NUR - 361 - Health Assessment for Registered Nurses

New Course Form

New Course

Turn on help text

* denotes required fields

1. General Information

a. Submitted by the College of: *

College of Nursing (7E000)

b. Department/Division: *

Nursing Instruction (7E100)

c. Contact Person Name: * Karen Butler

Email: * Karen.butler@uky.edu

Phone: * 323-5684

d. Requested Effective Date: *
- ◉ Semester following approval
- ○ Specific Term/Year

If Specific Term/Year:

Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

Is this course clinical? Also select "Yes" if the course is not clinical but you wish for the course to be reviewed by the HCCC *
- ○ Yes
- ◉ No

What is the rationale for this proposal? * Adding 1 credit hour to the course to include assessment of psych/mental health for registered nursing students including screening tools for substance use disorders.

2. Designation and Description of Proposed Course.

a. Will this course also be offered through Distance Learning? * ● Yes ○ No

You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

b. Prefix: *   NUR

Number: *   361

c. Full Title: *   Health Assessment for Registered Nurses

d. Transcript Title (if full title is more than 40 characters): *   Health Assessment for Registered Nurses

e. To be Cross-listed with (Prefix and Number):

Using the Files tab in the Proposal Toolbox, attach a letter of support from the chair of the cross-listing department.

f. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type.

In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, re: two hours per week for a semester for one credit hour. (from SR 5.2.1)

For courses with variable credit, please use the following format (no spaces): #-##

Lecture: 3

Laboratory: 0

Clinical: 0

Colloquium:

Seminar:

Studio:

Recitation:

Recitation:	

Residency:	

Discussion:	

Indep.Study:	

Practicum:	

Research:	

Other:	

g. Identify a grading system:*
- ⦿ Letter (A, B, C, etc.)
- ◯ Pass/Fail
- ◯ Medicine Numeric Grade
- ◯ Graduate Level Grade Scale

h. Number of credits:* 3

i. Is this course repeatable for additional credit?* ◯ Yes ⦿ No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? ◯ Yes ◯ No

j. Course Description for Bulletin:* This course offers essential assessment development opportunities for RN-BSN students. It includes intensive work on the concepts of physical assessment, growth and development, health promotion, and therapeutic communication skills as they are applied to diverse populations. The course provides simulated experiences that enable students to use key concepts applied to scenarios that simulate caring for individuals across the lifespan. Students analyze evidence-based individual and family models to develop critical thinking skills useful to the nurse assessing the individual and the family.

k. Prerequisites, if any: Admittance to the College of Nursing RN-BSN Track.

3. Will this course be taught off campus?

a.* ◯ Yes ⦿ No

○ Yes ⦿ No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. Course will be offered (check all that apply):* ☑ Fall ☐ Spring ☐ Summer ☐ Winter

b. Will the course be offered every year?* ⦿ Yes ○ No

If No, explain:

5. Facilities and Personnel

a. Are facilities and personnel necessary for the proposed new course available?* ⦿ Yes ○ No

If No, explain: Faculty

6. Enrollment

a. What enrollment (per section per semester) may reasonably be expected?* 30

7. Anticipated Student Demand.

a. Will this course serve students primarily within the degree program?* ⦿ Yes ○ No

b. Will it be of interest to a significant number of students outside the degree pgm?* ○ Yes ⦿ No

If YES, explain:

8. Check the category most applicable to this course:

Check one:* ⦿ Traditional – Offered in Corresponding Departments at Universities Elsewhere

○ Relatively New – Now Being Widely Established

○ Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program? *   ○ Yes   ⦿ No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program? *   ⦿ Yes   ○ No

If YES, list affected programs: Bachelor of Science in Nursing

In order to change a program, a program change form must also be submitted.

10. Information to be Placed on Syllabus.

a. Is the course at the 400G- or 500-level? *   ○ Yes   ⦿ No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

Confirm ☐ b. *The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests a change in deliver mode. All fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The** *department* **proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Instructor Name:	Wanda Lovitz

Instructor Email:	Wanda.Lovitz@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.	⦿ Internet/Web-based ◯ Interactive Video ◯ Hybrid

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?	There is a policy for email responses within 24 hours between faculty and students. The syllabus does include specific guidelines required by the University for distance learning such as technology requirements and resources like the writing center, distance learning librarian, etc.

2. How do you ensure that the experience for DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.	The course includes virtual reality simulation with an avatar for human physical assessment and health history taking. Assessment of student learning outcomes is comparable to students in the traditional track of the degree program.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. Senate approved language about cheating, plagiarism, academic offenses for cheating. Quizzes have time limit on accessibility. Student's work is checked against other students to ensure no cheating.

4. Are you adding distance learning delivery to this course as part of an effort to offer a complete degree program or certificate 100% online? ● Yes ○ No

If yes, which program(s)? RN-BSN track of Bachelor of Science in Nursing

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Student services in College of Nursing provides same services to all students in the college.

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources? Librarian is embedded in distance learning courses and students have assignments requiring them to use library resources and have contact/collaborate with librarian.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. No labs or equipment are required for this course.

Student Services

8. How are students informed of procedures for resolving technical complaint? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Canvas Support Hotline/Chat or ITS Service Desk?

All of this information is in the syllabus. Students are directed to technical help on campus - IT help desk and also Canvas help.

