm;  
Also available by appointment Monday – Friday during normal business hours, by using Skype, phone, email, Face Time, or Blackboard internal messaging.
- COURSE DESCRIPTION:** This course focuses on advanced holistic assessment; history-taking, risk appraisal, health promotion, psychosocial, developmental, functional assessment, and physical examination techniques. Emphasis is on diagnostic reasoning skills in assessing

deviations from normal.

**COURSE OBJECTIVES:** Upon completion of the course, the student will demonstrate evidence of:

**Becoming competent**

1. Apply foundational knowledge, judgment, skills, and experience from nursing and related disciplines to assess the physical, mental, spiritual, emotional, and cultural well-being of individuals across the lifespan. (Essential I)
2. Utilize selected caring and developmental theories and concepts from biological, behavioral, and nursing sciences to assess the well-being of individuals across the lifespan. (Essential I, VIII)
3. Assess the well-being of individuals utilizing the full range of human senses (sight, hearing, smell, touch) to distinguish abnormal from normal findings in order to develop critical thinking skills and diagnostic reasoning in the formulation of differential diagnoses. (Essential I)
4. Utilize evidence-based clinical prevention guidelines, health promotion interventions, and the principle of genomics in the assessment and planning of patient-centered and culturally responsive care. (Essentials I, VIII)

**Becoming compassionate**

1. Respond to the needs, priorities, and what matters most to individuals during health assessments. (Essential IX)
2. Demonstrate a respectful partnership with others during health assessments. (Essential IX)
3. Select strategies to maximize the comfort, safety, and security of individuals across the lifespan during health assessments. (Essential IX)

**Demonstrating comportment**

1. Exhibit responsible professional behaviors including, but not limited to; dress, attitude, language, and punctuality. (Essential IX)
2. Identify effective communication strategies to foster interprofessional partnerships in the health assessment and planning of care. (Essential VII)
3. Discuss the impact of ethical, legal, political, cultural, global, and socioeconomic issues in assessing the health the individuals. (Essential I, II, VI)

**Becoming confident**

1. Develop and demonstrate self-assurance in performance of assessment skills (Essential IX)

**Attending to conscience**

1. Utilize ethical and moral principles when performing health assessments. (Essentials I, VI)
2. Demonstrate cultural humility and sensitivity to the values of others and self. (Essentials VI, VIII)
3. Begin to apply research findings, identify clinical guidelines from national organizations, and apply evidence-based practice in the health assessment of individuals. (Essential IV, XI)

**Affirming commitment**

1. Develop an understanding of the importance of maintaining a scholarly journey of growth in advanced nursing practice utilizing clinical guidelines, databases and informatics to achieve safe and effective health assessment practices (Essentials III, IV, VII).
2. Discuss the role and scope of practice of advanced nursing practice in providing safe, ethical, efficient, cost effective, quality care. (Essential II, III)

**TEACHING LEARNING STRATEGIES:**

Threaded discussion assignments, nursing situations, standardized patient, classroom lectures, narrated powerpoint presentations on ECHO capture, lecture notes, reading application, videos on ECHO capture, and examinations.

**GRADING AND EVALUATION METHODS:**

Weekly module reviews and cranial nerve worksheet	14%
Professional comportment (attendance, punctuality)	1%
Exam 1	20%
Exam 2	20%
Exam 3	20%
Comprehensive Final Exam	<u>25%</u>
	100%

**GRADING SCALE:** The following grading scale has been approved 1-2007. Students must meet course objectives, course requirements, and achieve a C (73 %) or greater for successful completion of this course, *however*, students must also achieve an average mean minimum score of 80% on all exams or they will receive an “F” in the course. Grades will be not be rounded. A grade of 92.7% is recorded as 92%.

93-100 = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-
0-59 = F

**REQUIRED TEXTS:**

Bickley, L. S., & Szilagy, P. G. (2009). *Bates' guide to physical examination and history taking*. (11<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins.

ISBN: 978-0-7817-8058-2

- Collins-Bride, G. M., & Saxe, J.M. (2011). *Clinical guidelines for advanced practice Nursing: An interdisciplinary approach*. (2<sup>nd</sup> ed.). San Francisco: Jones & Bartlett. ISBN: 978-0-7637-7414-1
- Colyar, M. R. (2011). *Assessment of the school-age child and adolescent*. Philadelphia: F. A. Davis Company. ISBN: 978-0-8036-2334-7
- Stern, D. C., Cifu, A. S., & Altkorn, D. (2010). *Symptom to diagnosis: An evidence-based guide*. (2<sup>nd</sup> ed.). New York: McGraw Hill. ISBN: 978-0-07-149613-1

### **RECOMMENDED TEXTS:**

APA Manual, Health Assessment Text, Pharmacology Text, and a Laboratory Manual of your choice.

