TEXAS A&M UNIVERSITY-CORPUS CHRISTI
College of Nursing and Health Sciences
Graduate Nursing Program

NURS 5324: Health Assessment for Advanced Practice
Course taught on-line using Blackboard

SYLLABUS

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Eva M Bell</th>
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<tbody>
<tr>
<td></td>
<td>DNP RN FNP-BC PMHNP-BC</td>
</tr>
<tr>
<td>Office</td>
<td>Island Hall 350 C</td>
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<tr>
<td>Telephone</td>
<td>(Cell) 361-510-3360</td>
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<tr>
<td></td>
<td>Home 361-980-9649</td>
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<tr>
<td></td>
<td>Office 361-825-5939</td>
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<tr>
<td>Email</td>
<td>BlackBoard (BB Mail) preferred</td>
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<tr>
<td></td>
<td><a href="mailto:eva.bell@tamucc.edu">eva.bell@tamucc.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>By appointment</td>
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CREDITS: Three (3) semester hours (2:1)

PREQUISITES: Graduate Status
NURS 5310 Science in Nursing
NURS 5314 Research Methods in Advanced Nursing Practice

COURSE DESCRIPTION

This course concentrates on the study and practice of complex skills for comprehensive health
assessment with a focus on the differentiation and interpretation of normal and abnormal
findings. Selected laboratory techniques are included. Oral and written communication of
findings in a collaborative relationship with other health care providers is emphasized. Variables
related to rural and multicultural populations are incorporated into the total assessment.
Opportunities are provided to develop skills necessary for the identification of health problems,
while considering variables associated with multicultural populations across the lifespan.

The clinical component of this course provides the opportunity to practice complex health
assessment techniques. The clinical practice also provides the opportunity for the student to
interpret common laboratory and diagnostic data. The course requires a 45 hour clinical
laboratory with an emphasis in a designated patient/client population.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Systematically apply a problem solving approach in the collection and synthesis of
relevant health data
1.1. Perform a risk assessment of a client including lifestyle and genetic factors
1.2. Develop a comprehensive data base including:
    Health history, physical examination, appropriate diagnostic testing

2. Critically analyze and interpret health assessment findings.
   2.1. Demonstrate sound critical thinking and clinical decision making
   2.2. Identify signs and symptoms of common illnesses
   2.3. Relate assessment findings to underlying pathology or physiologic changes

3. Integrate into practice a structured format to communicate health assessment.
   3.1. Provide appropriate written documentation of patient/client information
   3.2. Demonstrate appropriate verbal communication of patient/client information

REQUIRED TEXTS AND RESOURCES


OPTIONAL TEXTS


LEARNING EXPERIENCES AND TEACHING METHODS

Course objectives are met through individual study of required and recommended resources, texts, individual and group discussions and assignments regarding topics and clinical practicum activities, while utilizing the critical thinking skills demanded of the graduate student.

Teaching methods include online asynchronous discussion, independent study of texts, library and professional resources, various web-based activities, feedback, required assignments and communication with preceptor and clinical faculty. While faculty provide guidance and consultation, the student is responsible for identification and self-direction of learning needs, as well as demonstration of course objectives.

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Students must have access to the internet to successfully complete the course assignments. All assignments must be completed as a *Word* document formatted according to the style of the *APA, 6th edition*, unless otherwise specified. All assignments are due on the date listed unless prior arrangements are made in advance with faculty.

Students are reminded that independent, group, and web-based assignments may require more time than traditional face-to-face classroom work. However, the time spent through independent web work is determined by both the student's learning style and tasks required to complete assignments. Students with limited experience using *BlackBoard* software are expected to seek assistance from the supportive services at the university *Helpdesk* to insure satisfactory completion of the required work.

Students are expected to obtain an appropriate and faculty approved clinical site and preceptor to meet clinical requirements. Furthermore, students are expected to attend clinical in a timely, courteous, and professional manner as arranged with the preceptor and approved by faculty.

**Note:** Further discussion of each of these elements will be found in this document, as well as in the appropriate sections found within the *BlackBoard* course.

### COURSE REQUIREMENTS AND GUIDELINES

Students are advised to **review the course syllabus fully** upon receipt. In order to ensure that class assignments are completed correctly throughout the semester, students are expected to review the syllabus along with the guidelines that are written separately for each of the assignments, including the related grading criteria. Questions regarding course requirements should be addressed within the first week.

As with most graduate courses, superior performance on assignments can only be achieved through independent efforts as well as making adjustments to personal and professional schedules to allow adequate time and synthesis of material to meet the course objectives and requirements. Typically, this requires a minimum time commitment 3 hours independent study per semester hour credit in a regular session. As this course is designed as a 7 week course, approximately half that of a regular semester, you should **plan for a minimum of 6 hours independent study per semester hour**.

Required readings provide a general framework for understanding topics relevant to this course. However, additional resources and readings may be required to establish expertise, as well as to meet course objectives and assignments. As adult learners, students are responsible for meeting all course objectives and completing assignments.

Although assignments may be accepted after the due date with prior approval for late submission, the grade will be lowered. After 5 days past the due date, a grade of zero will be given. However, extensions for posting in the course *Discussions* are **not** allowed.
Guidelines for Form and Style of Written Assignments

Students are expected to follow instruction guidelines associated with the assignments for this course. Students who have questions about an assignment should contact the instructor in a timely manner to insure satisfactory completion of the assignment by the due date.

Submission of Assignments

All assignments must be submitted using the Assignment Tool, using WORD, in doc or docx format unless otherwise stated. Please see submission instructions for each assignment. Assignments in other formats will not be accepted.

The highest standards of academic honesty are expected of students. All faculty adhere to the University policy regarding academic honesty published in the University Catalog. Plagiarism or misrepresentation of references will result in failure of the work in question without the opportunity to re-do the work. Student assignments and discussions are subject to anti-plagiarism screening. *Please see further discussion within this document and the course.

All submissions must conform to the formatting style and rules of the APA Publication Manual, 6th edition, unless otherwise specified. *Also, see “Rules of Professional Writing Including APA Guidelines” under the “Information” icon for additional specifications which provide guidance for writing style.

Appropriate Resources and Referencing

All citations and referencing in required papers used must fully conform to APA format (6th ed.). References should derive from peer reviewed professional journals and be no older than 5 years, unless they are seminal works.

Discussion posts also require appropriate citations, resources, referencing and formatting (see above); except that you do not need to indent, nor double space the references. The critical point in referencing discussions is to ensure that the reader has enough information to easily locate the source for personal review.

Assignments

Examinations (2 exams at 35% each)

The two exams for the course will be given using the secure testing policy adopted by the College of Nursing and Health Sciences. The full policy and guidelines can be found in the Information section on the home page.

You will have 85 minutes beginning with the test logon time to complete 50 objective test questions. Ninety (90) seconds is allotted for each question and an additional 10 minutes is added to allow for any computer difficulties that might arise. Therefore, students are encouraged to arrive at the testing site and logon as early as possible during the testing period. By doing so, the
test can still be completed within the timeframe even if computer difficulties arise. The question format is similar to that used in the certification exams. Students receive questions from each major content area chosen from a test pool of multiple choice questions. Following each exam, course faculty evaluates individual questions for psychometric soundness and as a result grades sometimes improve. Because evaluation of each exam and each item (question) is based on statistical analysis, individual student challenges to specific exam questions will NOT result in any further grade changes. Faculty will provide global class feedback for the questions most frequently missed with rationales for the “best answer”.

