

***College of Health Sciences***

***School of Nursing***

***East Campus, Summer 2016***

**Brenau University Mission Statement**

*Brenau University challenges students to live extraordinary lives of personal and professional fulfillment. As students pursue undergraduate and graduate degrees or non-degree programs at Brenau campuses and online, each prepares for a lifetime of intellectual accomplishment and appreciation of artistic expression through a curriculum enriched by the liberal arts, scientific inquiry and global awareness.*

*Section 1: Contact Information*

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*Section 2: Common Course Elements*

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| **Textbook(s)/ISBN:** | 1. Seidel's Guide to Physical Examination, 8e (Mosby's Guide to Physical Examination (Seidel))  by Jane W. Ball RN DrPH, CPNP, RN Hardcover  ISBN-978-0-323-11240-6  2. Student Laboratory Manual for Seidel's Guide to Physical Examination, 8e  by Jane W. Ball, DrPH, CPNP, RN Paperback  ISBN-978-0-323-35896-5  3. Saunder’s Comprehensive Review for the NCLEX-RN Examination, by Linda Silvestri,PhD, RN  ISBN-978-1-4557-2755-1  Or bundle package |
| **Supplementary Information:** | 1. Taber’s cyclopedic medical dictionary. Newest Edition.  Philadelphia: F.A Davis Company.  2. Seidel's Physical Examination Handbook, 8e (Seidel, Mosby's  Physical Examination Handbook)  by Jane W. Ball, DrPH, CPNP, RN Paperback  ISBN-978-0-323-16953-0 |
| **Course Description:** | This course focuses on assessment techniques as students explore the physical, psychosocial, spiritual, environmental, and cultural dimensions of individuals, families, aggregates, and communities at various developmental transitions. The lab experience provides students the opportunity for supervised practice of assessment skills learned in lecture. Prerequisite: admission to nursing program OUTCOMES: 5, 7 |
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| **Program and/or LE Learning Outcomes** | **Evaluation Instruments Used** |
| 1. Demonstrated an understanding of sensitivity to and respect for human diversity within individuals, families, aggregates, and communities (Program outcome) 2. Exercise critical thinking to provide safe and competent nursing care according to professional nursing standards | Lecture, discussion, handouts, audiovisual, demonstrations, assignments, readings, examinations, and supervised laboratory practice  Lecture, discussion, handouts, audiovisual, demonstrations, assignments, readings, examinations, and supervised laboratory practice |
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| **Course Learning Outcomes**  Upon successful completion of this course, the student will have the knowledge and skills to: | **Evaluation Instruments Used** |
| 1. Identify and demonstrate effective communication techniques need to obtain a complete health history of an individual | Lecture, discussion, handouts, audiovisual, demonstrations, assignments, readings, examinations, and supervised laboratory practice |
| 1. Identify the major components addressed in a complete medical history | Lecture, discussion, handouts, audiovisual, demonstrations, assignments, readings, examinations, and supervised laboratory practice |
| 1. Explain and demonstrate the techniques of inspection, palpation, percussion, and auscultation necessary to perform a complete health assessment 2. Distinguish between normal and abnormal data 3. Discuss assessment techniques and findings that are unique to different client age groups | Lecture, discussion, handouts, audiovisual, demonstrations, assignments, readings, examinations, and supervised laboratory practice  Lecture, discussion, handouts, audiovisual, demonstrations, assignments, readings, examinations, and supervised laboratory practice  Lecture, discussion, handouts, audiovisual, demonstrations, assignments, readings, examinations, and supervised laboratory practice |

***University Class Attendance and Participation Policy***

All grades and evaluations earned by the student and issued by the faculty are based upon the quality of the student's overall academic performance both in and out of class. Students are expected to attend and participate in class regularly, and to assume responsibility for meeting all requirements as specified in the course syllabus. Because of the differences in schedules and contact hours, there are different attendance policies for the Women’s College and the evening, weekend, and online sessions. (See current catalog for specific requirements.)

