

# FLORIDA ATLANTIC UNIVERSITY™

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

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

DEPARTMENT: CHRISTINE E. LYNN COLLEGE OF NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NUR 3065	CURRENT COURSE TITLE Nursing Situations: Health Assessment Modalities
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SUMMER 2013	____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: HEALTH ASSESSMENT IN NURSING SITUATIONS  CHANGE PREFIX FROM: _____ TO: _____ CHANGE COURSE NO. FROM: _____ TO: _____ CHANGE CREDITS <sup>2</sup> FROM: _____ TO: _____ CHANGE GRADING FROM: _____ TO: _____ CHANGE WAC/GORDON RULE STATUS <sup>3</sup> ADD* _____ REMOVE _____ CHANGE GENERAL EDUCATION REQUIREMENTS <sup>4</sup> ADD* _____ REMOVE _____ *WAC and General Education criteria must be clearly indicated in attached syllabus. For WAC Guidelines: <a href="http://www.fau.edu/WAC">www.fau.edu/WAC</a> . Please attach General Education Course Approval Request: <a href="http://www.fau.edu/deanugstudies/GeneralEdCourseApprovalRequests.php">www.fau.edu/deanugstudies/GeneralEdCourseApprovalRequests.php</a>	CHANGE DESCRIPTION TO: A study of multiple dimensions of holistic assessment. Requires integration of knowledge related to the biological, psychological, social, and spiritual dimensions of health, including cultural and developmental determinants. Emphasis is placed on identification of health risk factors associated with genetic, and environmental influences. Emphasis is placed on development of clinical reasoning skills.  CHANGE PREREQUISITES*:  CHANGE COREQUISITES TO*:
<b>Attach syllabus for ANY changes to current course information.</b>	
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>5</sup>

Faculty contact, email and complete phone number:  
 Beth King [bking@fau.edu](mailto:bking@fau.edu) 561-297-3249

<b>Approved by:</b> Department Chair: <u>Sharon L. Dormie</u> College Curriculum Chair: <u>Beth King</u> College Dean: <u>Karen Edwards</u> UUPC Chair: <u>J R [Signature]</u> Undergraduate Studies Dean: <u>[Signature]</u> UFS President: _____ Provost: _____	<b>Date:</b> <u>3-1-13</u> <u>3-1-13</u> <u>3-1-13</u> <u>3/22/13</u> <u>3/22/13</u>	<ol style="list-style-type: none"> <li>1. Syllabus must be attached; syllabus checklist recommended; see guidelines and checklist: <a href="http://www.fau.edu/academic/registrar/UUPCinfo">www.fau.edu/academic/registrar/UUPCinfo</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. WAC approval (attach if necessary)</li> <li>4. Gen. Ed. approval (attach if necessary)</li> <li>5. Consent from affected departments (attach if necessary)</li> </ol>
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Email this form and syllabus to [mienning@fau.edu](mailto:mienning@fau.edu) seven business days before the University Undergraduate Programs Committee meeting so that materials may be viewed on the UUPC website prior to the meeting.

**Current Catalog:**

**Nursing Situations: Health Assessment Modalities (NUR 3065) 2 credits**

*Prerequisites: BSC 2085 or equivalent, BSC 2086 or equivalent, permission of department*

*Corequisite: NUR 3065L*

Focuses on skills necessary for holistic assessment, including history taking, physical assessment, and basic communication skills.

**FLORIDA ATLANTIC UNIVERSITY  
CHRISTINE E. LYNN COLLEGE OF NURSING  
COURSE SYLLABUS  
SUMMER 2013**

**COURSE NUMBER:** NUR 3065

**COURSE TITLE:** Health Assessment in Nursing Situations

**COURSE FORMAT:** Live with BB assist

**CREDIT HOURS:** 2

**COURSE SCHEDULE:** Monday 10:00 am – 12:00 pm - NU 201

**PLACEMENT IN CURRICULUM:** First semester Pre-license program  
Varies for students in the RN-BSN program

**PREREQUISITES:** BSC 2085 or equivalent and BSC 2086 or equivalent, permission of department

**COREQUISITES:** NUR 3065L

**FACULTY:**

**OFFICE HOURS:**

**COURSE DESCRIPTION:**

A study of multiple dimensions of holistic assessment. Requires integration of knowledge related to the biological, psychological, social, and spiritual dimensions of health, including cultural and developmental determinants. Emphasis is placed on identification of health risk factors associated with genetic, and environmental influences. Emphasis is placed on development of clinical reasoning skills.

**COURSE OBJECTIVES:** Upon completion of NUR 3065, the student will be able to create nursing responses in:

**Becoming competent**

1. Discuss the role of assessing wholeness of persons in providing safe, effective quality care and improving health outcomes. (SLO 4, 10, 12; Essentials I, VII, IX).
2. Differentiate between health screening tools based on purpose, target population, and usefulness in a given nursing situation. (SLO 4, 8; Essentials

III, IV, VII).

3. Discriminate between normal or abnormal findings in assessment data. (SLO 2, 8, 11; Essential I)
4. 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**

5. Incorporate physiological, psychological, sociological, cultural, spiritual, and environmental concepts as these relate to assessing wholeness of persons. (SLO 1, 7; Essentials I, VIII).
6. Identify age appropriate and culturally relevant health promotion opportunities based on comprehensive assessment. (SLO 1, 7, 11; Essentials I, IX).

#### **Demonstrating comportment**

7. Consider developmental, psychosocial, physiological, and cultural variables that influence the health status when coming to know persons across the lifespan. (SLO 1, 4, 7, 10; Essential I).
8. Describe modifications necessary to conduct an accurate health history and physical examination of children, older adults, and persons with special needs. (SLO 10, 11, 12; Essentials III, IV, VII, VIII, IX).

#### **Becoming confident**

9. Differentiate between nursing, medical, and collaborative problems based on assessment findings. (SLO 14, 16, 17; Essentials V, VII, IX).

**TEACHING LEARNING STRATEGIES:** Lecture, discussion, nursing situations, audio-visuals.

#### **GRADING AND EVALUATION METHODS:**

Four objective examinations

**GRADING SCALE:** Grade below C is not passing in the Undergraduate program

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-

#### **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* (2<sup>nd</sup> ed.). Sudbury, MA: Jones and Bartlett. ISBN-13: 978-0-7637-5129-6

**TOPICAL OUTLINE:**

1. The Nurses Role in Health Assessment
2. Problem solving process in nursing situations
3. Clinical reasoning and decision making: Using multiple ways of knowing, Pattern recognition
4. The Interview and Therapeutic Dialogue across the lifespan
  - a. Active listening, empathy, silence, touch,
  - b. Paraphrasing, clarifying, focusing, summarizing
  - c. Self-disclosing, Confronting
5. Assessment
  - a. Overview
  - b. Health history
  - c. Functional Health Pattern assessment
  - d. Developmental assessment
  - e. Mental status assessment
  - f. Physical examination
    - i. Techniques and Equipment
    - ii. System review
  - g. Head-to-Toe Assessment of the Adult
  - h. Special Populations
    - i. Pregnant Women
    - ii. Newborns and Infants
    - iii. Children and Adolescents
    - iv. Older Adults
6. Communication of health assessment data
7. Collaboration with inter-professional healthcare team

**COURSE ASSIGNMENTS:**

Evaluation in this course is based on an average of numerical values from 4 objective exams. 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%
<u>Exam #4</u>	<u>25%</u>
Total	100%

## **COURSE POLICIES & GUIDELINES**

- Examinations are used to demonstrate the student's application, analysis, and synthesis of the course content. You must be present for all scheduled exams.
- Early testing is not an option.
- Make-up exams are given **only for exceptional circumstances**. Students must discuss the absence circumstances with the course faculty **prior** to the scheduled exam and a missed exam must be made up within one week.

## **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](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. \_\_\_\_\_



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.