**Discussion Participation**

The nature and content of this course may promote extensive class discussion. Students and faculty recognize that all contributions are important. Professional, courteous tone and content of all postings is expected. **No disrespect of faculty or classmates will be tolerated.**

**BlackBoard messaging** (email) is to be used for private course related communication. All BlackBoard posts and communications are archived with the course. If needed, other non-course related communication may be done utilizing IOL email.

The **Discussion Board** should be perceived the same as in-class time where face-to-face communication occurs. Students will post a minimum of 1 initial post (IP) and 1 response post (RP) per week. All posts must be courteous, substantive, and related to the weekly discussion topic(s) using scholarly readings with appropriate APA citations.

Discussion posts will be **posted in the body of the dialogue box** rather than using attachments. However, attachments may be used for tables or figures that you construct. Do not attach copies of articles or other references. Instead, please provide a working link for references or sharing of websites, etc.

Discussion posts require appropriate citations, resources, referencing and formatting (see above); except that you do not need to indent, nor double space the references. The critical point in referencing discussions is to ensure that the reader has enough information to easily locate the source for personal review.

**Written Comprehensive Health History and Physical Examination**

Each student will complete a complete comprehensive and well-written health history and physical examination for a client from the clinical rotation. No client identifiers are to be included in the health history and physical examination paper. All HIPAA rules must be followed. The complete health history and physical examination paper will be submitted in the assignment drop box by the due date.

**Clinical Requirements**

Each student is responsible for arranging their own clinical experiences according to the **Preceptor Manual**. Clinical experiences will be planned with the course faculty to ensure that
course objectives can be met. The student’s clinical learning experience, (45 clock hours) supports the didactic content of the course. Students may claim up to 8 hours clinical time, to be logged in the Clinical Log / Journal, for the work related to the Comprehensive History and Physical Examination and Recorded Skills Validation submissions.

Students are responsible for ensuring that their individual information is current. Students will not begin their clinical rotation until all paperwork is received and approved by faculty. Clinical paperwork must be complete with signatures and dates, scanned as a pdf, and sent to faculty via BlackBoard email. Students are strongly advised to keep a copy of all clinical paperwork.

Students must attend and participate in the clinical experience and discussion throughout the semester. All patient encounters must be documented in the clinical log in a timely manner. Additionally, student will make weekly journal entries regarding their experience for the week. The journal is intended to assist the student in to identify individual learning needs, develop a plan to meet those needs, and document the success of meeting those needs. Faculty will inform students regarding when and how to submit the clinical log / journal.

**Clinical Evaluation (satisfactory/unsatisfactory)** Need to look at this a little closer.

Faculty will evaluate demonstrations of student learning as derived from clinical discussion, end of semester evaluations completed by the student and preceptor, clinical log / journal, and demonstration of competency to perform a physical assessment. The students will record a physical examination on a volunteer (family / friend) and submit to faculty for evaluation.

The student will be evaluated for meeting clinical requirements and competencies. Students will receive either a grade of satisfactory or unsatisfactory (S/U). The student must satisfactorily complete the clinical rotation. An unsatisfactory in the clinical portion of the course will result in a failing grade for NURS 5324.

**Grading Composition**

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<tr>
<th>Assignment</th>
<th>% of Course Grade</th>
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<tr>
<td>Examination 1</td>
<td>30%</td>
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<tr>
<td>Examinations 2</td>
<td>30%</td>
</tr>
<tr>
<td>Written Comprehensive Health History and Physical Examination</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion Participation</td>
<td>15%</td>
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<tr>
<td>PE Validation - Recorded submission</td>
<td>S/U</td>
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<tr>
<td>Clinical Log / Journal</td>
<td>S/U</td>
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|                                                                 | 100%              |

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Extra Credit

There is no extra credit option in this course.

Clinical Grade

The clinical grade is satisfactory or unsatisfactory. However, an unsatisfactory in the clinical portion of the course will result in a failing grade for NURS 5324.

