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**UNIVERSITY OF NEVADA, LAS VEGAS
SCHOOL OF NURSING**

Advanced Health Assessment

NURS 703

Advanced Health Assessment

Credits: 3 (2 theory, 1 lab = 45 hours)

Semester: Fall 2015

Instructor: Cheryl A. Maes, MSN, APRN, FNP-BC

Office Location: BHS 406

Office Hours: Monday 9:00am-1:00pm

Telephone and Email: 702-895-2947; cheryl.maes@unlv.edu

Prerequisites: Admission to Graduate Program or consent of MSN Program Coordinator

Lab Faculty:

Marcia Clevesy, MSN, APRN

Office: BHS 444; Office Phone: 702-895-5932

Email: marcia.clevesy@unlv.edu

Office Hours: Monday 9:30am-10:00am; 11:30am-1:00pm (by appointment only) and Tuesday 9:30am-10:00am; 11:30am-1:00pm (by appointment only)

Ivana Fukumoto, MSN, APRN, FNP-BC

Office: BHS 447; Office Phone: 702-895-1628

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Office Hours: Monday 10:00am-2:00pm

Sheryl Giordano, MSN, APRN, FNP-BC

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Mary Jobes, MN, APRN, FNP-BC

Office: BHS 457; Office Phone: 702-895-3717

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Office Hours: Monday 9:00am-12:00pm (Main Campus) & Tuesday 12:00pm-1:00pm (Shadow Lane Campus)

Hyunhwa Lee, PhD, APRN, PMHNP-BC

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Office Hours: Monday and Wednesday 9:30am-11:30am

Shona Rue, MSN, APRN, PNP

Office: BHS 360; Office Phone: 702-895-1215;

Email: shona.rue@unlv.edu

Office Hours: Monday 8:00am-11:00am; Tuesday 12:00pm-1:00pm (Shadow Lane Campus) & Wednesday 9:00am-11:00am (Main Campus)

Valerie Yu, DNP, APRN, CPNP-PC, FNP-BC, NNP-BC

Office: BHS 452; Office Phone: 702-895-3418;

Email: valerie.yu@unlv.edu

Office Hours: Monday 9:00am-12:00pm (Main Campus) & Tuesday 12:00pm-1:00pm (Shadow Lane Campus)

Course Description

This course will build upon health assessment skills developed in the nursing undergraduate program. Emphasis will include developing advanced techniques in history taking and physical examination to prepare students for roles having components of direct care practices.

Course Objectives

| Objectives | MSN Program Outcomes |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Document a comprehensive health history utilizing interviewing skills appropriate to the educational, cultural, and developmental characteristics of the client. | 7. Employ culturally appropriate skills in communicating and collaborating with interdisciplinary teams to achieve positive outcomes in clinical or educational settings. |
| 2. Demonstrate a comprehensive physical examination utilizing assessment skills appropriate to the educational, cultural, and developmental characteristics of the client. | 1. Integrate scientific findings from health and educational fields to include but not limited to nursing, social sciences, and humanities. |
| 3. Analyze data from the health history and physical examination to differentiate normal from abnormal findings. | 9. Model the professional role of an advanced practice nurse or nurse educator in daily practice. |
| 4. Synthesize the findings from the health history and physical examination to begin formulating differential diagnoses. | 9. Model the professional role of an advanced practice nurse or nurse educator in daily practice. |

Required Textbooks

Seidel, H.M., Ball, J.W., Dains, J.E., Flynn, J.A., Solomon, B.S. & Stewart, R.W. (2015). *Seidel’s guide to physical examination-text and Mosby’s physical examination video series, Videos 1-18 (User guide and access code) package* (8th ed.). St. Louis, MO: Mosby Elsevier. ISBN: 9780323244923.

Shadow Health (2015) [software].
PIN [September 2015-5803-8693-8031-5393].

For registration, follow the guide at <https://shadow.desk.com/customer/portal/articles/980991-how-to-register-with-shadow-health>. You will need to copy and paste the unique PIN above to register in this course.

Shadow Health recommends using headphones to access the assignments in which you will practice identifying normal and abnormal sounds.

Shadow Health Technical Requirements – <https://shadow.desk.com/customer/portal/articles/963290-dce-recommended-system-specifications>

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Shadow Health Support

If at any time you have any questions or encounter any technical issues regarding the DEC, contact 24/7 support at <http://support.shadowhealth.com>

Recommended Textbooks

Mosby (2009). *Mosby's expert physical exam handbook: Rapid inpatient and outpatient assessments* (3rd ed.). St. Louis, MO: Mosby Elsevier. ISBN: 9780323057912.

Instructional Procedures

A variety of strategies will be used and may include but not limited to: 1.) reading assignments, 2.) online learning modules and website media, 3.) online discussions, and 4.) weekly viewing of Mosby's Physical Examination Online Video Series, in addition to Shadow Health Digital Clinical Experience (DCE) assignments.