April 2012



**NUR 3065 COURSE SCHEDULE-HEALTH ASSESSMENT**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment/Activity</b>
<b>Week 1</b>	Introduction and syllabus review Communication, professionalism	Cauthorne-Burnett & Estes- Chap. 1, 2, 3 Please note that Estes Chap 23, 24, 25 are considered throughout the course	Correct body mechanics are a fundamental skill to protect the nurse and the client. It is expected that you will observe proper body mechanics at all times in the lab and at the practice sites.  Orientation to CLA  Nurse-patient communication techniques
<b>Week 2</b>	Obtaining a health history	Williams-Chap. 1, 2, 3, 4, 5	Practice taking a health history with partner  **Documentation: admission health history form
<b>Week 3</b>	<u>Role of the nurse/</u> <u>Assessment techniques</u> Vital Signs	Cauthorne-Burnett & Estes- Chap. 4, 5, 6, 7, 8, 9  Ignatavicius & Workman- Chap. 1 & 4	*Using an electronic thermometer, Chapter 10, p. 261-262 *Palpating a radial pulse, Chap. 10, p. 267-268 *Taking an apical pulse, Chap. 10, p. 268-269 *Palpating a peripheral pulse, Chap 10, p. 270-271 *Obtaining the respiratory rate, Chap. 10, p. 275 *Measuring a blood pressure, Chap 10,p. 278-279 Pain assessment **Documentation: Graphic sheet  **Documentation: Review of labs and progress notes indicating illnesses needing each type of isolation
<b>Week 4</b>	<u>Respiratory</u> Respiratory Assessment- Lung sounds	Cauthorne-Burnett & Estes- Chap. 15  Ignatavicius & Workman -	*Respiratory assessment- Este- Chap. 15  <b>Check off skills from Week 3</b>

Date	Topic	Readings	Assignment/Activity
		Chap. 29 & 30	**Documentation: nurse's note respiratory, finding in chart where ABGs, CXRs are located (Resp. diagnostics)
Week 5	<b><u>Cardiac and Vasculature</u></b> Heart tones, Pulses	Cauthorne-Burnett & Estes- Chap. 16  Ignatavicius & Workman - Chap. 13 (pp. 170-183), 15, 35 (pp. 704-729)	*Cardiovascular assessment  **Documentation-cardiac nurse's note, cardiovascular diagnostics (labs and tests)  *assessing peripheral pulses
Week 6	<b>Exam 1 and Review</b>		
Week 7	<b><u>Integumentary</u></b> Skin Assessment, Braden scale	Cauthorne-Burnett & Estes- Chap. 10  Ignatavicius & Workman - Chap. 26, 27 (Pressure ulcers), & 28 (Burns)	Skin assessment and documentation
Week 8	<b><u>Genitourinary</u></b> GU Assessment Promoting normal elimination of bladder  Male and Female Genitalia Assessment	Cauthorne-Burnett & Estes- Chap. 14, 20, 21  Ignatavicius & Workman - p. 1522-1523, Chap. 68, p. 1526-1549, pp. 1638-1639, Chap. 72, p. 1642-1659, Chap. 73 p. 1660-1683, Chap. 75, p. 1712-1736 (assessment and diagnosis related)	*GU assessment *Genitalia assessment  **Documentation-nurse's note GU,
Week 9	Midterm Assessment Skills Check off		
Week 10	<b><u>Gastrointestinal</u></b> GI Assessment Nutritional Assessment Promoting normal elimination of bowel	Cauthorne-Burnett & Estes- Chap. 17, 22  Ignatavicius & Workman - p. 1212-1213, Chap. 55, p. 1216-1230	* GI assessment Mini-nutritional assessment (gero) **Documentation-nurse's note GI

Date	Topic	Readings	Assignment/Activity
<b>Week 11</b>	<b>Exam 2 and Review</b>		
<b>Week 12</b>	<b><u>Neurological Assessment</u></b>	Estes-Chapter19  Ignatavicius & Workman - p. 924-925, Chap. 43, p. 928-949  Cauthorne-Burnett & Estes-Chapter 19	* Neurological Assessment  **Documentation-nurse's note neuro, frequent neuro check form, find in chart where CT, neurologist progress notes are, nurse's note I and O (hourly)
<b>Week 13</b>	<b><u>Head, Eyes, Ears, Nose, Throat</u></b>	Cauthorne-Burnett & Estes- Chap. 11, 12, 13 Ignatavicius & Workman - Chap. 48, p. 1070-1083 (eye) and assessment and skill related info in this chapter, Chap. 50, p. 1109-1119 (ear), Chap. 51- assessment information in this chapter	* HEENT assessment  **Documentation
<b>Week 14</b>	<b><u>Musculoskeletal M/S Assessment Mobility</u></b>	Cauthorne-Burnett & Estes- Chap. 18  Ignatavicius & Workman - Chap. 52, p. 1140-1151, 1152-1157	*Musculoskeletal assessment -  **Documentation-musculoskeletal
<b>Week 15</b>	<b>Preparation for final cumulative exam</b>		Check off on head-to-toe assessment
<b>Week 16</b>	<b>Final Exam and Review</b>		