***Academic Honesty***

Brenau University is an academic community actively engaged in scholarly pursuits. As members of this community, students are expected to recognize and honor standards of academic and intellectual integrity. Brenau supports the ideals of scholarship and fairness by rejecting all dishonest work when it is submitted for academic credit. Brenau University encourages students to be responsible and accountable for their decisions and actions. It is Brenau’s hope that its students will uphold the honor of the university by refraining from every form of dishonesty in the community. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. (See current catalog for further information, as well as appeal process.)

***The Brenau Honor Code***

I promise to uphold the Brenau University honor code by refraining from every form of dishonesty and cheating in university life, and will strive to create a spirit of honesty and honor. Failure to do so is considered a breach of trust toward the faculty and student body. I accept this commitment as a personal responsibility to refrain from and to report all forms of dishonesty and cheating.

***Section 504 and the Americans with Disabilities Act***

Brenau University is committed to complying with all applicable requirements of the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and other applicable federal and state laws. Brenau does not discriminate in violation of these laws in its programs and services available to all admitted students.

The Learning Center assists qualified students with disabilities in obtaining a variety of services, directed by the University’s Disabilities Service Provider. The University’s Compliance Officer coordinates the University’s efforts in complying with federal, state, and local laws such as Section 504 and ADA, Title IX of the Education Amendments of 1972, and Title VI of the Civil Rights Act of 1964.

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| The University Compliance Officer: Dr. David Barnett, C.F.O. Executive Vice President | The Disabilities Services Provider (DSP): Dr. Vince Yamilkoski Learning Center Director |
| Brenau University 500 Washington St. SE Gainesville, GA 30501-3697 (770) 531-3116 | Brenau University 530 Washington St.  Gainesville, GA 30501-3697 (770) 534-6134 |

Eligibility for services is determined by the DSP, and individuals must self-identify and provide proper documentation as outlined by the DSP. After eligibility is approved, students meet with an assigned coordinator to develop an individualized service plan that identifies appropriate accommodations and services. (See current catalog for further information, as well as complaint/grievance procedures.)

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***Grading System***

Academic progress and graduation honors are both determined by grades submitted by the instructors at the conclusion of each semester. Final grades represent the cumulative quantity and quality of a student's course work for that semester.

*The grading system is as follows:*

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| *Grade* | *Interpretation* | *Quality*  *Points* |  |
| *A*  *92-100%* | *Excellent* | *4* | A grade of “A” signifies an exceptional, clear, and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student has actively participated in class activities and has completed all material in a neat and timely manner. The material indicates that the student spent extra time, personal energy, and critical reflection in an effort to demonstrate exceptional work. |
| *B*  *83-91%* | *Good* | *3* | A grade of “B” signifies a solid understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student’s effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be solid in content and were completed in a timely manner. |
| *C*  *75-82%* | *Average* | *2* | A grade of “C” signifies a satisfactory understanding and application of the concepts of the course as well as minimal participation in class activities. It also indicates that the student completed the appropriate assignments that satisfied the basic course requirements. |
| *D*  *65-74%* | *Poor* | *1* | A grade of “D” signifies a below average demonstration and application of the concepts of the course and/or inadequate preparation in class activities. It may also indicate that assignments were not completed in a satisfactory or timely manner. |
| *F*  *<65%* | *Failure* | *0* | A grade of “F” signifies that the student has not demonstrated adequate understanding or application of the course material. It may also indicate that the student has not met the attendance or assignment requirements. |

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**Course Evaluation Instruments and Grading**

Identify the specific evaluation instruments (exams, activities, quizzes, health assessment write-ups, demonstrations, and skills check-off) and their weighting (which must add up to 100%).

