



Course Information	
<b>Course Name:</b>	Holistic Health Assessment for Registered Nurses
<b>Course ID:</b>	NUR 322
<b>Semester:</b>	Spring 2019
<b>Mode:</b>	Online
<b>Credits:</b>	4 (Theory three credits, 150 minutes per week; Laboratory one credit, 150 minutes)
<b>Prerequisites:</b>	RN Status Only

Instructor Information	
<b>Instructor:</b>	Carol Femia, DNP, RNC, IBCLC
<b>Email:</b>	Course Messages in myCourses <b>OR</b> cfemia@umassd.edu
<b>Phone:</b>	978-302-7896
<b>Office Hours</b>	Office Hours in Nursing 322 are by appointment. If you would like to schedule an appointment please email me with three times that would work for you so that we can schedule a virtual meeting which is mutually agreeable. Also please let me know if you would like to speak by telephone, chat or a series of emails.

## Course Description

### Course Description:

Builds upon RN knowledge and skills to conduct a holistic health assessment of persons that respects developmental differences across the life span. Emphasis is on health and development of persons. Assessment, consistent with AACN (2008) *The Essentials of Baccalaureate Education for Professional Nursing Practice* and the ANA *Scope and Standards of Practice* (2010) is foundational to the nurse's goal of maximizing health. Students will engage in caring behaviors and critical thinking when conducting a holistic assessment.

This course focuses on health assessment and promotion throughout the lifespan. Both the class and lab components of the course build on previous knowledge and skills so that students may complete a comprehensive head-to-toe assessment of patients. Students will also focus on socio-cultural influences, growth and development, and gender concepts.

**Add/Drop Deadline:** The last day to add or drop courses is January 29, 2019

**Withdrawal date:** The last day to withdraw from a course is April 12, 2019

## Course Outcomes

1. Demonstrate professional responsibility, accountability, and ethical decision making as the basis for delivering healthcare. (PO 9)
2. Integrate concepts of growth and development into the holistic health assessment process. (PO 1)
3. Relate concepts of health promotion to holistic health assessment. (PO 3)
4. Integrate therapeutic communication practices that enhance the development of the therapeutic alliance throughout the nurse-patient engagement. (PO 6)
5. Analyze the multiple influences on health such as culture, ethnicity, age, and gender. (PO 7)
6. Analyze a holistic database as a basis of developing nursing diagnoses. (PO 4)

### Required Text:

- Digital Clinical Experience [Online program]. Gainesville, FL: Shadow Health.  
**Shadow Health:** To register for this course in Shadow Health,
  1. Go to [app.shadowhealth.com](http://app.shadowhealth.com)
  2. Click "Register for a Student Account."
  3. Then enter your Spring 2019 PIN: **March2019-4616-6679-8720-5781**
  4. Then you can purchase your lifetime access license with a credit or debit card for \$99.
  - 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>
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author
  - You are required to use APA 6<sup>th</sup> edition for all papers.

### Recommended Text:

- Please use **any** health assessment book from prior studies. The one I use is listed below.
  - Jarvis, C. (2015). *Physical Examination and Health Assessment, 7th edition*. Elsevier/Saunders
- You will also need access to a current medical dictionary and access to a CURRENT (using the 2012-2014 diagnosis list) nursing diagnosis book. It is not necessary to purchase these resources if you have access to them or other sources of the information.
  - Two popular medical dictionaries are listed below:  
Stedman's Medical Dictionary for the Health Professions and Nursing  
Taber's Cyclopedic Medical Dictionary, FA Davis Co.
  - Two popular Nursing Diagnosis texts are:  
Carpenito, L. *Nursing Diagnosis: Application to clinical practice 14<sup>th</sup> Edition*.  
Ackley & Ladwig, *Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care, 10<sup>th</sup> Edition*.
- Access to Microsoft Word.
- Access to a computer with a webcam & microphone.

## Communication Plan

### Expectations for electronic communication

Please use email **\*ONLY\*** when the subject is of a personal and confidential matter. If the question you ask is of a nature that even one other person in the course could benefit from the answer, post the question in the appropriate discussion board forum.

I check my email daily Monday through Friday during normal business hours only. You can expect a reply from me via email within 24 hours during the work week. You **\*may\*** get an email reply during the weekend, but that would be an exception not the rule.

I will also check the discussion forums daily during the work week. I will post often during the first weeks of the course and then drop off in Activity while expecting participants to fill any void. Rest assured however, I **\*will\*** be participating in what I hope will be lively discussions and will **\*always\*** reply to any discussion comment directed specifically at me.

### Time Considerations

Students should be prepared to spend a minimum of 6 hours a week on reading and on course assignments since it is a 8 week course. While you may feel that I'm displaying a lot of information to you on a weekly basis remember that in a traditional "live" course you would be coming to class for 3-6 hours and then spending an additional 6-12hours (at least) outside of class on assignments and reading. In our online course environment my expectation is that you will be spending those 6"class hours" on your own, working on the concepts that you would usually get in a live lecture. Please be sure to budget your time accordingly!

### Substantive participation should:

- Add value to the discussion and avoid simply repeating, agreeing with, or answering yes or no to peer's comments
- Challenge comments in class, including those of the facilitator
- Ask insightful questions
- Answer other people's questions
- Exemplify the point with real-life events, when possible
- Make comments that are relevant to the course content and objectives

## Things to keep in mind as you write discussion posts and communicate with other students:

- Share an experience that is related to the discussion. Comment on other participants' experiences that are related to the course.
- Ask others questions about their ideas and experiences that are related to the course
- Challenge a point that another participant made in a respectful manner. Offer a different perspective on an idea that is being discussed
- Give insights gained from readings that were assigned for the week. If you need more information, ask the participants a question about the week's reading
- Discuss a work issue that is related to the course or discussion and ask for feedback
- Relate how you have applied what you have read, learned or discussed regarding the course to your personal and professional life
- Share another resource such as Web links, books, etc. that you have used to answer other participants' questions or as you explore the topics of the course (as it is a violation of copyright law to copy the actual page)

## Methods of Instruction

### What is the Shadow Health Digital Clinical Experience™ (DCE)?

The DCE provides a dynamic, immersive experience designed to improve nursing skills and clinical reasoning through the examination of digital standardized patients.

### Technical requirements

<https://shadow.desk.com/customer/portal/articles/963290-dce-recommended-system-specifications>

### Shadow Health Support

If at any time you have any questions or encounter any technical issues regarding the DCE, contact our 24/7 support at <http://support.shadowhealth.com>. 1-800-860-3241

**Approximate times for assignments within the DCE:** You can do a section on Shadow Health as many times to improve your grade. Here is a link about how to reopen an attempt: <https://shadow.desk.com/customer/portal/articles/1900898-assignment-options-turn-in-reopen>

Assignment	Estimated Time for Patient Exam
DCE Orientation	15 min
Conversation Concept Lab	40 min
Health History	70 min
HEENT	65 min
Respiratory Concept Lab	25 min
Respiratory	40 min
Cardiovascular Concept Lab	25 min
Cardiovascular	40 min
Abdominal Concept Lab	25 min
Abdominal	40 min
Musculoskeletal	40 min
Neurological	60 min

Skin, Hair, and Nails	40 min
Focused Exam: Cough	60 min
Focused Exam: Chest Pain	60 min
Focused Exam: Abdominal Pain	60 min
Comprehensive Assessment	150 min

## Methods of Evaluation

### Evaluation and Grading Breakdown:

<b>Shadow Health Digital Clinical Experience Health History &amp; System-by-System Assignment</b>	40% (8 sections @ 5% each)
<b>Shadow Health Focused Exams</b>	15% (3 exams @ 5% each)
<b>Shadow Health Comprehensive Assessment</b>	20%
<b>Discussion Boards</b>	10% (5 weeks @ 2% each)
<b>Health Assessment/Health Promotion Paper</b>	15%

### Late Assignments:

Late assignments are subject to 3% deduction per day late. Assignments are not accepted after 7 days.

## Attendance Policy

Not applicable for this online courses.

## Incomplete Policy

According to the university catalogue, an incomplete may be given only in exceptional circumstances at the instructor's discretion. The student must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F(I). The incomplete policy for this course is that at least 70% of the course must be already completed and an exceptional circumstance (i.e. medical issue) must exist. If you feel you require an incomplete for an exceptional reason, you need to email me and state your reasons for the incomplete in writing. We will then decide on a course of action.

## Course Conduct

UMass Dartmouth policies regarding equal opportunity, discrimination, harassment, and sexual violence apply to all learning environments wherever they are located and from wherever they are taught. This applies to all UE face-to-face, off campus, blended, and online courses. Please see the Office of Diversity, Equity & Inclusion brochure for information at <http://www.umassd.edu/studentaffairs/departments/studentconductanddisputeresolution/studentcodeofconduct/>.

## Student Academic Integrity Policy

All UMass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice. The University does not tolerate academic dishonesty of any variety, whether as a result of a failure to understand required academic and scholarly procedure or as an act of intentional dishonesty.