Topic Outline

Unit 1: Strategies for Effective Health Assessment & History Taking

- The History and Interviewing Process
- Recording Information
- Examination Techniques and Equipment

Unit 2: Special Patient Populations & Additional Assessment Considerations

- Pediatric, Pregnant, and Geriatric Patients
- Cultural Competency
- Mental Status
- Vital Signs and Pain Assessment
- Growth and Measurement
- Nutrition

Unit 3: Physical Examination

- Skin, Hair, and Nails
- Lymphatic System
- HEENT and Neck
- Respiratory
- CV
- Abdomen
- Breasts and Axillae
- Female GU
- Male GU
- Anus, Rectum, and Prostate
- Musculoskeletal System
- Neurological System
- Putting It All Together

Evaluation Methods:

| Students will be evaluated and graded through the following methods: | |
|------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| NURS 703 | PERCENT OF FINAL GRADE |
| Syllabus Contract | PASS/FAIL |
| Exam #1 (Midterm) | 25% |
| Exam #2 (Final Comprehensive) | 30% |
| Online Discussions (total of 3 worth 5% each) | 15% |
| Shadow Health DCE Health History Assignment | 10% |
| Shadow Health DCE System-by-System Assignments | 10% |
| Shadow Health DCE Comprehensive Assessment Assignment | 10% |
| Shadow Health DCE Body System Concept Labs (total of 3) | PASS/FAIL |
| Mandatory On-Campus Skills Day | PASS/FAIL |
| Mosby's Physical Examination Video Series <ul style="list-style-type: none"> • Weekly viewing of videos | PASS/FAIL |
| Comprehensive Head-Toe Physical Examination | PASS/FAIL |
| | 100% |

Exams (55% of final grade):

There will be two (2) examinations scheduled in this course (refer to tentative weekly class schedule). Questions may include but not limited to multiple choice, matching, essays, short answer, and/or true-false. Each examination will be completed on-campus without use of references. Make-up examinations will not be provided unless a valid emergency excuse exists. Please refer to the policy below regarding make-up exams for further information. The midterm examination and final comprehensive examination will be completed at UNLV Shadow Lane Campus (see tentative weekly class schedule). You will have a total of 2 hours to complete the midterm and final comprehensive examination. Bring your NSHE identification number and #2 pencil with you.

Online Discussions (15% of final grade):

There will be a total of three (3) online discussions based on learning module material worth a total of 16 points each scheduled throughout the semester (refer to tentative weekly class schedule). Open class discussion is an important and significant part of an online course. While class discussion whether online or face-to-face, can be characterized by free flowing conversation, there are identifiable characteristics that distinguish exemplary contributions to class discussion from those of lesser quality. Your instructor will keep track of your level of participation. Components of active class participation include, but are not limited to the following: 1) initial and reply posts being made by due dates, 2) in-depth responses to the reply posts, 3) additional health information provided by the posts, and 4) online etiquette. The Online Discussion Grading Rubric located towards the end of the syllabus will be used to assess the quality of your initial postings and responses to the postings and comments of peers during class discussion. **NOTE:** Initial postings are your comments based on the discussion prompt posted by the instructor. Responses to others are your replies to your peers' initial postings.

Shadow Health Digital Clinical Experience

The Shadow Health Digital Clinical Experience (DCE) provides a dynamic, immersive experience designed to improve your skills and clinical reasoning through the examination of digital standardized patients. Although these patients are digital, each one breathes, speaks, and has a complex medical and psychosocial history. We will be completing Shadow Health DCE assignments throughout this course (below is an overview).

Health History Assignment (10% of final grade):

The health history provides an opportunity to perform a comprehensive history on Tina Jones in one assignment. The health history is a way for you to demonstrate mastery of a comprehensive health history. *Your first attempt of this assignment is automatically marked as “Turned In” and you cannot reopen this assignment after submission.* There is a total of 100 possible points for this assignment. The grading rubric for this assignment can be found at the end of this syllabus. The health history assignment is worth 10% of your final grade in this course. *This is a required document for submission to your NP portfolio.*

System-by-System Assignments (10% of final grade):

With Tina Jones, you can practice taking a detailed health history and performing physical assessments in system-by-system assignments. After each assignment, you will complete post-exam activities. In these activities, you will practice patient-centered communication skills, answer lifespan and review questions, and journal about your experiences. You will practice relevant skills and apply content knowledge prior to our hands-on practice sessions in order to reinforce content knowledge and improve communication and physical assessment skills. It is recommended to complete the system-by-system assignments after reviewing the course content, reading textbook assignments, and viewing the assigned Mosby’s physical examination video. *You have the flexibility, after multiple attempts to select which assignment attempt to “Turn In” and you can reopen your assignment attempt to modify or add to a completed attempt.* There is a total of 100 possible points for each system-by-system assignment. The grading rubric for each system-by-system assignment can be found at the end of this syllabus. All system-by-system assignments with Tina Jones will be worth 10% of your final grade in this course.

Comprehensive Assessment Assignment (10% of final grade):

The comprehensive assessment provides a fresh start where you can perform a head-to-toe examination on Tina Jones in one assignment. The comprehensive assessment is a way for you to demonstrate mastery of a head-to-toe examination. *Your first attempt of this assignment is automatically marked as “Turned In” and you cannot reopen this assignment after submission.* There is a total of 100 possible points for this assignment. The grading rubric for this assignment can be found at the end of this syllabus. The comprehensive assessment will be worth 10% of your final grade in this course.

Body System Concept Labs (PASS/FAIL):

You will also explore concept labs. The abdominal, respiratory, and cardiovascular concept labs allow you to review the anatomy of each system and practice identifying normal and abnormal sounds. These are graded as pass/fail in this course.

Mandatory On-Campus Skills Day (PASS/FAIL):

Each student will be required to attend the mandatory on-campus skills day (see tentative weekly class schedule). The purpose of these skills days is to practice physical examination techniques to prepare for the final head-toe physical examination. These will take place at UNLV Shadow Lane Campus (Clinical Simulation Center of Las Vegas). Make-up skills days will not be provided unless at the discretion of your assigned lab instructor.