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| **Course Evaluation Instruments** | **Weighting** |
| Lab Participation | 15% |
| Health Assessment Write-ups | 10% |
| Lab Quizzes | 10% |
| 4 EXAMS | 40% (10% each) |
| Final Exam | 10% |
| Final Physical Assessment  Demonstration | 15% |

**Class Schedule**

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| Date | Course Topic | Readings/Exams |
| **Week 1 Lab May 17 & 18.** | AIDET, vital signs, pain assessment, Ophthalmoscope visualization of eyes, otoscope visualization of ears.  Measure ht, wt, and waist for RISE program data collection.  Standard Precautions | See Canvas for list of required videos to watch. |
| **Week 1 Thursday May 19**  Professor Conoley | Course Intro/Syllabus Review then Examination Techniques & Equipment, Vital Signs, Pain Assessment, Growth & Development | Seidel Ch 3, 4, & 6 |
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| **Week 2 Monday May 23**  Professor Conoley | History & Interview Process Collecting, Validating, Documenting & Analyzing Subjective and Objective Data | Seidel Ch 1, 2, & 26 |
| **Week 2 Lab May 24 & 25.** | BMI, Tuning fork, percussion hammer for deep tendon reflexes, Goniometer, calipers for skinfold thickness, and scoliometer  Snellen vision chart for RISE program data collection.  Documentation/write ups. | See Canvas for list of required videos to watch. |
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| **Week 3 Thursday June 2**  Professor Conoley | Using CT Skills General Status/Complete Physical, Assessing Mental Status & Psychosocial Development Level | Seidel: Ch 5 & 25 |
| **Week 3 Lab May 31 and June 1.** | **Check off on Vital signs**, Teeth brushing and hand hygiene for RISE program data collection.  Practice Lab week’s 1 and 2 skills. | See Canvas for list of required videos to watch. |
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| **Week 4 Monday June 6**  Professor Conoley | Nutrition, Skin, Hair, Nails, & Lymphatic System | **EXAM 1 Ch1-6 and 25 & 26\_\_**  Seidel: Ch 7, 8, & 9 |
| **Week 4 Lab June 7 & 8** | Assessments:  Skin, hair, nail, Lymphatic, Eyes, Ear, Nose & Throat and Head & Neck  Review vision screening.  **\*\*\*Tuesday’s Lab Groups will be at** **Innovation Station/Melrose Apartments and Fair Street Elementary School for RISE data collection on** **height, weight, waist circumference**  **\*\*\*Wednesday Lab Groups will be on campus in Bruno Lab.** | See Canvas for list of required videos to watch. |
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| **Week 5 Monday June 13**  Professor Conoley | Eyes, Ear, Nose & Throat and Head & Neck | Seidel: Ch 10-12 |
| **Week 5 Lab June 14 & 15.** | Assessments:  Skin, hair, nail, Lymphatic, Eyes, Ear, Nose & Throat and Head & Neck  **\*\*\*Tuesdays Lab Groups will be on campus in Bruno Lab.**  **\*\*\*Wednesday’s Lab Groups go to for** **Innovation Station/Melrose Apartments and Fair Street Elementary School vision Screening** **data collection assessment.** | See Canvas for list of required videos to watch. |
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| **Week 6 Monday June 20**  Rich Maffeo | Heart & Neck Vessels & Peripheral Vascular System | Seidel: Ch 14-15 |
| **Week 6 Lab June 21 & 22** | Assessments:  Heart and Vascular system.  Abdomen  Continue Practice Stations:  Vital Signs  Skin, hair, nails assessment.  Lymphatic assessment  Head/Neck/Eyes/Ears/Nose/Throat  **\*\*\*Tuesday’s Lab Groups go to** **Innovation Station/Melrose Apartments and Fair Street Elementary School for** **teeth brushing data collection**  **assessment.**  **\*\*\*Wednesday Lab Groups will be on campus in Bruno Lab.** | See Canvas for list of required videos to watch. |
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| **Week 7 Monday June 27**  Professor Conoley | Abdomen and Musculoskeletal | **EXAM 2: Ch 7-12, 14, 15**  Seidel: Ch 17 & 21 |
| **Week 7 Lab June 28 & 29.** | Assessments:  Heart and Vascular system.  Abdomen  Continue Practice Stations:  Vital Signs  Skin, hair, nails assessment.  Lymphatic assessment  Head/Neck/Eyes/Ears/Nose/Throat  **\*\*\* Tuesdays Lab Groups will be on campus in Bruno Lab.**  **\*\*\*Wednesday’s Lab Groups go to** **Innovation Station/Melrose Apartments and Fair Street Elementary School for** **hand hygiene data collection assessment.** | See Canvas for list of required videos to watch. |
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| **Week 8 Monday July 4**  Professor Conoley | Male Genitalia, Anus, Rectum & Prostate | Seidel: Ch 19 & 20 **(Online)** |
| **Week 8 Lab July 5 & 6.** | Sim Lab IStan Assessments Musculoskeletal  Continue Practice previous week’s assessments, vital signs, and write ups. | See Canvas for list of required videos to watch. |
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| **Week 9 Monday July 11**  Rich Maffeo | Thorax and Lungs  During Class: Sign up for appointments to perform Physical Assessment Documentation | Seidel: Ch 13 |
| **Week 9 Lab July 12 & 13** | Assessments:  Chest and Lungs  Continue Practice previous week’s assessments, vital signs, and write ups. | See Canvas for list of required videos to watch. |
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| **Week 10 Monday July 18**  Professor Conoley | Breasts and Lymphatic, Female Genitalia | Seidel: Ch 16 & 18 |
| **Week 10 Lab July 19 & 20** | **Practice head-to-toe assessments**. | See Canvas for list of required videos to watch. |
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| **Week 11 Monday July 25**  Professor Conoley | Nervous System: Pulling It All Together | **EXAM 3: Ch 13, 16-21**  Seidel Ch 22 & 24 |
| **Week 11 Lab July 26 & 27** | **Practice Head-to Toe assessments**  Cranial Nerves assessment | See Canvas for list of required videos to watch. |
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| **Week 12 Monday Aug 1** |  | **EXAM 4: Ch 22 & 24** |
| **Week 12 Lab Aug. 2 & 3** | Final Head-to Toe Assessments check offs. |  |
| **Week 13 Monday August 8** | COMPREHENSIVE FINAL | Times to be scheduled |
| **Week 13 lab Aug. 9 & 10** | Finish Head-to-Toe final checks and make-up final check offs. |  |

