

Cover Sheet: Request 12178

NUR3XXC Clinical Reasoning: Health Assessment

Info

| | |
|------------------------|--|
| Process | Course New Ugrad/Pro |
| Status | Pending at PV - University Curriculum Committee (UCC) |
| Submitter | Cecile Kiley ckiley@ufl.edu |
| Created | 12/19/2017 10:51:01 AM |
| Updated | 12/20/2017 12:48:31 PM |
| Description of request | This is an upper division first semester course in the nursing undergraduate program. This new course is part of the redevelopment of our undergraduate program. |

Actions

| Step | Status | Group | User | Comment | Updated |
|--|----------|--|--------------|---------|------------|
| Department | Approved | NUR - Nursing 313101000 | Cecile Kiley | | 12/20/2017 |
| Current Clinical Evaluation Tool - Sample.docx | | | | | 12/19/2017 |
| College | Approved | NUR - College of Nursing | Cecile Kiley | | 12/20/2017 |
| No document changes | | | | | |
| University Curriculum Committee | Pending | PV - University Curriculum Committee (UCC) | | | 12/20/2017 |
| No document changes | | | | | |
| Statewide Course Numbering System | | | | | |
| No document changes | | | | | |
| Office of the Registrar | | | | | |
| No document changes | | | | | |
| Student Academic Support System | | | | | |
| No document changes | | | | | |
| Catalog | | | | | |
| No document changes | | | | | |
| College Notified | | | | | |
| No document changes | | | | | |

Course|New for request 12178

Info

Request: NUR3XXXC Clinical Reasoning: Health Assessment

Description of request: This is an upper division first semester course in the nursing undergraduate program. This new course is part of the redevelopment of our undergraduate program.

Submitter: Cecile Kiley ckiley@ufl.edu

Created: 12/19/2017 11:27:02 AM

Form version: 3

Responses

Recommended PrefixNUR

Course Level 3

Number XXX

Category of Instruction Intermediate

Lab Code C

Course TitleClinical Reasoning: Health Assessment

Transcript TitleCLNCL RSN HLTH ASSESS

Degree TypeBaccalaureate

Delivery Method(s)4637On-Campus

Co-ListingNo

Co-Listing ExplanationNot applicable

Effective Term Fall

Effective Year2018

Rotating Topic?No

Repeatable Credit?No

Amount of Credit3

S/U Only?No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description The purpose of this course is to establish a foundation of clinical reasoning, data collection, and documentation for patient assessment. The focus is on normal findings and variations across the lifespan. The course allows students to acquire the knowledge, skills, and attitudes necessary to perform a health assessment.

Prerequisites Admission to the Nursing Program

Co-requisites None

Rationale and Placement in Curriculum This is an upper division first semester course in the nursing undergraduate program. This new course is part of the redevelopment of our undergraduate program.

Course Objectives

1. Conduct a comprehensive and focused patient and family health history.

2. Develop clinical reasoning skills to interpret and report assessment findings.

3. Perform an integrated comprehensive physical examination using inspection, palpation, percussion, and auscultation techniques.

4. Use therapeutic communication techniques within the nurse-patient relationship.

5. Synthesize findings utilizing clinical reasoning and the nursing process to develop an initial plan of care.

6. Demonstrate the principles of professional communication within healthcare teams.

7. Document health assessment data in accordance with legal and ethical guidelines, including principles of informatics and electronic health record (EHR) use.

Course Textbook(s) and/or Other Assigned Reading Jarvis, C. (2015). Physical Examination and Health Assessment (7th ed.). Philadelphia: Saunders.

Weekly Schedule of Topics Weeks 1-4

Assessment of the Whole Person

Complete subjective health history including family, psychosocial, cultural, socioeconomic,

environmental, psychological, and spiritual assessment
Interviewing and therapeutic communication skills
Documentation

Weeks 5-8

Introduction to Physical Assessment
General survey, vital signs, nutritional, pain, safety
Assessment techniques
Documentation

Weeks 9-12

Physical Examination
Systems-based head-to-toe assessment
Professional communication (e.g., SOAP notes, SBAR)
Documentation

Weeks 13-15

Integration
Comprehensive health assessment
Bedside assessment and informatics
Special populations, including childbearing women, children, and older adults
Documentation

Links and 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
Faculty Evaluations
Student Use of Social Media

| | | |
|---------------------------------|-------|-----|
| Grading Scheme | Exams | 45% |
| Final exam (cumulative) | | |
| | 20% | |
| Class participation | 10% | |
| Communication Activity | | |
| | 5% | |
| Comprehensive health assessment | | 20% |
| | 100% | |

A sample of a current clinical evaluation tool is attached. Once the course is approved the faculty will develop a clinical evaluation tool for this course.