Mosby's Physical Examination Video Series (PASS/FAIL):

Each student will view video(s) from Mosby's Physical Examination Video Series (see tentative weekly class schedule). In order to access these videos, each student must purchase an access code with the required textbook. It is highly recommended to view these videos prior to completing the required Shadow Health DCE assignments.

Comprehensive Head-Toe Physical Examination (PASS/FAIL):

A comprehensive head-toe physical examination will be performed on a standardized patient. This examination has been scheduled at the UNLV Shadow Lane Campus Clinical Simulation Center (see tentative weekly schedule). The student will have a total of 35 minutes to complete the comprehensive head-toe physical examination. There will be no notes allowed during this examination. The student must obtain a minimum of 83% of the total available points to pass this examination; refer to the Comprehensive Head-Toe Physical Examination Grading Rubric at the end of the syllabus. ***There is no opportunity for remediation on this examination.*** Makeup examinations will not be provided unless a valid emergency excuse exists. ***This is a required document for submission to your NP portfolio.***

Grading Scale:

The course grading scale follows the approved scale of the School of Nursing. As per School of Nursing policy, there is no rounding (up or down) or scores; thus, a grade of 89.99% will be recorded as 89%. A minimum of a "B" grade (83%) is required to satisfactorily complete the course**

| | | | | | |
|----|--------|----|-------|----|----------|
| A | 93-100 | B- | 80-82 | D+ | 68-69 |
| A- | 90-92 | C+ | 78-79 | D | 63-67 |
| B+ | 88-89 | C | 75-77 | D- | 60-62 |
| B | 83-87 | C- | 70-74 | F | Below 59 |

****Failure in either the theory or laboratory component of this course results in a failure for the entire course. In the case of an unsatisfactory performance on the Head-Toe Physical Assessment Pass-Off, a fail grade for the entire course will be given regardless of the theory grade.**

General Course Policies – School of Nursing

CONFIDENTIALITY

An important part of nursing ethics is maintaining the client's confidentiality. Therefore, written work submitted to the instructor must NEVER contain the client's full name. Client's problems must not be discussed with family or friends. If the Department ascertains that a client's confidentiality has been violated, the student violating the confidence will be subjected to disciplinary action.

CONSENSUAL RELATIONSHIPS

UNLV prohibits romantic or sexual relationships between members of the university community when one of the individuals involved has direct professional influence or direct authority over the other. For further information, see <http://hr.unlv.edu/policies/consensual.html>

ACADEMIC DROP POLICY

A student who is registered for a course may drop that course (and receive no grade) on or before the day when 60% of the course is completed. The registrar determines the exact date. After this point, no drops will be allowed even with the instructor's permission. Please check the course schedule (online) for this date.

ATTENDANCE POLICY

Students are expected to be present for all learning experiences and examinations. Students who have extraordinary circumstances preventing attendance should explain these circumstances to the course coordinator prior to the scheduled class. The course coordinator will then make an effort to accommodate reasonable requests.

LATE ASSIGNMENTS

Late work will **not** be accepted. Students who turn in late work, post late to discussions or who do not turn in assigned work will be given a zero on the assignment. There are no exceptions. If a student has an emergency or extenuating circumstance, please be in touch with the course instructor as soon as possible to have granted extensions on assigned work. Notifications for request of extension should be sent to the instructor via WebCampus email only. Student **may not** leave a voice message or email at any other mailbox (Rebel mail, UNLV mail) Students are responsible for knowing the UNLV time zone and foring be aware that assignments are due to this course in Pacific Time.

MAKE-UP EXAMS & QUIZZES

Make-up exams and quizzes are provided only under exceptional circumstances. An alternative date must be scheduled prior to the scheduled day of the exam or quiz. Any student missing an exam or quiz will earn a grade of zero (0). The instructor is under no obligation to provide remediation for material missed due to an unexpected absence.

NOTE: An absence **MAY** be considered under the following circumstances:

- A student missed class in observance of a religious holiday.

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- A student representing UNLV at an official extracurricular event. The student must provide written verification no less than one week prior to the class that he or she will miss.
- Illness of the student or a first degree family relative requiring a physician office visit or hospitalization. Students will be asked to provide written verification from the health care provider.

**When a total of three absences occurs (also defined as when you have not logged into WebCampus), whether excused, unexcused, or any combination of the two, the student will schedule a meeting with the instructor to determine ability to complete the course requirements successfully.

DROP/WITHDRAWAL FROM CLASS

A student may drop or withdrawal from full semester courses during the free drop period without a grade. No drops or withdrawals will be permitted after the end of the free drop period. A student who stops attending class and fails to drop/withdrawal from the course electronically will receive a grade of "F". **If the student is failing at the time of withdrawal, the School of Nursing will consider the class as an unsuccessful completion in consideration of progression in the program. Please note when dropping a course electronically it is the student's responsibility to print a copy of the drop verification that the drop was successfully executed. A student who officially drops a class and are no longer registered for credit or audit are ineligible for further attendance in that class.**

INCOMPLETE

An incomplete grade may be granted when a student has satisfactorily completed at least three-fourths of the semester but for reason(s) beyond the student's control, and acceptable to instructor, cannot complete the last part of the course: and the instructor believes that the student can finish the course without repeating it. A student who receives an "I" is responsible for making up whatever work was lacking at the end of the semester. The incomplete must be made up before the end of the following regular semester. If course requirements are not completed within the time indicated, a grade of "F" will be recorded and GPA will be recomputed accordingly. Students who are making up an incomplete do not reregister for the course, but make individual arrangements with instructors who assigned the "I".