A student found responsible of academic dishonesty is subject to severe disciplinary action which may include dismissal from the University. The procedure for responding to incidents of academic dishonesty may be found in Section III of this document. You may also refer to the Student Handbook for information about the judicial process.

A high standard of academic integrity promotes the pursuit of truth and learning and respect for the intellectual accomplishments of others. These are values that are fundamental to the mission of this University. Such values are undermined by academic dishonesty.

Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions of this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and deemed appropriate by the instructor of the course. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses.

Maintenance of the standards of academic integrity and the successful administration of this policy depend on the mutual cooperation of faculty and students.

Faculty cooperation is essential for successful application of the procedures defined by this Academic Integrity Policy. Faculty members promote academic integrity by making clear on their syllabi their expectations concerning homework assignments, collaborative student efforts, research papers, examinations, computer-based infractions, and the like. Efforts should be made to detect and to prevent cheating and plagiarism in all academic assignments. If faculty members have evidence of academic dishonesty, they are expected to report such evidence promptly.

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit.

The intent of this policy is to make clear the standards of academic integrity at UMass Dartmouth.

\*For additional information on violations, infractions, and consequences visit the UMass Dartmouth Student Academic Integrity Policy at the link below.

<https://www.umassd.edu/policies/activepolicylist/academicaffairs/academicintegritypolicyandreportingform/>

## Center for Access and Success

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please meet with the instructor at the beginning of the semester and provide the appropriate paperwork from the [Center for Access and Success](#). The necessary paperwork is obtained when you bring proper documentation to the Center, which is located in Liberal Arts, Room 016; phone: 508.999.8711

## CCNE Accreditation

The College of Nursing is accredited by CCNE. Representative student work may be photocopied and shown to CCNE accreditors during a re-accreditation visit. Please notify faculty if you do not wish your work to be saved for accreditation purposes.

## Resources for UMass Dartmouth Students

### Tutoring

If you are having difficulty with the class please:

- Contact me directly using the contact information listed at the top of this document.
- Contact the Academic Resource Center (ARC) for support:
  - Academic Resource Center, Liberal Arts - Room 7
  - Phone: 508.999.8708, Fax: 508.910.6404
- For help with writing assignments you can also make use of online writing tutoring.
  - eTutoring can be accessed at [this link](#) or by clicking the "Online Tutoring" link at the top of the myCourses Dashboard.

### Technical Help

UMass Dartmouth has several ways for you to get technical support for myCourses.

### Self-Service Knowledge Base:

<http://stuknowbase.umassd.wikispaces.net/Welcome>

### On-Campus myCourses Student Help Line

Monday – Friday

8am-5pm

508-999-8505

[myCoursesHelp@UmassD.edu](mailto:myCoursesHelp@UmassD.edu)

## Off-Hours and Holiday Help

Open 24hrs

888-989-7074

<http://umd.echelp.org>

### Rubrics

#### Health Assessment/ Health Promotion Paper:

- Identify a chief complaint (i.e. "I don't hear as well as I used to" or "I have this terrible chest pain") You can pick any chief complaint that you are interested in exploring more in depth.
- Discuss what additional subjective and objective data needs to be collected for the chief complaint that you selected. Provide rationale for why it is important to collect that data (this should be referenced with your book and/or journal articles)
- Discuss health promotion strategies that should be taught to a client with the "above mentioned" chief complaint. This section should also be referenced with books and/or journals.
- **Page limit:** Paper should be no longer than 5 typewritten pages.
- Paper should use APA format.

Criteria	Unsatisfactory	Good	Excellent
<b>Identification of chief complaint 5%</b>	<b>Unsatisfactory 0 points.</b> States the chief complaint or does not.	<b>Good 3 points.</b> States the chief complaint with detail.	<b>Excellent 5 points.</b> Thoroughly reviews the chief complaints.
<b>Discussion of subjective and objective data that needs to be collected 40%</b>	<b>Unsatisfactory 0 points.</b> No or poor discussion of subjective and objective data that needs to be collected.	<b>Good 30 points.</b> Discussion of subjective and objective data that needs to be collected.	<b>Excellent 40 points.</b> Detailed discussion of subjective and objective data that needs to be collected.
<b>Discussion of health promotion strategies 40%</b>	<b>Unsatisfactory 0 points.</b> No or poor discussion of health promotion strategies.	<b>Good 30 points.</b> Discussion of health promotion strategies.	<b>Excellent 40 points.</b> Thorough discussion of health promotion strategies.
<b>Assignment submission &amp; length 5%</b>	<b>Unsatisfactory 0 points.</b> Student did not submit assignment by due date/time and did not adhere to length criteria as outlined in the assignment guidelines.	<b>Good 3 points.</b> Student did not submit assignment by due date and assignment was very brief or incomplete. Two or more components of the assignment may be missing.	<b>Excellent 5 points.</b> The student submitted assignment on time, fully completed the assignment components, and adhered to the length criteria as outlined in assignment guidelines.
<b>Use of APA format and clear concise writing style. Use of at least 3 professional references. 10%</b>	<b>Unsatisfactory 0 points.</b> No references cited in assignment. Reference missing or not in APA format. Sentences incomplete. Words misspelled. Improper grammar used.	<b>Good 5 points.</b> 1 or more citations are used correctly in assignment. Reference complete. 1 or 2 sentences are incomplete. 1 or 2 words are misspelled or improperly used.	<b>Excellent 10 points.</b> 2 or more citations are used correctly in assignment. Reference complete. Sentences are complete. No misspelled words or improperly used words are found.