Fitzgerald Health Education Associates <http://fhea.com>. (Newsletter is free).

Fitzgerald, M. A. (2010). *Nurse practitioner certification examination and practice preparation*. FA Davis Company: Philadelphia.

Habif, T. P. (2011) *Skin disease, diagnosis and treatment*. Third Edition. Elsevier Saunders: Edinburgh. ISBN-13: 979-0-323-07700-2.

Mengel, M & Schwiebert, L.P. (2009) *Family medicine ambulatory care and prevention 5<sup>th</sup> Edition*. New York: McGraw Hill.

### **TOPICAL OUTLINE:**

1. Orientation to course, review of syllabus, Comprehensive History (health promotion, nutrition, coping/stress techniques, comfort)
2. General Survey, Vital Signs, Mental Status (perception/cognition, self-perception)
3. Skin, hair, and nails
4. Head, eyes, ears, nose, mouth, throat, Cranial Nerves.
5. Thorax & lungs
6. Cardiovascular & Peripheral vascular
7. Abdomen, breast, & axillae (elimination)
8. Musculoskeletal & Nervous System
9. Male & female genitalia (sexuality)
10. Infant, child, & adolescent (safety, protection, growth/development, genetics)
11. Pregnant women
12. Older persons

### **COURSE ASSIGNMENTS**

There will be a weekly quiz for every unit. These quizzes are excellent assessments to gauge your learning and to prepare for your exams. There will be three exams and one comprehensive final exam during this course. You will be required to bring a laptop or tablet to class for the exams and final exam.

### **BIBLIOGRAPHY OF CARING SCIENCE:**

Boykin, A. & Schoenhofer, S. O. (2001). *Nursing as caring: A model for transforming practice*. Sudbury, MA: Jones & Bartlett. ISBN 0-7637-1643-X

**Assignments:** All written assignments will be submitted online. Points will be deducted for late submissions. All written assignments must be written using the APA 6<sup>th</sup> edition guidelines for spacing, margins, fonts, citations, and references. All written assignments must be original work and must not have been turned in for credit in another class.

**Email:** All students are required to have an FAU email address. You will need to check your email at least every other day. All assignments and information, including syllabus and schedule, will be posted on Blackboard.

**BLACKBOARD:**

This course will be Web assisted via Blackboard. Lecture notes, weekly review questions, internet sites, grades and other items will be posted on the course Blackboard. You must have an FAU E-mail address. From your browser, go to <http://blackboard.fau.edu>. Look for the Login icon on the top right hand of the screen. Click the Login icon. User name and password box will appear. The student user-name is your FAUNet ID. If you do not know your FAUNet ID go to <http://accounts.fau.edu>. Your initial password for Blackboard is your PIN. Pins are by default set to 2-digit month of birth, 2-digit day of birth, and 2-digit year of birth (MMDDYY). Click onto Student Support then Instructions for New Users. The courses that you are enrolled in will be listed under “My Courses” area. Click on the course title in order to enter the course. *Be sure to check the announcements frequently, at a minimum every week prior to class.*

**HIPAA:**

The student is responsible to know and follow all HIPAA guidelines both in class, clinical, and outside of these environments. Case review material relating to clinical or practice that is discussed should be devoid of patient identifiers and not discussed outside of the class or clinical setting.

**PLAGARISM:**

Plagiarizing will result in an automatic zero for all assignments, quizzes or exams.

Plagiarism includes definitions in University handbooks and the APA 6<sup>th</sup> edition manual (this includes turning in work that belongs to someone else, working on assignments that are not group work in groups and turning this in as individual work, and turning in the same work/assignment in more than one course.)

**SCHEDULE AND FORMAT CHANGES:**

Faculty reserves the right to make changes in the class schedule or format as deemed necessary to facilitate the learning process.

**EVALUATION OF COURSE AND FACULTY:**

Students will have the opportunity to evaluate the course and the faculty at the end of the course. This provides the faculty with excellent feedback and ideas for future courses! Take advantage of helping other future students.