GETTING HELP in WEBCAMPUS

<http://oit.unlv.edu/help/webcampus>

You can call the Help Desk: 702-895-0761 if you have questions or need support

TEACHING EVALUATIONS

In order to evaluate the effectiveness of teaching at UNLV, course evaluations are required to be administered at the end of each course. Teaching evaluations are a very important piece of assessment data and it is important that the reliability, validity, and legitimacy of these instruments be maintained. The minimum standards for administering these evaluations (Anonymity, Objectivity and Post-Evaluation Procedures) are outlined

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in the document “Minimum Standards for Teaching Evaluation by Students.” This document has been approved unanimously by the Academic Council of Deans and the Executive Vice President and Provost as reflecting the minimum standards that apply to all departments/schools/units when administering student evaluations of teaching. To review the policy, please see “Evaluations by Students - Minimum Standards for” in the alphabetical listing at: http://provost.unlv.edu/policies.html#list_e.

STUDENT RESPONSIBILITIES

Students are expected to take responsibility for their own learning. Successful completion of this course requires participation with WebCampus based learning, reading of required/recommended materials, and meeting on campus for scheduled clinical workshops. In order, to be successful, it is expected that students will need to spend at least 3 hours weekly preparing for each hour of academic credit; which translated to weekly preparation time of 9 hours including weeks with holidays. Each student should monitor his/her progress throughout the semester, and ask for help when necessary. Numerical averages as calculated above convert to letter grades consistent with those published in the School of Nursing Student Handbook.

INSTRUCTOR RESPONSIBILITIES

Students may need additional help throughout the semester. The instructor is expected to maintain weekly office hours. Office hours will be posted on the bulletin board of the faculty member’s office and they are also listed in the syllabus. Special arrangements could be made for meeting outside the documented office hours at the discretion of the instructor. Keep in mind with an online course faculty members are available to answer questions in a different manner. For emails sent Monday through Friday (during normal business hours), faculty should attempt to respond within 24-48 hours. It may take up to 72 hours for faculty to respond to your questions—especially after 5:00pm (1700) PST excluding weekends and holidays.

Faculty will not be online 24 hours a day, 7 days a week. Expect a reasonable response time for your questions. Do not wait until the last minute to ask an important question – plan ahead. Generally, faculty will not respond to discussion forums after 5:00pm (1700) PST on Friday.

NOTE: The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course announcement board.

UNIVERSITIES POLICIES

ACADEMIC MISCONDUCT

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path.

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Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is "using the words or ideas of another, from the Internet or any source, without proper citation of the sources." See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

COPYRIGHT

The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at <http://www.unlv.edu/provost/copyright>.

Please be advised that the instructor of any nursing course may use the computer software entitled: "Turn it In" if he/she has reason to believe that the student has violated copyright laws.

DISABILITY RESOURCE CENTER (DRC)

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to me during office hours so that we may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs.

RELIGIOUS HOLIDAYS POLICY

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the University which could not be avoided. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

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FERPA

The Family Education Rights and Privacy Act of 1974, commonly known as FERPA, is a federal law that protects the privacy of student education records. Students have specific, protected rights regarding the release of such records, and FERPA requires that institutions adhere strictly to these guidelines. Only UNLV school officials with a legitimate educational interest can access student records. This is not a right of every UNLV employee. Those who have the right to access student records are held responsible for the information.

REBELMAIL

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' email prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

TUTORING

The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times, and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at <http://academicsuccess.unlv.edu/tutoring/>.

UNLV WRITING CENTER

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

LIBRARY RESOURCES

Students may consult with a librarian (<https://www.library.unlv.edu/consultation>) about research needs. For this class, the subject librarian is Xan Goodman. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>

NURS 703 Tentative Weekly Schedule

Unit 1: Strategies for Effective Health Assessment & History Taking

| Module/Date | Topic(s) | Textbook Readings | Online Discussion | Shadow Health (DCE) Assignments & Estimated Time to Complete | Mosby's Physical Examination Video Series | Exams & Mandatory On-Campus Skills Days |
|--------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------|
| # 1 (Sept 8-14) | The History and Interviewing Process Recording Information Examination Techniques and Equipment | Seidel Chapters 1, 3, & 26 Syllabus Contract due Monday 9/14/15 11:30PM PST | Introduction Online Discussion due Monday 9/14/15 11:30PM PST (Not Graded) | Digital Clinical Experience (DCE) Orientation – 10 minutes due Monday 9/14/15 11:30PM PST | View Effective Communication and Interviewing Skills Video | |

Unit 2: Special Patient Populations & Additional Assessment Considerations

| Module/Date | Topic(s) | Textbook Readings | Online Discussion | Shadow Health (DCE) Assignment & Estimated Time to Complete | Mosby's Physical Examination Video Series | Exams & Mandatory On-Campus Skills Days |
|--------------------|------------------------------------------|--------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------|
| #2 (Sept 14-21) | Cultural Competency Mental Status | Seidel Chapters 2 & 5 | Module #2 Online Discussion ends Monday 9/21/15 11:30PM PST | Mental Health Assignment & Post Exam Activities – 135 minutes due Monday 9/21/15 11:30PM PST | View Neurologic System: Mental Status and Cranial Nerves Video | |

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| #3 (Sept 21-28) | Pediatric, Pregnant & Older Adults Vital Signs & Pain Management Growth & Measurement Nutrition | Seidel Chapters 4, 6 & 7 | | Health History Assignment & Post Exam Activities – 130 minutes due Monday 9/28/15 11:30PM PST | | |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--|------------------------------------------------------------------------------------------------------------------|--|--|