**Course Content Outline**

1. Examination Techniques and Equipment
2. Vital Signs, Pain Assessment, Growth & Development
3. History and Interview Process
4. Complete Physical and General Status
5. Psychosocial Assessment and Mental Status
6. Nutrition, Skin, Hair, Nails, and Lymphatic System
7. Eyes, Ears, Nose & Throat and Head & Neck
8. Heart and Neck Vessels and Peripheral Vascular System
9. Abdomen and Musculoskeletal System
10. Thorax and Lungs
11. Male Genitalia, Anus, Rectum, and Prostate
12. Breasts and Lymphatic, Female Genitalia
13. Nervous system
14. Physical Assessment Demonstration

***Undergraduate Bachelor of Science School of Nursing Requirements:***

All courses will follow the Brenau University Undergraduate School of Nursing Handbook and Clinical Guidelines.

**Standardized Testing Remediation**

All students who do not achieve the standard benchmark on the standardized end of course exam are required to remediate the exam. Students are required to achieve mastery level II on any quiz assigned by the course instructor. Assigned quizzes must be completed by day 7 of the next semester.

**Course Exam Remediation**

All students are required to attend the exam review and complete remediation as assigned by the course instructor.

**Blogs:**

There is a blog for each week. This is a place to share your concerns, feedback, or comments. This is not required.

**Clinical Evaluation Tool**

Clinical Evaluation Tool (short form) must be included in all clinical courses.

**Clinical Satisfactory Policy**

1.         Clinical performance is evaluated daily on the Clinical Evaluation Tool using the following likert scale:

            0 = unsatisfactory       1 = needs improvement           2 = satisfactory

2.         In order to pass the clinical practicum, students must attain a 90% in each evaluation category, Professional Nursing Role, Critical Thinking, and Communication and Collaboration.  The student must also attain a 90% overall in all categories.