Canvas Support Hotline/Chat (https://uk.instructure.com/; Click Help Button for 24/7 service)

Information Technology Services (ITS) Service Desk (http://www.uky/edu/UKIT/Help/)

9. Will the course be delivered via services available through UK Online?

◉ Yes
◯ No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components, below?

☑ Yes

Instructor's *virtual* office hours, if any.

The technological requirements for the course.

Contact information for Information Technology Customer Service Center:

Web: http://www.uky.edu/UKIT/

Phone: 859-218-HELP

Web Address for Distance Learning Programs: http://www.uky.edu/ukonline/

Procedure for resolving technical complaints.

Preferred method for reaching instructor, e.g. email, phone, text message.

Maximum timeframe for responding to student communications.

Language pertaining academic accommodations:

"If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Information on Distance Learning Library Services

Carla Cantagallo, DL Librarian

Web: http://libraries.uky.edu/DLLS

Phone: 859 218-1240

Email: carla@.uky.edu

DL Interlibrary Loan Service: http://libraries.uky.edu/ILL

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Wanda Lovitz

Administration Use Only

OBJID

NUR 361
Health Assessment for Registered Nurses

<div style="border:1px solid">**A DISTANCE LEARNING COURSE**</div>

<u>Semester/Term:</u> Fall 2020
<u>Credit Hours:</u> 3 semester hours (3 didactic)
<u>Class Time:</u> The distance learning section will be asynchronous for 40 hours of course content.

This course is designed for associate degree prepared nurses who are pursuing a Bachelor of Science degree in nursing.

Instructor Information

Wanda Lovitz, MSN, APRN, NP-C
Phone: (859) 421-2511
Virtual Office Hours: By appointment
Email: wanda.lovitz@uky.edu **

Email or Canvas messaging are the preferred methods of contact

Instructors have agreed to try to maintain the following communication standards:

- Faculty will check email at least daily Monday-Friday and respond as soon as possible but within 2 business days.
- If students have several questions about something or are confused, then they should contact their faculty member.
- There is a discussion board set up in Canvas where you may post questions and view answers to other students' questions. Faculty will check this board frequently.

Course Description

This course offers essential assessment development opportunities for RN-BSN students. It includes intensive work on the concepts of physical assessment, growth and development, health promotion, and therapeutic communication skills as they are applied to diverse populations. The course provides simulated experiences that enable students to use key concepts applied to scenarios that simulate caring for individuals across the lifespan. Students analyze evidence-based individual and family models to develop critical thinking skills useful to the nurse assessing the individual and the family.

Prerequisites

Admittance to the College of Nursing RN-BSN Track

Corequisites

None

Student Learning Outcomes

After completing this course, the student will be able to:
1. Utilize evidence-based individual and family health assessment models.
2. Perform system-specific physical health assessments across the lifespan using safe, accurate, and culturally-appropriate assessment techniques.
3. Analyze assessment data to differentiate normal findings, normal deviations, and abnormal findings regarding physical assessment and growth and development across the lifespan.
4. Communicate health assessment findings and nursing recommendations in a format utilized by the interprofessional team.
5. Incorporate evidence-based practice into health promotion and assessment strategies.
6. Demonstrate use of the nursing process to address mental health problems.
7. Apply relevant primary and secondary prevention practices to a simulated patient encounter.
8. Describe substance use and abuse risk factors, screening practices, and nursing interventions for individuals across the lifespan.

Program Outcomes and BSN Essentials

BSN ESSENTIAL	BSN PROGRAM SLO	COURSE SLO	COURSE ASSIGNMENT	LEVEL OF COMPETENCY
I, II, III, IV, IX	1, 2, 3, 4, 9	1, 2, 3, 4, 9	Concept labs, system by system & focused assignments, comprehensive assessments, quizzes	Application
VI, IX	6, 9	6, 9	Case Study, communication worksheet	Application

Outcomes	Program Student Learning Outcomes
Outcome 1:	Integrates knowledge, skills, and values from the arts and sciences to provide humanistic, safe, quality care (AACN Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice). Knowledge for Nursing Practice (Domain 1) Person-Centered Care (Domain 2) Safety and Quality (Domain 5)

Outcome 2:	Demonstrates clinical reasoning in making independent and collaborative decisions in a complex health care system (AACN Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety). Systems-Based Practice (Domain 7)
Outcome 3:	Applies a systematic process consistent with professional standards and evidence-based practice to prevent illness and injury; promote, maintain, and restore client health; or support clients toward a peaceful death (AACN Essential III: Scholarship for Evidence-Based Practice). Scholarship for Nursing Practice (Domain 4)
Outcome 4:	Demonstrates skills in using patient care technologies, information systems, and communication devices that support safe and effective care (AACN Essential IV: Information Management and Application of Patient Care Technology). Information and Communication Technologies (Domain 8)
Outcome 5:	Demonstrates leadership, responsibility and accountability in addressing health care issues (AACN Essential V: Healthcare Policy, Finance, and Regulatory Environments). Personal, Professional and Leadership Development (Domain 10)
Outcome 6: *GCCR*	Employs oral and written communication and inter-professional collaboration in providing safe, high quality care to improve client health outcomes (AACN Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes). Safety and Quality (Domain 5) Interprofessional Partnerships (Domain 6)
Outcome 7:	Demonstrates caring, professionalism, and respect in providing nursing care to diverse populations in a variety of settings (AACN Essential VII: Clinical Prevention and Population Health).Population Health (Domain 3)
Outcome 8:	Demonstrates the professional standards of moral, ethical, and legal conduct (Essential VIII: Professionalism and Professional Values).Professionalism (Domain 9)
Outcome 9:	Understands the scope of generalist nursing practice and applies its principles in clinical practice (Essential IX: Baccalaureate Generalist Nursing Practice).Knowledge for Nursing Practice (Domain 1)

Materials

Required Program

Shadow Health. (2017). Digital Clinical Experience (Version 5.0) [Software]. Available from
http://www.shadowhealth.com
For registration and purchase:
Registration directions: http://link.shadowhealth.com/How-To-Register
If you already have a Shadow Health account, you do not need to register for an additional student account. To add a course to your existing account log in and follow these instructions:
http://link.shadowhealth.com/How-To-Add-A-Course
Enter Course PIN:

The payment is $103.99.
Register for an optional Shadow Health student introduction webinar: http://bit.ly/student-webinar

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

Shadow Health provides a clinical simulation designed to improve your assessment skills in a safe learning environment. You will examine digital patients throughout the course that are accessible online 24/7. Our Digital Clinical Experience is free of many of the constraints and interruptions you face in a hospital or clinical setting. This unique simulation experience allows you to conduct in-depth patient exams and interviews at your own pace. Because the exams are in-depth, these assignments will often take over an hour to complete, so it is important to plan enough time to complete your assignments each week.

Recommended Text
Hogan-Quigley, B., Palm, M. & Bickley, L. (2017) *Bates' Nursing Guide to Physical Examination and History Taking.* 2nd Edition Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins. ISBN-13: 978-149-630-5565

Recommended Online Resource
the Point Student Resources: *Bates' nursing guide to physical examination and history taking.*
http://thepoint.lww.com/student
Entering a valid code will grant you access to the online resources associated with your Required Text. http://thepoint.lww.com/Help/BookAccess

Texts are great learning tools. If a student has a current version of a health assessment text, he/she may utilize that text for a reference. Please remember that there will be quizzes covering body systems. Some may know the information well, others may need to read and study the recommended content to do well on the quizzes. There are PowerPoints for the modules that will cover content. There may also be system-by-system videos in the modules demonstrating how to perform assessment skills. If a student does not have a current version of a health assessment text, the faculty listed a recommended text and recommended online resource above. This is the text the faculty used when developing the course. While these resources are not required, they are recommended. If a student is not up-to-date on the content, feels deficient in one or more content areas, or is consistently earning <76% on the quizzes, the faculty would encourage the student to utilize the optional text and online resource.

Technology Information
WHAT DOES ONLINE LEARNING MEAN?
This means that the course materials will be available to you on the web and that you will turn assignments in on the web. This does not mean, however, that the course is not interactive. For example, you may participate in on-line discussions with other class members and faculty as needed using virtual meeting technology available through Canvas. **Because no technology is**

ever completely fail-safe, we ask that students maintain back-up copies of all coursework.
Find information about online learning here: http://www.uky.edu/ukonline/ Characteristics of successful distance learners should be reviewed at http://www.uky.edu/ukonline/getting-started-0

COMPUTER ACCESS EXPECTATIONS
Students must meet assignment deadlines, but are not required to be online at specific, assigned times. This is an interactive course and we highly recommend accessing the course in Canvas at least three times per week to be fully engaged and successful. If for some reason, you cannot access the site at home due to temporary computer breakdown or other circumstances, it is your responsibility to access the site through other means (e.g., going to local public or school library). This course is heavy in reading and writing/communications requirements; plan time for interactions and completion of assignments. Technical support is available at: UK Information Technology Center http://www.uky.edu/UKAT/

EMAIL REQUIREMENTS
Students are required to use their university email account to send and receive email. Only emails sent through the UK email system will be opened by faculty. Due to the risk of computer viruses, no unauthorized email accounts will be opened by faculty.
Any email sent to notify faculty of an impending absence from class or clinical, should include a "Request a Delivery Receipt" or "Request a Read Receipt" before hitting the send button. This feature is located in the "options" tab.

UTILIZATION OF CANVAS
This course utilizes the Canvas Learning System. Students must have an active directory account to log in to Canvas. In order to access supplemental materials on Canvas, students must have access to Microsoft Word and PowerPoint version 2007 or higher, as well as Adobe Acrobat Reader. This software is available to University of Kentucky students free of charge. To access the free downloads, enter your MC user name and password at https://download.uky.edu. Students are encouraged to check Canvas every few days during the semester for updates and announcements.
Canvas is utilized to:
1. Make periodic announcements
2. Post grades of exams, check-offs and assignments
3. Post voice-over and ECHO 360 presentations, standard PowerPoint presentations and/or lecture outlines
4. Make optional handouts/case studies available to students
5. Post course documents

COMPUTER REQUIREMENTS

This web-enhanced course requires the following: (1) a computer with high speed access to the internet (Ethernet, broadband cable or DSL connection) and an internet browser.

MINIMUM REQUIRED TABLET COMPUTER HARDWARE
- Processor: Dual Core 1.3 Ghz or higher | Apple A5 or higher
- Storage capacity: 32 GB or larger
- Operating system: Most recent version for your hardware (for example, Windows 8.1, Windows RT, iOS 8)

MINIMUM REQUIRED LAPTOP COMPUTER HARDWARE
- Processor: Dual Core 1.8 Ghz or higher
- RAM: 4 GB minimum (more preferred)
- Hard Drive: 250 GB or larger preferred (minimum 100 GB or larger)
- Wireless card: 802.11n preferred (minimum 802.11 b/g compatible)
- Operating system: Most recent version for your hardware (for example, Mac 0S 10.10+ or Windows 8+)
- Up-to-date virus software, preferably installed before coming to campus
- Webcam (many laptops come with an integrated webcam and will not require an external device)
- Headphones or headset with microphone
- *Other helpful options:* 2 GB or higher USB Flash Drive, external hard drive (for data backup/extra storage), wired or wireless external mouse, video out adapters (dvi/hdmi), and a laptop security cable

Because tablets have less storage than laptops, tablet users with high-speed Internet connectivity can use UK's virtual desktop and application solution (www.uky.edu/VirtualDEN) to expand the number of applications available to them. See further below in this document about the software this service provides. Also, many tablets have HDMI or USB ports for connecting external monitors, keyboards, mouse, headset, and other devices.

SOFTWARE
Visit https://download.uky.edu/ to learn about software available free of charge or at a reduced rate. If you do not have Microsoft Office 2007 or later then please download Microsoft Office 2007, which is available free to all university students from
http://e5.onthehub.com/WebStore/Welcome.aspx?ws=f43536c5-bbb4-dd11-b00d-0030485a6b08&vsro=8&JSEnabled=1
Contact the University of Kentucky Instructional Technology Customer Service Center (859) 257-1300 for download instructions.

It is important to have a basic understanding of how to use the World Wide Web (web) as well as Microsoft Office products (Word, PowerPoint, Excel, and Exchange). If you need assistance, help is available in The Hub, located in the basement of W.T. Young Library. For more information, visit http://www.uky.edu/Libraries/hub. In addition, students should be able to use the internet to access the Medical Center and other UK Libraries, search library data bases, and obtain literature necessary for class work and assignments.

STUDENT SUPPORT

If you have problems with Canvas: Following are the resources available to help you if you are having problems or technical challenges/conflicts when using Canvas. There is 24/7 support through the help tab inside Canvas. If the problems you are having affects completion or submission of an assignment, please email the instructor explaining the problem and the steps you are taking/have taken to correct the problem.

CANVAS SUPPORT

- Please use the Canvas help hotline 844-480-0838 for issues with Canvas or the HELP menu in the Canvas application.
- There are TUTORIALS in Canvas that may be helpful in resolving some issues.
- Canvas Issues: The help button provides links to guides and videos, the hotline number and a link to live chat. Live chat has been particularly helpful to us and they can help a student while they are having the issue.

SUPPORT FROM UKAT

- UKAT's Academic Technology Group (ATG) offers online tutorials and face-to-face training, as well as technicians who specialize in troubleshooting issues that arise for students. Web: http://www.uky.edu/UKAT/
- UKIT technicians can be reached by calling 859-218-HELP (4357), where the Customer Service Center can troubleshoot many issues immediately. You can also email 218help@uky.edu. Complicated issues will be escalated to the technicians in ATG.
- If you need one-on-one assistance, ATG can meet with you to discuss your needs and walk you through the steps. Call 257-8195 to request one-on-one time with one of our staff or student team.

DISTANCE LEARNING PROGRAMS: http://www.uky.edu/ukonline/

OTHER UK TECHNOLOGY SUPPORT SERVICES

Need help with recording your video assignments or uploading them to Canvas?
The Media Depot is a student digital media space located in the Hub at William T. Young Library. The Media Depot provides; access to recording equipment and space, editing stations with specialized multimedia software, and technical support for students' development of their

academic media projects. http://www.uky.edu/ukat/mediadepot **Phone Number: (859) 323-1105**

Assigned readings and other preparatory assignments may be from online readings, journal articles, PowerPoint presentations, websites, YouTube videos, and other resources made available to you. Updates and/or changes to preparatory or other assignments will be posted in Canvas.

Teaching/Learning Methods
This course will be taught using a combination of methods. Students must be self-directed and demonstrate initiative to be successful in an online course. Reading, reflection and writing will occur independently or within collaborative projects. Course and clinical faculty are available for support and feedback. The course content and assignments will be available on Canvas. Students will utilize the internet to perform literature searches, participate in discussions, use email and connect with faculty and classmates through virtual technology in Canvas. The Clinical Simulation and Learning Center (CSLC) experiences may also occur in both blended formats and online to supplement experiential learning. Computer technology will enhance the learning process by allowing collaboration with peers and faculty. The course is interactive and participation will be required. Teaching/learning methods may be:
1. Presentations, online lectures, and discussions
2. Readings and class assignments
3. Individual student learning activities
4. Group learning activities
5. Computer assignments

Course Expectations
To best assure success in this course, students are expected to continue building on information learned during previous semesters. Active participation in all teaching/learning methods will help with being successful in the course. Students are not permitted to work together on graded assignments unless specified by the instructor.

Your messages/words/media reflect you. Please think about your audience and the relevance of your message before hitting the "submit" button. Take time to make sure your message is correct in its form and content. Remember that the people in this class, including the faculty, are someone like you; they deserve and appreciate respect. Reviewing your message by watching it or reading it out loud will help you to ensure it is appropriate.

As an online class, this means receiving Canvas notifications ASAP and checking these notifications daily for messages, announcements, or assignment information. Budgeting your time carefully for coursework and reading/studying as if you were attending a class on a campus will help you avoid unforeseen delays and procrastination that will affect your overall performance.

Course Assignments

The final course grade will be calculated as follows:

Graded Activity	% of Grade
Concept Labs (PO/BE 1, 2, 3, 4, 6, 9; SLO 1, 2, 3, 4)*	3%
System-by-System Assignments (PO/BE 1, 2, 3, 4, 6, 9; SLO 1, 2, 3, 4, 5, 6, 7, 8)*	32% (8 total, 4% for each system)
Focused Assignments (PO/BE 1, 2, 3, 4, 6,9 ; SLO 1, 2, 3, 4, 5, 6, 7, 8)*	15% (3 total; 5% for each)
Comprehensive Assessment (PO/BE 1, 2, 3, 4, 6, 9; SLO 1, 2, 3, 4, 5, 6, 7, 8)*	10%
Quizzes (PO/BE 2, 9; SLO 1, 3, 5, 7, 8)*	30% (5 total; 1 quiz worth 1% will cover the syllabus content, 3 quizzes worth 8% each will cover material from reading and media assignments, 1 quiz worth 5% will cover family assessment presentation)
Case Study (PO/BE 1, 2, 3, 4; SLO 1, 3, 4, 5, 6, 7, 8)*	5%
Communication Worksheets (PO/BE 1, 9 ; SLO 5, 6)*	5% (2 total; 1 therapeutic communication worksheet worth 2.5%, 1 non-therapeutic communication worksheet worth 2.5%)

* PO = Program Outcome, BE = Baccalaureate Essential, SLO = Student Learning Outcome (course)

Summary Description of Course Assignments

Concept Labs 3% (PASS/FAIL)
The Digital Clinical Experience 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.
To help prepare for the Health History Assignment with Tina Jones, you will complete a Conversation Concept Lab with Rachel Alder. In this lab, you will practice asking open and closed questions. For select systems, you will also explore concept labs. The concept labs are guided review and practice opportunities. You will complete concept labs before the relevant

system-by-system assignments with Tina Jones, as outlined in the course schedule. The cardiovascular, respiratory, and abdominal concept labs allow you to review the anatomy of each system and practice identifying normal and abnormal sounds.

Grading criteria: The concept labs will be evaluated on a complete/incomplete basis. You must complete all four concept labs by their individual due dates to receive full credit, except in case of excused absences. These count toward 3% of the overall course grade.

System-by-System Assignments 32% (8 total; 4% for each system)
With Tina Jones, you can practice taking a detailed history and performing physical assessments in system-by-system assignments. You will have the opportunity to educate Tina and demonstrate empathy throughout the visit. These assignments take place during a different visit for Tina. We will be using these assignments to practice relevant skills and apply content knowledge.

System	Health History	Physical Exam	Documentation	Education & Empathy	Screening Tools
Health History	X	X	X	X	
Skin, Hair & Nails	X	X	X	X	
HEENT	X	X	X	X	
Respiratory	X	X	X	X	X
Cardiovascular	X	X	X	X	
GI	X	X	X	X	X
MSK	X	X	X	X	
Neuro; Mental Health	X	X	X	X	X

Each system will take approximately 60-90 minutes for the first attempt. These times are averages and may differ for each student. The student will learn about screening tools in some of the modules. The student will ask the simulated patient questions from the screening tools and document his/her responses.

Grading criteria: You will be permitted to re-open and resubmit completed attempts or attempt the assignment multiple times and turn in your best attempt by the due date. You can see your results after you complete an assignment in the "exam report" tab. All work is individual work. A student is required to complete all sections for each system-by-system assignment. If a student omits a section, there will be a flat 10% deduction per omitted section from the student's score. A minimum grade of 76% will be required for a student to pass each assessment.

Focused Exam Assignments (Danny, Brian, and Esther) 15% (3 total; 5% for each)

The focused exams allow you to respond to patients' chief complaints. You will perform focused exams which you will demonstrate mastery of skills relevant to multiple body systems and professional communication.

System	Health History	Physical Exam	Documentation	Education & Empathy	Cultural Interview
Respiratory (Danny Rivera)	X	X	X	X	
Cardiovascular (Brian Foster)	X	X	X	X	
GI (Esther Park)	X	X	X	X	X

Each system will take approximately 60-75 minutes for the first attempt. These times are averages and may differ for each student.

Grading criteria: You will be permitted to take each of these a single time. You are not allowed to re-open or re-submit. All work is individual work. A student is required to complete all sections for focused exam assignment. If a student omits a section, there will be a flat 10% deduction per omitted section from the student's score.

A minimum grade of 76% will be required for a student to pass each assessment. If a student receives <76%, the student will need to complete required remediation. The highest grade a student may receive on the assignment will be an average of their first attempt and their remediation.