Unit 3: Physical Examination

| Module/Date | Topic(s) | Textbook Readings | Online Discussion | Shadow Health (DCE) Assignment & Estimated Time to Complete | Mosby's Physical Examination Video Series | Exams & Mandatory On-Campus Skills Days |
|--------------------|---------------------------------------------------|-----------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| #4 (Sept 28-Oct 5) | Skin, Hair, & Nails Lymphatic System | Seidel Chapters 8 & 9 | Module #4 Online Discussion ends Monday 10/5/15 11:30PM PST | | View Skin, Hair, and Nails Video | |
| #5 (Oct 5-12) | HEENT and Neck | Seidel Chapters 10, 11 & 12 | | HEENT Assignment & Post Exam Activities – 140 minutes due Monday 10/12/15 11:30PM PST | View Head/Neck and Lymphatic Video View Ears, Nose, and Throat Video View Eyes Video | |

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|-------------------|----------------------------|----------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| #6 (Oct 12-19) | Chest and Lungs | Seidel Chapter 13 | | Respiratory Concept Lab <and> Respiratory Assignment & Post Exam Activities – 135 minutes due Monday 10/19/15 11:30PM PST | View Chest and Lungs Video | Exam #1 (Modules 1-5) Friday 10/16/15 9:00AM- 11:00AM PST SLC Mandatory On- Campus Skills Day Friday 10/16/15 1:00PM-5:00PM SLC & Saturday 10/17/15 9:00AM-TBA SLC |
| #7 (Oct 19-26) | Heart Blood Vessels | Seidel Chapters 14 & 15 | | Cardiovascular Concept Lab <and> Cardiovascular Assignment & Post Exam Activities – 135 minutes due Monday 10/26/15 11:30PM PST | View Heart and Blood Vessels Videos | |
| #8 (Oct 26-Nov 2) | Abdomen (GI disorders) | Seidel Chapter 17 | | Abdominal Concept Lab <and> Gastrointestinal Assignment & Post Exam Activities – 135 minutes due Monday 11/2/15 11:30PM PST | View Abdomen Video | |

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| #9 (Nov 2-9) | Breasts & Axillae Female GU | Seidel Chapters 16 & 18 | Module #9 Online Discussion ends Monday 11/9/15 11:30PM PST | | View Breasts and Axillae Video View Female Genitalia and Rectum Video | |
| #10 (Nov 9-16) | Male GU Anus, Rectum, & Prostate | Seidel Chapters 19 & 20 | | | View Male Genitalia, Rectum, and Prostate Video | |
| #11 (Nov 16-23) | Musculoskeletal System Sports Participation Evaluation | Seidel Chapters 21 & 23 | | Musculoskeletal Assignment & Post Exam Activities – 120 minutes due Monday 11/23/15 11:30PM PST | View Musculoskeletal System Video | |
| #12 (Nov 23- 30) (THANKSGIVING WEEK) | Neurological System | Seidel Chapter 22 | | Neurological Assignment & Post Exam Activities – 120 minutes due Tuesday 12/1/15 11:30PM PST | View Neurological System: Motor and Sensory Functions & Reflexes Video | |
| #13 (Nov 30-Dec 7) | Putting It All Together | Seidel Chapter 24 | | Shadow Health Comprehensive Assessment due Monday 12/7/15 11:30PM PST | View Putting It All Together Physical Examination of the Adult & Children Videos | |

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|----------------|--|--|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| #14 (Dec 7-18) | | | | | | Final Comprehensive Exam Thursday 12/10/15 9:00AM- 11:00AM PST SLC Mandatory On-Campus Skills Day Thursday 12/10/15 1:00PM-5:00PM PST SLC Comprehensive Head-Toe Physical Examination Friday 12/11/15 SLC |
|----------------|--|--|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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SCHOOL OF NURSING**

Online Discussion Grading Rubric

| CRITERIA | UNSATISFACTORY = 1 | LIMITED = 2 | PROFICIENT = 3 | EXEMPLARY = 4 |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Critical Analysis | Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or “I agree” or “Great idea”, without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application. | Discussion postings repeat and summarize basic, correct information, but does not link readings to outside references, relevant research and do not consider alternative perspectives or connections between ideas. Sources are not cited. | Discussion postings display an understanding of the required readings and underlying concepts include correct terminology and proper citation. | Discussion postings display excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research to support important points no greater than 5 years old. Well-edited quotes are cited in APA format; no more than 10% of posting is a direct quotation. |
| Participation as a member of the learning community | Discussion postings do not contribute to ongoing conversations or respond to peers’ postings. There is no evidence of replies to questions or comments or as new related questions or comments. Discussion postings are at midpoint or later in the module or contributions are only posted on the last day of the weekly module. | Discussion postings sometimes contribute to ongoing conversations as evidenced by affirming statements or references, asking related questions, or making an oppositional statement supported by any personal experience or related research. Discussion postings respond to most postings of peers several days after the initial discussion. | Discussion postings contribute to the groups’ ongoing conversations as evidenced by affirming statements or references to relevant research, asking related questions, or making an oppositional statement supported by any personal experience of related research. Discussion postings respond to most postings of peers within a 48 hour period. | Discussion postings actively stimulate and sustain further discussion by building on peers’ responses including building a focused argument around a specific issue or asking a new related question or making an oppositional statement supported by personal experience or related research. Discussion postings are distributed throughout the module’s time frame. Consistently responds to postings of peers within 24 hours. |
| Professional communication | Written interactions on the discussion board show disrespect for the viewpoints of others. | Some of the written interactions on the discussion board show respect and interest in the viewpoints of others. | Written interactions on the discussion board show respect and interest in the viewpoints of others. | Written interactions on the discussion board show respect and sensitivity to peers’ viewpoints (including political, cultural, etc.). |
| Etiquette | Written responses contain numerous grammatical, spelling, or punctuation errors. The style of writing does not facilitate effective communication. | Written responses include some grammatical, spelling, or punctuation errors that distract the reader. | Written responses are largely free of grammatical, spelling, or punctuation errors. The style of writing general facilitates communication. | Written responses are free of grammatical, spelling, or punctuation errors. The style of writing facilitates communication. |