3.         Number of clinical points in each category and overall is independent of the preceptor schedule and number of clinical days. The student must attain an overall 90% in each category and overall for the scheduled number of clinical days.

4.         Anecdotal notes are required for any evaluation of 0 or 1 on the 2-point Likert scale.

5.         A student will receive an immediate clinical unsatisfactory for the course and the loss of the opportunity to withdraw passing or to progress in the course under either of the following conditions:

a.         Unethical or illegal practices with patient care, such as, a deliberate attempt to cover up any error or

negligent performance during clinical experiences, or breach of confidentiality.

            b.         Deliberate act unsupervised by faculty or faculty designee that endangers the client.

            c.         Violation of fitness for duty policy.

            d.         Changing or removing any part of the electronic documentation of the clinical

                        evaluation tool, posting any information regarding client/family outside of the secure

                        Brenau network.

            e.         Any unsafe practice that may potentially jeopardize a client.

            f.          Any act of verbal or physical violence in classroom, clinical, or community venues.

6.         A student who comes to clinical unprepared will be sent home and receive an unsatisfactory in each critical behavior for the day.  Additional clinical time may be provided at the discretion of the faculty but no clinical points will be earned.

**Clinical Competencies and Critical Behaviors**

I. **Professional Nursing Role**

A. Provides safe care, seeking assistance as necessary.

1. Follows facility policies and procedures appropriately.

2. Seeks faculty or preceptor assistance with all invasive procedures.

3. Administers medications safely with appropriate supervision.

4. Maintains patient safety as minimum criterion in delivering care.

5. Satisfactorily performs skills learned in previous nursing courses.

6. Satisfactorily demonstrates the following skills:

B. Incorporates professional nursing standards and accountability in clinical practice.

1. Arrives on time for each clinical experience.

2 Notifies faculty, preceptor, or unit prior to start of clinical experience if too ill to attend clinical.

3 Follows professional nursing standards when providing care.

1. Prepares adequately for each clinical experience.
2. Demonstrates responsibility for clinical assignments.
3. Takes responsibility for all actions.
4. Maintains confidentiality.

C. Demonstrates leadership appropriate to level of professional development.

1. Organizes nursing care for an assigned group of clients.

2 Functions as an advocate and resource person in delegating tasks to others.

3. Identifies situations appropriate for delegation.

4. Demonstrates sensitivity to how issues of diversity affect delegation.

II. **Critical Thinking**

A. Applies research-based data in nursing care.

1. Critiques current nursing research articles relevant to practice with adult clients.

2. Utilizes relevant resources with discharge planning.

B. Applies appropriate theories and models in nursing care.

1. Demonstrates ability to integrate conflict management, change, and other theories within a practice setting.

2. Delivers safe and effective nursing care within the clinical facility’s specific mode of health care delivery.

C. Uses the nursing process and other appropriate problem-solving strategies.

1. Makes appropriate clinical decisions based on assessment data in all settings.

2. Implements and evaluates planned nursing care based on previous assessment data.

III. **Communication and Collaboration**

A. Demonstrates therapeutic communication with clients and families.

1. Actively listens to clients and family needs and concerns.

2. Demonstrates appropriate verbal and non-verbal communication with clients and families.

3. Maintains awareness of own emotional state.

B. Produces clear, accurate and relevant written communication.

1. Follows institutional policies regarding documentation.

C. Communicates respectfully with peers, faculty, and staff

D. Communicates demonstrating sensitivity to diversity.

1. Demonstrates unbiased verbal and non-verbal communication with interdisciplinary health care team.

2. Communicates effectively using age appropriate terminology.

E. Collaborates with others.

1. Communicates clearly and assertively with appropriate members of the interdisciplinary team.

2. Synthesizes information from interdisciplinary team into the nursing plan of care.

F. Provides health promotion education.

1. Assesses client and family health education needs.

2. Completes health promotion teaching during home visit.

3. Provides appropriate instruction regarding discharge plan.

4. Addresses patient and family concerns with appropriate teaching.