Comprehensive Assessment 10%
The comprehensive assessment is approximately 160-180 minutes and provides a fresh start with Tina Jones in a clinic setting, where you can perform a complete physical and head-to-toe examination on Tina Jones in one assignment. We will use the comprehensive assessment to allow students to demonstrate mastery of a head-to-toe examination.

Grading criteria: You will be permitted to take this assessment a single time. You are not allowed to re-open or re-submit. All work is individual work. A student is required to complete all sections for the comprehensive assessment. If a student omits a section, there will be a flat 10% deduction per omitted section from the student's score.

A minimum grade of 76% will be required for a student to pass each assessment. If a student receives <76%, the student will need to complete required remediation. The highest grade a student may receive on the assignment will be an average of their first attempt and their remediation.

Quizzes 30%

Online quizzes will be completed in Canvas. Each quiz is worth 100 points and may only be attempted once. Each quiz will have 10-20 questions that must be completed within a specified time frame. There are the following quizzes:

- 1 quiz worth 1% will cover the syllabus content
- 3 quizzes worth 8% each will cover material from reading and media assignments
- 1 quiz worth 5% will cover family assessment presentation

Case Study 5%

Students will be presented with one case study on gerontology in this course. Students will read through the case study and answer the questions posed. Please answer each question thoroughly and thoughtfully. We expect students to use current, evidence-based research to answer each of the questions in the case study. Students may use the information found within the readings posted for the case study material but they are encouraged to search the literature for additional support of their answers.

Communication Worksheets 5%

Students will complete two communication worksheets, one about therapeutic communication techniques and another about non-therapeutic communication techniques. Each will be worth 2.5% of the student's overall grade. These will help the student to identify techniques that will be useful during the simulated patient experiences.

Submission of Assignments

Students are required to complete activities and assignments by the posted due dates and times. Assignments for each module will be due by the deadlines noted in the syllabus. A grade deduction of 10 percent of the assignment grade may be assessed for each day the assignment is past the deadline, except in case of excused absences. In cases of emergency which will prevent completion by the due date/time, please contact the faculty to request an extension PRIOR to the deadline, if possible.

Make-up Assignments

Please see the Make-up Assignments section under the Absence Policy section.

Course Grading

Evaluation

Evaluation will be based on student achievement of the objectives as demonstrated by performance involving completion of the assignments and activities.

The Official UK College of Nursing Undergraduate Grading Scale

A = 90%-100%

B = 80%-89.99%

C = 73%-79.99%

D = 68%-72.99%

E = < 67.99 %

Grades are based on flat percentages; no rounding, no exceptions.

Tentative Course Schedule

Week	Topic	Optional Readings May use other text with same topics	*Optional Videos*	Concept Labs *Complete before Shadow Health Assignment*	Shadow Health Assign- ment	Focused Exams and Comprehen- sive Assessment *Complete after Shadow Health Assignment*	Quiz/ Other
1	Orientation READ: NUR 351 Syllabus PRACTICE: -Navigating Canvas -Navigating Shadow Health Health History	Chapters 1: Intro to Health Assessment 2: Critical Thinking in Health Assessment 3: Interviewing and Communica tion 4: The Health History 6: Physical Examination Getting Started 7: Beginning the Physical Examination General Survey, Vital Signs, and Pain	-Bates Basic Health Assess ment -Video in Canvas	Conversation	Digital Clinical Orienta- tion Health History Both are due by 11:55 PM		Syllabus Quiz Due by 11:55 PM

2	Skin, Hair, and Nails HEENT	Chapters 9: The Integumentary System 10: Head and Neck 11: Eyes 12: Ears, Nose, Mouth, Throat PPT in Canvas	-*Bates* HEENT Exam Video in Canvas		Skin, Hair, and Nails -HEENT Both are due by 11:55 PM		Quiz 1 Due by 11:55 PM Com-munica-tion Work-sheets Due by 11:55 PM
3	Respiratory Breast & Axilla	Chapters: 13: The Respiratory System 17: Breast and Axilla -PPTs in Canvas	-*Bates* Respiratory Exam Video in Canvas	Respiratory	Respira-tory Due by 11:55 PM	Respiratory (Danny Rivera) Due by 11:55 PM	
4	Cardiovas-cular, Peripheral Vascular, Lymphatic	Chapters 14: The Cardiovascular System 15: The Peripheral Vascular System and Lymphatic System PPTs in Canvas	*Bates* Cardio-logy Exam Video in Canvas	Cardiovascular	Cardio-vascular Due by 11:55 PM	Cardiovascular (Brian Foster) Due by 11:55 PM	
5	GI, Renal	Chapters 16: The Gastrointestinal and Renal Systems 21: Reproductive Systems 5: Cultural and Spiritual Assessment	Video in Canvas	GI	GI Due by 11:55 PM	GI (Esther Park) Due by 11:55 PM	Quiz 2 Due by 11:55 PM

		-PPTs in Canvas					
6	MSK Family Assessment Family READ: NUR 351 Family Assessment PPT WATCH: Family Assessment Video Special Population	Chapter 18: The Musculoske-letal System Chapters 23: Assessing Children, Infancy through Adolescence 24: Assessing Older Adults PPTs in Canvas	Video in Canvas		MSK Due by 11:55 PM on 9/30		Family Quiz Due by 11:55 PM Case Study Due by 11:55 PM
7	Neuro Mental Health	Chapters 19: Mental Status 20: The Nervous System PPTs in Canvas	Video in Canvas		Neuro Due by 11:55 PM	Comprehensive Assessment Due by 11:55 PM	Quiz 3 Due by 11:55 PM

Mid-Term Grades

Because this course is 7-weeks and not a full semester, mid-term grades will not be submitted to the Registrar's Office.