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**UNIVERSITY OF NEVADA, LAS VEGAS
SCHOOL OF NURSING
NURS 703**

Fall 2015

Comprehensive Head-Toe Physical Examination Grading Rubric

Name of Student: _____

Date: _____

A. Interactive Skills:

- | | | |
|--------------------------------------------------------------------|-------|-----|
| 1. Introduces self as NP student | _____ | (1) |
| 2. Displays communication skills that are interactive with patient | _____ | (2) |
| 3. Explains procedures to patient | _____ | (2) |

Total: _____

B. Head and Face

- | | | |
|------------------------------------------------------------------------------|-------|-----|
| 1. Inspect skin characteristics | _____ | (1) |
| 2. Inspect symmetry and external characteristics of eyes and ears | _____ | (1) |
| 3. Inspect configuration of the skull | _____ | (1) |
| 4. Inspect and palpate scalp and hair for texture, distribution and quantity | _____ | (1) |
| 5. Palpate facial bones | _____ | (1) |
| 6. Palpate sinus region | _____ | (1) |

Total: _____

C. Eyes

- | | | |
|-------------------------------------------------------|-------|-----|
| 1. Inspect eyelids, etc. | _____ | (1) |
| 2. Inspect sclera, conjunctiva, iris | _____ | (3) |
| 3. Palpate lacrimal apparatus | _____ | (1) |
| 4. Test pupillary response to light and accommodation | _____ | (2) |
| 5. Test corneal light reflex | _____ | (1) |
| 6. Perform cover-uncover test | _____ | (1) |
| 7. Test for red reflex | _____ | (1) |
| 8. Perform fundoscopic exam of eyes | _____ | (1) |

Total: _____

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D. Ears

- 1. Inspect alignment _____ (1)
- 2. Palpate auricle _____ (1)
- 3. Palpate pretragus area _____ (1)
- 4. Perform otoscopic examination: identify TM position _____ (1)

Total: _____

E. Nose

- 1. Determine patency of each nostril _____ (1)
- 2. Inspect mucosa, septum and turbinates _____ (2)

Total: _____

F. Mouth and Pharynx:

- 1. Inspect lips, buccal mucosa, gums, hard and soft
palates, floor of mouth for color and surface
characteristics _____ (4)
- 2. Inspect oropharynx/grade tonsils _____ (1)
- 3. Inspect teeth _____ (1)
- 4. Assess and palpate TMJ & range of motion of jaw _____ (3)

Total: _____

G. Neck

- 1. Inspect for symmetry _____ (1)
- 2. Inspect for jugular venous distention _____ (1)
- 3. Inspect and palpate for range of motion test
resistance against examiner's hand _____ (1)
- 4. Palpate tracheal position _____ (1)
- 5. Palpate thyroid _____ (1)
- 6. Palpate lymph nodes:
 - (Pre-post auricular)
 - (Occipital)
 - (Tonsillar)
 - (Submaxillary)
 - (Submental)
 - (Superficial cervical chain)
 - (Posterior cervical)
 - (Deep cervical)
 - (Supraclavicular) _____ (9)
- 7. Auscultate carotid arteries/palpate carotid arteries

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_____ (2)

Total: _____

H. Chest Examination: Posterior

1. Inspect for lesions, masses, AP diameter _____ (1)
2. Palpate scapula and spine _____ (1)
3. Perform tactile fremitus _____ (1)
4. Perform chest expansion _____ (1)
5. Auscultate breath sounds, including right middle lobe _____ (1)
6. Palpate CVAT _____ (1)
7. Auscultate egophony _____ (1)

Total: _____

I. Chest Examination: Anterior

1. Inspect for heaves, pulsations, symmetry, lesions, masses _____ (1)
2. Palpate precordium for thrills/heaves _____ (1)
3. Palpate chest for PMI _____ (1)
4. Palpate for trachea position _____ (1)
5. Auscultate breath sounds _____ (1)

Total: _____

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J. Cardiovascular Examination

1. Auscultate (bell/diaphragm) systematically all sites (sitting up) _____ (5)
2. Verbalize will auscultate (bell/diaphragm) systematically (lying down) _____ (1)
3. Verbalize will auscultate (bell/diaphragm) systematically (left lateral position) _____ (1)
4. Palpate arteries and grade (radial, femoral, dorsalis pedal, posterior tibial) _____ (4)

Total: _____

K. Breast Examination

1. Inspect breast with patient in sitting position _____ (1)
2. Extend patient's arms over head and inspect _____ (1)
3. Ask patient to push hands together _____ (1)
4. Place patient in recumbent position and palpate breast _____ (1)
5. Palpate for axillary nodes _____ (1)