Progression in the College of Nursing baccalaureate program requires that students maintain a "C" or above and a satisfactory grade in clinical practice for all required nursing courses.
<https://con-main.sites.medinfo.ufl.edu/files/2011/05/S2.03-Academic-Progression-for-Baccalaureate-Degree-Students.pdf>

Students who fail to maintain a "C" grade or satisfactory in a clinical courses must complete an out-of-sequence petition in order to create a program improvement plan: <https://con-main.sites.medinfo.ufl.edu/files/2011/05/S2.15-Out-of-Sequence-Progression.pdf>

Instructor(s) To Be Determined

Evaluation Form
University of Florida
College of Nursing
Bachelor of Science in Nursing (BSN)

Student _____
Faculty _____
Semester _____

NUR 3138C: Clinical Practice 1: Wellness Promotion and Illness Prevention

Evaluation:

A student must receive a rating of satisfactory (S) performance in each of the categories by completion of the semester in order to receive a passing grade for the course. A rating of less than satisfactory in any of the categories will constitute an unsatisfactory grade (U) for the course.

Progression

Date: _____

Initial: _____

Final

Date: _____

Initial: _____

Program Objective:

1. Integrate knowledge, skills, and values derived from a solid base in liberal education to deliver quality care to individuals and groups across the life span and across healthcare environments.

Course Objective:

1. Apply concepts of wellness promotion and disease, injury, and disability prevention with selected individuals.

Areas of Evaluation

S U S U

THEORY

- Relate knowledge base to client care across the lifespan
 - ✓ Anatomy & physiology
 - ✓ Microbiology
 - ✓ Human growth & development
 - ✓ Nutrition
 - ✓ Statistics
 - ✓ Social or behavioral science
 - ✓ Physical or biological science
 - ✓ Genetics

☐ ☐ ☐ ☐

| | Areas of Evaluation | S | U | S | U |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <u>Program Objective:</u> 1. Integrate knowledge, skills, and values derived from a solid base in liberal education to deliver quality care to individuals and groups across the life span and across healthcare environments. 2. Provide leadership in the delivery of safe, high quality healthcare to diverse individuals and groups across the lifespan and across healthcare environments. <u>Course Objective:</u> 1. Apply concepts of wellness promotion and disease, injury, and disability prevention with selected individuals. 5. Assess environmental factors that influence the healthcare needs and preferences of individuals as members of families. | CLIENT-CENTERED CARE | | | | |
| | Assess <ul style="list-style-type: none"> ▪ Collect relevant subjective and objective data ▪ Assess each subsystem <ul style="list-style-type: none"> ✓ Affective ✓ Biological ✓ Cognitive ▪ Assess environment and safety ▪ Assess fluid balance ▪ Organize data using the functional health patterns (FHP) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Areas of Evaluation | S | U | S | U |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | Analyze <ul style="list-style-type: none"> Cluster data into identifying categories Examine data relationships and patterns Identify realistic nursing problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Plan <ul style="list-style-type: none"> State realistic short and long term goals for client Relate goals to identified nursing problems Plan client-centered nursing interventions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Implement <ul style="list-style-type: none"> Provide safe client-centered care across the lifespan Promotes wellness and risk reduction Perform basic nursing assessment and care Adheres to infection control and standard precautions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Evaluate <ul style="list-style-type: none"> Monitor client outcomes Use evaluative criteria for measurement of progress in each client subsystem Suggest changes to plan of care and revise according to functional health pattern | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>Program Objective:</u> 7. Utilize wellness promotion and illness prevention strategies with individuals and groups to improve population health outcomes across the lifespan. | WELLNESS PROMOTION & ILLNESS PREVENTION <ul style="list-style-type: none"> Identify risk factors for specific diseases Assess the physical and social environments influence on wellness and access to healthcare Apply wellness promotion and disease prevention strategies in selected settings-primary prevention Participate in screening activities in selected settings-secondary prevention Provide health teaching and counseling in selected settings-primary, secondary and tertiary prevention Successfully demonstrate selected psychomotor skills Identify scientific principles that relate to selected psychomotor skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>Course Objective:</u> 1. Apply concepts of wellness promotion and disease, injury, and disability prevention with selected individuals. 3. Apply primary, secondary, and tertiary preventions strategies. 5. Assess environmental factors that influence the healthcare needs and preferences of individuals as members of families. 6. Utilize principles of health teaching and counseling with clients. 7. Utilize scientific principles in the demonstration of selected psychomotor skills. | | | | | |

| | Areas of Evaluation | S | U | S | U |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|
| <u>Program Objective:</u> 6. Communicate and collaborate as members of interprofessional teams to deliver safe, high quality healthcare <u>Course Objective:</u> 2. Utilize therapeutic communication techniques. | COMMUNICATION & COLLABORATION <ul style="list-style-type: none"> ▪ Address clients and families in a respectful manner ▪ Adapt communication to the needs of clients and families ▪ Validate communication with client and team members ▪ Engages as a team member in <ul style="list-style-type: none"> ✓ Laboratory, clinical, and community settings ✓ Interdisciplinary Family Health (IFH) ▪ Communicates effectively with staff and other community resource individuals ▪ Prepare for and participate in seminar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>Program Objective:</u> 1. Integrate knowledge, skills, and values derived from a solid base in liberal education to deliver quality care to individuals and groups across the life span and across healthcare environments. 8. Integrate professional values in the delivery of safe, culturally-sensitive care to clients across the lifespan. <u>Course Objective:</u> 5. Assess environmental factors that influence the healthcare needs and preferences of individuals as members of families. | DIVERSITY <ul style="list-style-type: none"> • Provide culturally-sensitive care • Provide non-judgmental care in a variety of settings • Collaborates for Windshield Assessment • Completes IFH assessments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Areas of Evaluation | S | U | S | U |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|
| <u>Program Objective:</u> 2. Provide leadership in the delivery of safe, high quality healthcare to diverse individuals and groups across the lifespan and across healthcare environments. 8. Integrate professional values in the delivery of safe, culturally-sensitive care to clients across the lifespan. <u>Course Objective:</u> 4. Utilize principles of privacy and confidentiality in the interaction with clients. | SAFETY <ul style="list-style-type: none"> Identify potential hazards for clients across the lifespan Recognize and correct safety errors when noted Complete required safety modules for IFH Maintains HIPAA Privacy Rule standards | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>Program Objective:</u> 3. Utilize current evidence to improve healthcare outcomes for clients. <u>Course Objective:</u> 6. Utilize principles of health teaching and counseling with clients. | EVIDENCE-BASED PRACTICE <ul style="list-style-type: none"> Anticipate consequences of basic nursing interventions Adapt nursing care as client's health condition changes with guidance Relate content from nursing curriculum to various clinical settings Anticipate factors that impede effectiveness of treatment plan across the lifespan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>Program Objective:</u> 8. Integrate professional values in the delivery of safe, culturally-sensitive care to clients across the lifespan. | PROFESSIONALISM <ul style="list-style-type: none"> Accountable for own actions Accountable for attendance and punctuality Accountable for professional appearance and conduct Responsible for integration of previous learning Initiate the seeking of new information when needed Critique behavior to identify strengths and areas requiring more learning goals Accept constructive criticism and modify behavior accordingly Develop personal goals for professional role Differentiates personal values from professional values | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Progress Evaluation by Faculty

COMMUNITY SETTING

Faculty: _____

Date/Comments:

☐ Meets Expectations

☐ Needs Improvement

Signatures:

Faculty _____

Student _____

Date _____

ACUTE CARE SETTING

Faculty: _____

Date/Comments:

- ☐ Meets Expectations
- ☐ Needs Improvement

Signatures:

Faculty _____

Student _____

Date _____

LABORATORY SETTING

- ☐ Meets Expectations
- ☐ Needs Improvement

SEMINAR SETTING

- ☐ Meets Expectations
- ☐ Needs Improvement

INTERDISCIPLINARY FAMILY HEALTH (IFH)

- ☐ Meets Expectations
- ☐ Needs Improvement
- ☐ Not Applicable

ATTAC-IT

- ☐ Meets Expectations
- ☐ Needs Improvement
- ☐ Not Applicable

DIDACTIC

- ☐ Average 74% or Above
- ☐ Average Unsatisfactory

Mid-term Evaluation:

Mid-term Progress Satisfactory?

☐Yes ☐No

Identified Strengths: _____

Specific Areas needing Improvement: _____

How this will be accomplished: _____

Comments:

Signatures:

Faculty _____

Student _____

Date _____

Date _____

Final Evaluation:

Final Grade:

☐SATISFACTORY

☐UNSATISFACTORY

Comments:

Signatures:

Faculty _____

Student _____

Date _____

Date _____

AAC: reviewed & approved 6/12, reviewed 8/10, editorial changes reviewed 10/11