Final Exam Information

There will be no final examination for this course.

Course Evaluation

The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for every course every semester. To meet this requirement, the College of Nursing uses web-based surveys on a confidential site for faculty and course evaluation. All students enrolled in this course are required to access the CoursEval website to fill out

evaluations or to decline the opportunity within the designated time frame. Students should take this opportunity to provide serious input regarding faculty performance and course evaluation. These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching. Evaluations are completely anonymous. The information is compiled and shared with individual faculty members and appropriate administrators only after final grades are submitted. **To receive announcements about the evaluations, students must activate and use their UK email addresses. Forwarding UK email to an alternate address is <u>not</u> a viable option.**

Attendance Policy

Attendance/participation in the online components of this course is required.

Senate Rules 5.2.4.1 states students are considered to be in attendance in a distance learning (online) course when the individual does any one of the following, as pertaining to distance learning activities for the course and required by the Instructor of Record:

- Participates substantively in online discussions about academic matters,
- Participates in synchronous lecture, recitation, discussion or guest speaker sessions,
- Communicates with the instructor of record,
- Submits and completes required work,
- Participates in required collaborative work with students,
- Completes quizzes or tests,
- Participates in any other activity required by the instructor of record.

Merely logging into a course does not constitute participation. Moreover, a student is considered absent from a distance learning course if they fail to engage in any one of these activities, if required by the Instructor of Record.

Excused Absences

Students need to notify the professor of absences prior to class if possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, (e) full-time job, (f) graduate school interview for graduating students, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor. Absences due to "Interviews for full-time job opportunities post-graduation and interviews for graduate or professional school [are excused]. The student must notify the Instructor of Record prior to the occurrence of such absences. Instructors of record have the right to request appropriate verification. [US: 3/20/2017]". The rule is in effect, but has not yet been updated in the Senate Rules posted on the University Senate Website. It is SR 5.2.4.2 E and the prior SR 5.2.4.2 E will be SR5.2.4.2 F in the next SR update. Please note that the student is required to notify the instructor prior to the absence.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be

obtained through the Ombud (859-257-3737,
http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

If a student has excused absences in excess of one-fifth of the class contact hours for that course (attendance/participation activities for an online course as defined in 5.2.4.1.A), the student shall have the right to petition for a "W" as a Permissive Withdrawal (SR 5.1.8.3), or the Instructor of Record may award an "I" for the course if the student declines to petition for a "W".

Unexcused Absences

Unexcused absences are subject to the assignment point deductions outlined previously in the syllabus Course Evaluation section. With respect to nonattendance for reason of an employment-related schedule conflict, the student who is a UK employee has exactly the same standing as a student who is working for some other employer.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Make-up Assignments

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work (e.g., quiz, exam, homework, etc.) and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

Professional Conduct

Students will abide by the University of Kentucky College of Nursing Undergraduate Program Handbook, the *Health Sciences Student Behavior Code* (HSSBC) and *University of Kentucky Medical Center Behavioral Standards of Patient Care* (UKMCBSPC). The HSSBC and the UKMCBSPC can be found at http://www.mc.uky.edu/codebooks/patientcarecodebook.htm. Strict attention will be paid to professional conduct. All persons are to be treated with kindness and respect. Confidentiality of persons and information about the agency is to be maintained. Students are expected to maintain professional boundaries.

CODE OF PROFESSIONAL CONDUCT:

"The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual…" (p. 4). Principles of respect extend to all encounters, including colleagues. "This standard of conduct precludes any and all prejudicial actions, any form of harassment or threatening behavior, or disregard for the effect of one's actions on others" (p. 9). (American Nurses Association Code of Ethics, 2001).

PROFESSIONAL STANDARDS:
The CON Undergraduate Program uses the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (1998) as the basis for curricular development and implementation .Students are also responsible for adhering to all policies and procedures approved and distributed by the University of Kentucky and/or the College of Nursing including Students Rights and Responsibilities located at http://www.uky.edu/StudentAffairs/code/.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed. Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin.

Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Link to University of Kentucky Ombud Services Academic Integrity Statement:
http://www.uky.edu/ombud/academic-integrity

Link to University of Kentucky Ombud Services Plagiarism: What Is It?:
http://www.uky.edu/ombud/plagiarism-what-it

Link to University Senate Rules USR 6.3.1 and USR 6.3.2:
https://dib.uky.edu/ombud/sites/www.uky.edu.ombud/files/6.3.1_6.3.2_Plagiarism_Cheating.pdf

Copyright Compliance

Course syllabi, written or electronic lab, clinical, or course assignments, and other materials created by the course faculty for student completion are protected by university and faculty copyright statutes. Students may not copy faculty generated materials to distribute to others for profit or gain monetarily or academically. Completed assignments may not be shared with other students during or after the course is completed through electronic or other means. Students should not use others work. All course assignments that require documentation of sources should site published works. Work from another student which has not been published does not meet this standard. Violating copyright compliance could be construed as cheating as defined under University Senate Rule 6.3.2. Violating copyright compliance could be construed as violations of legal and civil law. Individuals who violate copyright compliance may also be subject to legal action.

Students are expected to adhere to University policy on cheating and plagiarism in all courses. If students violate University policy or Copyright Compliance a penalty as listed in the syllabus will be incurred.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource

Center (DRC). The DRC coordinates campus disability services available to students with disabilities. Visit the DRC website, email the DRC, contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

Non-Discrimination Policy

The University of Kentucky faculty are committed to supporting students and upholding the University's non-discrimination policy. Discrimination is prohibited at UK. If you experience an incident of discrimination we encourage you to report it to Institutional Equity & Equal Opportunity (IEEO) Office, 13 Main Building, (859) 257-8927.

Statement of Diversity

The University of Kentucky College of Nursing embraces diversity and inclusion as core values that support our goal of providing an intellectually stimulating environment where a variety of ideas and perspectives work together to foster innovation.

Diversity describes a *community* of individuals with varied ideas, world views, and personal characteristics, including but not limited to race, ethnicity, gender, gender identity and expression, age, socio-economic status, national origin, geographical region, sexual orientation, disability, religion and life experiences. Inclusion is a *culture* that encourages collaboration and fairness and leverages diversity so that all individuals are empowered to participate and contribute to their full potential.

We encourage members of the College and University community to contact us with ideas that support and enhance our goal of making the College of Nursing more diverse and inclusive.

Military and Veterans

The University of Kentucky recognizes the complexities of being a member of the military community and also a student. Drill schedules, calls to active duty, mandatory training exercises, issues with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are a member of the military or a military veteran or dependent, and in need of special accommodations, please see your instructor immediately. If you need assistance, please contact Tony Dotson, Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148. Additional resources at UK are available at http://www.uky.edu/veterans.

Social Media Policy

UK HealthCare recognizes the impact of social media websites like Facebook, Twitter on our workforce. Our expectation is that faculty, trainees, students and employees know what is expected in our environment of health care and observe our policies on behavioral standards, patient privacy, use of personal electronic devices and hospital resources. Patient privacy is vitally important to us. We train regularly on our obligations related to privacy and security matters (HIPAA). Recent changes to the HIPAA rules require us to notify the federal government when patient privacy has been violated. Please refer to the Undergraduate Student Handbook for more information.

Distance Learning Library Services
Web: http://libraries.uky.edu/DLLS

Carla Cantagallo, DL Librarian Phone: 859 257-0500, ext. 2171
Long distance phone number (800) 828-0439 (option #6)
Email: carla@uky.edu

DL Interlibrary Loan Service: http://libraries.uky.edu/page.php?lweb_id=253

Presentation U! Peer Tutoring
Come see us if you need help with any of the following: brainstorming project topics, creating outlines, essay writing, research papers, effectively using APA/MLA style, practicing oral presentations, designing and constructing effective visual aids, including PowerPoint, Prezi, websites, videos, and digital projects. Bring your composition and communication projects to one of our two conveniently located centers, at the Hub in W. T. Young Library and our center at eStudio located on the third floor of the F. Paul Anderson Tower (FPAT). We open early and stay open late! Visit www.uky.edu/UGE/pres-u for our complete hours. Our tutoring services are available on a drop-in basis as well as a scheduled face-to-face or online appointment. For questions about this service, please contact Rachael Deel at Rachael.deel@uky.edu.

Presentation U! Academic Coaching
Academic Coaching is an opportunity for students to work with an undergraduate peer or graduate student to identify strengths and weaknesses related to their learning and study strategies. Our professional Academic Coaches will collaboratively work with you on an ongoing basis to develop an action plan, fill in the gaps, and support you to meet your goals. You can schedule an individual coaching appointment at http://www.uky.edu/UGE/pres-u-acad-coach.
For questions about this service, please contact Rachael Deel at Rachael.deel@uky.edu.

UK Writing Center
The Writing Center offers free and friendly help to all UK students, faculty and staff. They assist with writing, speaking, and multimedia assignments across the curriculum. There is face-to-face consultation and e-tutoring appoints available. Please visit uky.mywconline.com or meail judithgprats@uky.edu with questions.
The Study
The Study offers free, drop-in peer tutoring in over 40 UK CORE Math, Science and Business courses. The Study is open Monday-Thursday, 2-10pm in two locations: The Study South and The Study North. And this year The Study North will be open Sundays, 4pm-10pm! Check out a complete list of subjects we tutor and the full schedule, as well as more information about the other services: http://www.uky.edu/AE

Academic Enhancement for Nursing – First Aid Fridays:

CON study resource for all nursing majors offered free.

First Aid Fridays is a weekly study hall for professional nursing students. ALL sophomore, junior, and senior nursing majors are encouraged to take advantage of this opportunity to study with your peers. First-Aid Fridays happens each **Friday from 10 a.m.-3 p.m**. in the fourth floor lab (407 CON). Students can drop in for any part of or all of the time.

- Peer tutors for patho-pharmacology and nursing review.
- Teaching assistants to lead hands-on practice of clinical nursing and Med Math skills
- Faculty to answer academic questions and guide you to success

Bring a friend or study group. "First-Aid Fridays" is a FREE, drop-in resource sponsored by the College of Nursing.