Total: _____

L. Abdomen Examination

1. Inspect abdomen _____ (1)
2. Auscultate all quadrants for bowel sounds & test abdominal reflexes _____ (2)
3. Auscultate aorta, iliac, renal, and femoral arteries _____ (1)
4. Palpate femoral pulses _____ (1)
5. Percuss liver borders and estimate span _____ (1)
6. Palpate left costal margin for spleen _____ (1)
7. Palpate for right and left kidneys _____ (1)
8. Palpate abdomen: light _____ (1)
9. Palpate abdomen: deep _____ (1)
10. Palpate inguinal area for nodes _____ (1)

Total: _____

M. Neurological

Cranial Nerves

1. Assess sense of smell (CN I) _____ (1)
2. Assess visual fields (CN II) _____ (1)

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3. Test extraocular eye movements (CN III, IV, VI) _____ (1)
4. Test light sensation of forehead, cheeks, chin (CN V) _____ (1)
5. Ask patient to clench teeth, squeeze eyes tightly shut, wrinkle forehead, smile, stick out tongue, puff out cheeks (CN V, VII) _____ (5)
6. Assess hearing—whisper, Weber, Rinne (CN VIII) _____ (3)
7. Test gag reflex, swallowing, and phonation (CN IX, X) _____ (1)
8. Test shoulder shrug (CN XI) _____ (1)
9. Movement of tongue, speech sounds l, t, n, and swallowing (CN XII) _____ (1)

Coordination/Motor/Balance/Sensory/Reflexes:

1. Mobility/gait _____ (1)
2. Toe walking, heel walking, and heel-to-toe walking _____ (3)
3. Check for Romberg sign _____ (1)
4. Ask patient to touch nose with alternating fingers _____ (1)
5. Rapidly alternate fingers to thumb _____ (1)
6. Ask patient to push against your hands _____ (1)
7. Squeeze patient's hands for strength _____ (1)
8. Stereognosis _____ (2)
9. Graphesthesia _____ (2)
10. Vibratory sensation upper and lower body _____ (4)
11. Sharp/dull and light sensation upper and lower body _____ (4)
12. Ask patient to run one heel down tibia of leg _____ (1)
12. Test Babinski reflex bilaterally _____ (1)
13. Test deep tendon reflexes and compare bilaterally
(Biceps)
(Triceps)
(Brachioradial)
(Patellar)
(Achilles) _____ (5)

Total: _____

N. Musculoskeletal

1. Ask patient to raise one leg at a time _____ (2)
2. Try and bring each leg into a knee chest position _____ (2)
3. Stand in front of patient's feet and push against them with patient resisting _____ (1)
4. Inspect and palpate joints of lower extremities _____ (6)
5. Range of motion of ankle joint _____ (1)

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- 6. Test muscle strength of lower extremities _____ (4)
- 7. Inspect and palpate joints of upper extremities _____ (6)
- 8. Rotate arms _____ (1)
- 9. Range of motion of elbows _____ (1)
- 10. Range of motion of wrist _____ (1)
- 11. Ask patient to squeeze your fingers _____ (1)
- 12. Test muscle strength of upper extremities _____ (4)
- 13. Stand behind patient and inspect spine _____ (1)
- 14. Ask patient to bend over and touch feet (if possible) _____ (1)
- 15. Stabilize the pelvis and test range of motion of spine _____ (3)

Total: _____

O. Skin

- 1. Test skin turgor _____ (1)
- 2. Inspect and palpate nails _____ (2)
- 3. Test capillary refill _____ (2)

Total: _____

Total points achieved: _____ / 175 total points

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**Shadow Health DCE Health History Assignment
Grading Rubric**

| Categories | Excellent | Satisfactory | Unsatisfactory |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Data Collection | ≥80% Subjective Data Collection 30 PTS | 60%-80% Subjective Data Collection 15 PTS | <60% Subjective Data Collection 0 PTS |
| Information Processing | ≥45% of category points 10 PTS | 35%-45% of category points 5 PTS | <35% of category points 0 PTS |
| Education and Empathy | ≥60% of category points 10 PTS | 50%-60% of category points 5 PTS | <50% of category points 0 PTS |
| Time | ≥60 minutes 15 PTS | 30-60 minutes 8 PTS | <30 minutes 0 PTS |
| Communication (Transcript) | Comprehensive introduction with expectations of exam verbalized; questions worded in a non-judgmental way; professional language exercised; questions well-organized; appropriate closing with summary of findings verbalized to patient 10 PTS | Incomplete introduction; some questions worded in a non-judgmental way; some professional language exercised; questions somewhat organized; incomplete closing 5 PTS | Introduction missing; questions worded in a judgmental way; little professional language; questions unorganized; closing missing 0 PTS |
| Documentation | Documentation detailed and organized with all abnormals and pertinent normals noted in professional language 15 PTS | Documentation with sufficient details and some organization; some abnormals and some normals noted in mostly professional language 8 PTS | Documentation with inadequate details and/or organization; inadequate identification of abnormals and pertinent normals noted; little use of professional language 0 PTS |
| Self-Reflection | Reflections written clearly with relevant analysis related to the assignment and the student's experience; self-criticism exercised 10 PTS | Reflections somewhat unclear with some relevant analysis related to the assignment and the student's experience; self-criticism not exercised 5 PTS | Reflections unclear with irrelevant analysis related to the assignment and the student's experience; self-criticism not exercised 0 PTS |
| Total Possible Points = 100 | | | |