Course Letter Grade Conversion

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<tr>
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<th>Percentage</th>
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<tr>
<td>A</td>
<td>90 - 100</td>
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<tr>
<td>B</td>
<td>83 - 89</td>
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<tr>
<td>C</td>
<td>75 - 82</td>
</tr>
<tr>
<td>D</td>
<td>67 - 74</td>
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<tr>
<td>F</td>
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Technical Requirements - Websites

Access to Islander email and access to Blackboard through https://iol.tamucc.edu/ is required. Students are expected to have internet access to participate in BlackBoard discussions and complete web-based assignments. Assignments will be completed using Word as the word processor.

Support Services

Students are encouraged to seek assistance in accessing university services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, work placement, career guidance, and technical support. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services. Links for these and other services or resources can be found within BlackBoard and the university website.

Syllabus Disclaimer

While the provisions of this syllabus are as accurate and complete as possible, faculty reserves the right to adjust the course to accommodate emergencies, unexpected technical problems or other unforeseen circumstances. Such changes will be announced as soon as feasible by course emails or announcements via BlackBoard. It is the STUDENT'S responsibility to keep abreast of course announcements.
College & University Policies

**Academic Advising**

The College of Nursing and Health Sciences requires that students consult with an Academic Advisor regarding their degree plan and/or changes to their degree plan. The Academic Advisor will set up a degree plan and indicate that the plan is active by signing it. Once the plan is completed it will be filed in the student’s record. The College's Academic Advising Center is located in Island Hall.

**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 the course and explore options. Should dropping a course be the best course of action, you must initiate the process to drop by contacting your faculty, the Graduate Faculty Advisor, the Student Services Center and completing a course drop form. Just stopping course participation **WILL NOT** automatically result in being dropped from the class. Please see the academic calendar for important deadlines.

**Statement on Disability**

The Americans with Disability Act (ADA), a federal anti-discrimination statue, provides comprehensive civil rights protections 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 that you have a disability requiring an accommodation, please contact the Disability Services Office at 361-825-5816 or visit the office in CCH 116.

**Academic Honesty**

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 a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is defined as the presentation of the work of another as one's own work.

[http://conhs.tamucc.edu/nursingstuhandbook/007/AcademicHonesty.pdf](http://conhs.tamucc.edu/nursingstuhandbook/007/AcademicHonesty.pdf)

**Statement on Copying/Printing Test Questions**

Possession and/or sharing of test question printouts are violations of security and academic honesty. The practice of printing and possibly sharing test questions is not only a breach in ethics, but it also impedes faculty from identifying and subsequently assisting students that might be at risk for failure. Therefore, the following policy and consequences of the graduate program regarding test security will be enforced.

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1. Exams are NOT to be printed, copied, or shared in any format for any reason. If a student has a concern about a particular test question, they can email the faculty regarding their concern.
2. Sharing copies of exams or content from exams is viewed as unethical, a form of cheating, and can result in dismissal from the program.

**Plagiarism**

The highest standards of academic honesty are expected from students. Faculty adhere to the University policy regarding academic honesty as published in the University Catalog. Refer to the APA manual (latest edition, 6th) for the proper way to use and cite quoted material. Plagiarism means to steal and pass off the work of another as one’s own work. It usually results from bad paraphrasing or improper referencing. The substitution of a few changes from those of the original author and forgetting to use quotation marks, and reference citation are technically considered plagiarism. The only safe way to paraphrase is to read the original several times and then write your conception of what you have read without looking at the original. In other words, when paraphrasing, keep the source book closed! (Wilson, p. 523). All assignments and discussions are subject to anti-plagiarism screening.


**Grade Appeal Process:**

As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes they have an academic grade appeal is encouraged to go through the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process.

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 first 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.
University Calendar

See University Calendar for important dates such as first and last class dates, last day to drop a class or withdraw from the university, recognized holidays and fall commencements.

End-of-Course Evaluations

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are on line. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the specific tracks within the Graduate Program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.