## **COLLEGE OF NURSING AND UNIVERSITY 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 Graduate Handbook located at:  
<http://nursing.fau.edu/index.php?main=3&nav=457>
- c). Florida Atlantic University's Academic Policies and Regulations  
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php>  
and <http://www.fau.edu/regulations>
- d). For questions concerning advising and registration, links to student nursing organizations, and College of Nursing announcements, go to  
<http://nursing.fau.edu/>

### **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](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. For more information: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility/JAWS-Demo.aspx>

Office for Students with Disabilities <http://osd.fau.edu/>

### **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 student’s 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.





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 guide 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'

<b>Dates</b>	<b>Topical Outline</b>	<b>Required Readings</b>	<b>NGR 6002 Didactic Component Assessments</b>	<b>NGR 6002L Lab Component Assessments</b>
Aug 29 Units 1 & 2	Orientation Comprehensive History, General Survey, Vitals, Mental Status	Bates: Ch. 1, 2, 3, 4, & 5 Stern: Ch. 1 & 2	Orientation Quiz prior to Aug 29  Unit One Quiz on Aug 29 Unit Two Quiz on Aug 29	Orientation Quiz by Aug 29 Conduct your Comprehensive Health History interview in lab
Sep 5 Unit 3	Skin, Hair, and Nails	Bates: Ch. 6 Stern: Ch. 24	Unit Three Quiz on Sep 5	Practice General Survey, Vitals, Mental Status, Skin, Hair, and Nail exam
Sep 12 Unit 4	Head, Eyes, Ears, Nose, Mouth, Throat, Cranial Nerves	Bates: Ch. 7 & 17 (pages 684-685 in chapter 17)	Unit Four Quiz on Sep 12 Cranial Nerve Worksheet on Sep 12	Practice Head and Neck exam
<b>Sep 19</b>	<b>Exam #1- bring laptop Covers units 1, 2, 3, &amp; 4</b>			Peer Reviews of physical exam components covered to this point.
Sep 26 Unit 5	Thorax and Lungs	Bates: Ch. 8 Stern: Ch. 9, 14, & 28	Unit Five Quiz on Sep 26	Comprehensive Health History due by Sep 26 Practice thorax and lungs exam
Oct 3 Unit 6	Cardiovascular and Peripheral Vascular with Lymphatics <b>ONLINE – NO LIVE CLASS</b>	Bates: Ch. 9, 10 (pp. 407-408), & 12 Stern: Ch. 8, 15, & 20	Unit Six Quiz on Oct 3	Dr. Palma will cover Dr. Goodman's lab on this day. Practice CV and PV exam
Oct 10 Unit 7	Gastrointestinal	Bates: Ch. 11 Stern: Ch. 3, 12, & 17	Unit Seven Quiz on Oct 10	Practice abdomen exam
<b>Oct 17</b>	<b>Exam #2 – bring laptop Covers units 5, 6, &amp; 7</b>			SOAP Note #1 due by Oct 10 Peer Reviews of physical exam components covered to this point.
Oct 24 Unit 8 Unit 9	Musculoskeletal and Nervous System	Bates: Ch. 16 & 17 Stern: Ch. 7, 13, 18, 23, & 26	Unit Eight Quiz on Oct 24 Unit Nine Quiz on Oct 24	Practice musculoskeletal and nervous system exam
Oct 31	Male &	Bates: Ch. 10,	Unit Ten Quiz on Oct	Standardized Patients for Genitalia

Unit 10	Female Genitalia, Anus, Rectum, Breasts	13, 14, & 15	31	Exams-at Davie campus. Standardized Patients for SOAP Note #2 at Boca Raton campus
Nov 7 Unit 11	Infant, Child, & Adolescent	Bates: Ch. 18 Colyar (all)	Unit Eleven Quiz on Nov 7	Standardized Patients for Genitalia Exams – at Boca Raton campus. Standardized Patients for SOAP Note #2 at Davie campus.
Nov 14	Exam #3 – bring laptop Covers units 8, 9, 10, & 11			SOAP Note #2 by Nov 14 Peer Reviews of entire physical exam
Nov 21 Unit 12 Unit 13	Pregnant Woman & Older Adult	Bates: Ch. 19 & 20 Stern: Ch. 10	Unit Twelve Quiz on Nov 14 Unit Thirteen Quiz on Nov 14	Practice entire physical exam
Nov 21 – Dec 4				Performance Exams – To be schedule with your clinical instructor. Please sign up with your lab partner for a one hour time slot EACH on ONE of these days for your performance exam.
				Revised Comprehensive Health History and Physical Examination Documentation are due by Dec 5.
Dec 10 7:45am - 10:15a m	Final Exam – bring laptop Covers units 11, 12, 13 & questions from all previous exams/quizzes			