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**Shadow Health DCE System-by-System Assignment
Grading Rubric**

| Categories | Excellent | Satisfactory | Unsatisfactory |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Data Collection | ≥80% Subjective Data Collection; ≥80% Objective Data Collection 35 PTS | 60%-80% Subjective Data Collection; 60%-80% Objective Data Collection 18 PTS | <60% Subjective Data Collection; <60% Objective Data Collection 0 PTS |
| Time | ≥60 minutes 15 PTS | 30-60 minutes 8 PTS | <30 minutes 0 PTS |
| Communication (Transcript) | Comprehensive introduction with expectations of exam verbalized; questions worded in a non-judgmental way; assessments well-organized; empathy and education provided often and at appropriate times; appropriate closing with summary of findings verbalized to patient 15 PTS | Incomplete introduction; some questions worded in a non-judgmental way; assessments somewhat organized; empathy and education provided occasionally; incomplete closing 8 PTS | Introduction missing; questions worded in a judgmental way; assessments unorganized; no empathy and education provided; closing missing 0 PTS |
| Documentation | Documentation detailed and organized with all abnormalities and pertinent normals noted in professional language 15 PTS | Documentation with sufficient details and some organization; some abnormalities and some normals noted in mostly professional language 8 PTS | Documentation with inadequate details and/or organization; inadequate identification of abnormalities and pertinent normals noted; little use of professional language 0 PTS |
| Lifespan | Responses complete and detailed with appropriate differential diagnoses and assessments; evidence of proficient clinical reasoning skills and evidenced-based citation for information 5 PTS | Responses adequate with some pertinent differential diagnoses and assessments; evidence of limited proficiency in clinical reasoning 3 PTS | Responses incomplete; differential diagnoses and assessments inappropriate; evidence of poor clinical reasoning skills 0 PTS |
| Review | Responses complete with evidence of proficient clinical reasoning skills and knowledge 5 PTS | Responses complete with evidence of limited clinical reasoning skills and/or some gaps in knowledge 3 PTS | Responses incomplete with evidence of poor clinical reasoning skills and/or major gaps in knowledge 0 PTS |

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| | | | |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Self-Reflection | Reflections written clearly with relevant analysis related to the assignment and the student's experience; evaluation of personal biases 10 PTS | Reflections somewhat unclear with some relevant analysis related to the assignment and the student's experience; little or no evaluation of personal biases 5 PTS | Reflections unclear with irrelevant analysis related to the assignment and the student's experience; no evaluation of personal biases 0 PTS |
| Total Possible Points = 100 | | | |

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**Shadow Health DCE Comprehensive Assessment Assignment
Grading Rubric**

| Categories | Excellent | Satisfactory | Unsatisfactory |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Data Collection | <p>≥80% Subjective Data Collection; ≥80% Objective Data Collection</p> <p>35 PTS</p> | <p>60-80% Subjective Data Collection; 60-80% Objective Data Collection</p> <p>18 PTS</p> | <p><60% Subjective Data Collection; <60% Objective Data Collection</p> <p>0 PTS</p> |
| Communication (Transcript) | <p>Comprehensive introduction with expectations of exam verbalized; questions worded in a non-judgmental way; assessments well-organized; empathy and education provided often and at appropriate times; appropriate closing with summary of findings verbalized to patient</p> <p>15 PTS</p> | <p>Incomplete introduction; some questions worded in a non-judgmental way; assessments somewhat organized; empathy and education provided occasionally; incomplete closing</p> <p>8 PTS</p> | <p>Introduction missing; questions worded in a judgmental way; assessments unorganized; no empathy and education provided; closing missing</p> <p>0 PTS</p> |
| Documentation | <p>Documentation detailed and organized with all abnormal and pertinent normals noted in professional language.</p> <p>20 PTS</p> | <p>Documentation with sufficient details and some organization; some abnormal and some normals noted in mostly professional language.</p> <p>10 PTS</p> | <p>Documentation with inadequate details and/or organization; inadequate identification of abnormal and pertinent normals noted; inadequate use of professional language.</p> <p>0 PTS</p> |
| Time | <p>≥90 minutes</p> <p>10 PTS</p> | <p>60-90 minutes</p> <p>5 PTS</p> | <p><60 minutes</p> <p>0 PTS</p> |
| Exam Plan Organization | <p>Student's exam plan demonstrates an understanding of appropriate order of procedures and respect for patient comfort. Student provided adequate explanation for any revisions to exam plan.</p> <p>10 PTS</p> | <p>Student's exam plan demonstrates a partial understanding of appropriate order of procedures and respect for patient comfort.</p> <p>5 PTS</p> | <p>Student's exam plan does not demonstrate an understanding of appropriate order of procedures and respect for patient comfort.</p> <p>0 PTS</p> |
| Self-Reflection | <p>Reflections written clearly with relevant analysis related to the assignment and the student's experience; evaluation of personal biases</p> <p>10 PTS</p> | <p>Reflections somewhat unclear with some relevant analysis related to the assignment and the student's experience; little or no evaluation of personal biases</p> <p>5 PTS</p> | <p>Reflections unclear with irrelevant analysis related to the assignment and the student's experience; no evaluation of personal biases</p> <p>0 PTS</p> |
| Total Possible Points = 100 | | | |

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**UNIVERSITY OF NEVADA, LAS VEGAS
SCHOOL OF NURSING**

**NURS 703
Syllabus Contract**

I _____ have read the entire syllabus for NURS 703 Fall 2015. I understand that I am accountable for the information in this syllabus and will adhere to due dates and requirements in this syllabus.

Student Signature

Date

***Print this page, fill in your name and sign/date. Electronically submit (in PDF or JPG format) in course NURS 703 under "syllabus contract" assignment icon.