**Discussion Board Rubric:**

<b>Criteria</b>	<b>No Credit</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
<b>Quality of Original Posting 40%</b>	<b>No Credit 0 points.</b> The entry consists of disconnected thoughts and does not include references to assigned course material (videos, readings, lectures, etc.). There is no reflection in the posting.	<b>Unsatisfactory 20 points.</b> The entry is unfocused or simply repeats previous comments that were made by other students; there is no demonstration of engagement with the topic. This entry does not include references to assigned course material (videos, readings, lectures, etc.). Student's position is not sufficiently supported.	<b>Satisfactory 30 points.</b> The entry is primarily descriptive or summative and lacks consideration of alternative perspectives; few connections are made between concepts and ideas. This entry includes references to assigned course material (videos, readings, lectures, etc.). There is a passing engagement with the topic.	<b>Good 35 points.</b> The entry is reasonably focused; explanations or analyses are primarily based on examples or other evidence. This entry includes references to assigned course material. The posting is an informed commentary; however, there is less evidence of connections between concepts and ideas. Though new insights may be offered, they are not fully developed. There is evidence of moderate engagement with the topic.	<b>Excellent 40 points.</b> The entry is focused and coherently integrates examples with explanations and/or analysis. This entry includes references to assigned course material (videos, readings, lectures, etc.). The entry also includes references to information from outside sources that pertain to the topic at hand. The entry demonstrates awareness of its own limitations or implications, and considers multiple perspectives when appropriate. All positions or insights are fully developed and supported. There is evidence of an in-depth engagement with the topic. There is use of the literature to support the post.
<b>Engagement with Peers (40%)</b>	<b>No Credit 0 points.</b> The student did not respond to any peer postings or engage peers in his or her original posting.	<b>Unsatisfactory 20 points.</b> The student may have unsuccessfully attempted to engage peers in his or her original posting, and posted a minimal response with little content to a peer posting. Example: Posting only to one peer discussion post.	<b>Satisfactory 30 points.</b> The student may have unsuccessfully attempted to engage peers in his or her original posting. He or she posted the minimum required response to a peer with little thought or insight involved. The content in the response post was lacking substance. The student's peer responses did not offer new information or provide a different perspective.	<b>Good 35 points.</b> The student successfully engaged peers in his or her original posting. He or she posted the minimum required response to a peer with some level of insight and thoughtfulness. The student's peer responses may not have offered significant new information or a different perspective. Less than 2 peer responses will not qualify for this category.	<b>Excellent 40 points.</b> The student successfully engaged peers in his or her original posting. He or she posted more than the minimum required response to a peer, and the response was insightful and thoughtful. Less than 2 peer responses will not qualify for this category. The student's peer responses offered significant new information or a different perspective. This student may have also answered any questions that peers may have posted and posed questions for peers in his or her original post. Less than 2 peer responses will not qualify for this category. There is use of the literature to support the post.

<b>APA Style, grammar, writing, &amp; APA format (20%)</b>	<b>No Credit 0 points.</b> The entry does not follow grammatical rules, there are spelling errors, and citations are not used at all.	<b>Unsatisfactory 5 points.</b> The entry does not follow grammatical rules, there are several spelling errors, and citations are incorrect.	<b>Satisfactory 10 points.</b> The entry follows grammatical rules, but there are spelling errors, and citations are incorrect.	<b>Good 15 points.</b> The entry follows grammatical rules, there are minimal spelling errors, and citations are correct.	<b>Excellent 20 points.</b> The entry follows grammatical rules, there are no spelling errors, and citations are correct.
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