Course Description

The course focuses on interviewing clients, obtaining their complete health histories, and physically assessing them. These assessment components are explored through learning activities centered on interviewing techniques and physical assessment skills as portions of the nursing process. Students are expected to practice the skills of health assessment in the campus laboratory prior to using these skills in clinical settings. Competency in the assessment of normal clients across the life span while acknowledging transcultural differences among populations of clients is the expected outcome.

Course Objectives

1. Identifies principles of history taking in the assessment process of individuals.
   1.1 Relates the components of the comprehensive health history to the content of data and its organization.
   1.2 Recognizes the importance of effective interviewing techniques in obtaining a health history.
   1.3 Describes the modifications necessary in the approach and content format included when obtaining the health history of pediatric, adult and elderly clients.
   1.4 Differentiates assessment needs from transcultural viewpoints.

2. Explains and demonstrates physical examination skills according to established criteria.
   2.1 Identifies anticipated normal findings, utilizing knowledge of human anatomy and physiology.
   2.2 Describes and demonstrates the appropriate assessment skills in the interview, the complete health history, and inspection, palpation, percussion, and auscultation techniques.
2.3 Relates health assessment activities to the nursing process.

3. Associates problems and needs in individuals with data discovered during the health history and physical examination.
   3.1 Perceives problems/needs based upon subjective and objective data and also upon knowledge of the effects of stresses on normal physiological functioning.
   3.2 Considers an individual's age, culture, socioeconomic group and physiological and psychological status in needs identification and assignment of nursing diagnoses.

4. Considers the role and responsibilities of the nurse in the process of health assessment and health promotion.
   4.1 Demonstrates caring behaviors essential in the health assessment process.
   4.2 Examines the role nurses have in the process of health assessment for improvement of patient care.

5. Demonstrates responsibility for independent learning.
   5.1 Identifies specific learning needs in relation to course objectives and schedules.
   5.2 Prepares for class by completing assigned readings and activities prior to coming to class.
   5.3 Participates in class discussion.

**Major Course Requirements**

- **Syllabus:** Students are expected to review the syllabus along with guidelines for assignments and related grading criteria throughout the semester to insure that class assignments are completed correctly.
- **Course communication:** Communication should be conducted online, using BlackBoard.

**Evaluation of Learning**

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<tbody>
<tr>
<td>Exams 3</td>
<td>20% each</td>
<td>60%</td>
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<tr>
<td>Chapter Quizzes</td>
<td>Average of all chapter quizzes</td>
<td>15%</td>
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<tr>
<td>Complete Health History</td>
<td>5%</td>
<td>5%</td>
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<tr>
<td>Skills competency check-off</td>
<td>20%</td>
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**Computer-based unit exams:** Three Unit exams are scheduled for the course. All exams and exam reviews will be scheduled in advance. Students will be notified of specific day and time, no later than the first day of class. This time allows for the availability of technical support. See the course schedule for the date, time and content of each exam. Exams are NOT comprehensive and are timed.

Each test will be composed of 50 questions, with a maximum of 100 minutes during the testing time to complete the test. Once beginning the exam, the test time will run. The test questions will be presented one at a time and students will be able to go back and review questions as long as they are within the allowed timeframe. The examinations will be multiple choice, true/false, short answer, case studies, and will be automatically graded and recorded in BlackBoard after the exam is completed.

Following the exams, course faculty will evaluate each question for psychometric soundness. Grades might change as a result. Students may email concerns about specific questions to the faculty through BlackBoard email. A test review will held the Tuesday night following the exam. During the test review, students will be able to see the question, the
answer that they chose and the answer that the faculty chose as correct. Students are to take tests independent of any help from colleagues, friends or textbooks. Students are not to give or receive help on the computer-based tests. Failure to abide by these rules will result in a zero on the test for any students involved. Additionally an ethics violation report will be made to the CONHS Admissions and Progression Committee.

Chapter Quizzes: Short 10 question multiple choice exams will be available for 15 assigned textbook chapters. The quizzes will be available throughout the week that the chapter is assigned from 8am on the first date of the week until 11:55 pm on the last date of the assigned week. You will have 30 minutes to complete the quiz once you begin the quiz. See the courses schedule for the weeks chapter quizzes will be available.

Complete Health History: One complete history on a classmate is due prior to mid-term. The health history form is available under the information ICON on the homepage.

Skills Competency Check-off: A comprehensive skills and documentation check-off will be administered toward the end of the semester. Each student will complete a complete head to toe exam (no breast, GYN or GU assessment) on a fellow classmate. In order to pass the course, the student must receive an average score of 75% on the check-off demonstrating competency in the performance of the exam and the documentation of the findings. A skills check-off form is available under the Information ICON on the homepage.

In the event that the competency check-off is failed (that is, an overall score of <75% is earned) remediation of the check off will be prescribed to improve the student’s skills in areas which were not competently performed or documented. After the remediation, a complete repeat of the check-off will be done.

1. Remediation of a failed skills competency check-off must be completed before the last day of classes.
2. When a student fails a check-off, and then undergoes remediation, the average of the two scores will be recorded as his/her grade for that check-off.
3. Remediation may be undertaken ONLY if a skills competency check-off is failed, NOT to improve a passing check-off grade.

Required Texts


Recommended Resource


This course will be delivered via BlackBoard

Course Policies

**Academic Integrity/Plagiarism.**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failing the course.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **04 November** is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations:** APA 6th edition formatting.

**Classroom/professional behavior**

**Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS