Faculty Coordinator: Mary Ellen Miller, MSN, RN
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Phone: 825-6021
E-mail: Use NURS 3435 Blackboard course e-mail
Office Hours: Wednesday 3:00 – 5:00

Faculty: All lab faculty can be contacted through NURS 3435 Blackboard email. Names to be announced.

Course Lecture Time: 8:00am – 11:50 am Wednesday. Location: Island Hall 156.

Credit 4 semester hours

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.

**Required Texts**


Used lab manuals are not allowed for this course.

Suggested Text


**Topic Outline**

I. The process of the interview and obtaining a complete health history
   A. Interviewing clients
   B. Components of the health history
   C. Developmental and transcultural considerations

II. The orderly practice of physical examination skills
   A. Preparation of needed equipment and of the client
   B. Inspection
   C. Palpation
   D. Percussion
   E. Auscultation

**Teaching Methods**

Lectures, demonstrations, skills practice (supervised), video resources (Nursing Learning Lab). Team based learning. Blackboard 9.1 course assignments. Online course resources and support.

**COURSE POLICIES**

**Evaluation of Learning**

**OBJECTIVE TESTS (4)**

Four (4) multiple-choice tests will be given during the semester. In order to pass the course, the student must receive an average of 75% on these four tests. In the event that you miss taking an exam and have an excused absence, the final exam will count twice in your grade calculation. **If you miss taking an exam with no excused absence your grade for the exam will be zero.** There are no make-up exams for this course.

**Blackboard Assignments**

Weekly Bb 9.1 open book quizzes will be posted each Monday on the course Blackboard site. These assignments will be completed online **AFTER** reading the
text assignments for the week, as listed on the course schedule. There may be additional assigned internet readings for this course.

These assignments will count 10% of the course grade. To receive credit, the quizzes must be completed the week they are assigned. The time for these to be completed is by 11:00pm on Sunday of the week they are assigned. Extensions to this time frame will not be granted.

SKILLS COMPETENCY CHECK-OFFS (2)

Two skills competency check-offs will be administered during the semester. These check-offs will count 30% of the course grade. In order to pass the course, the student must receive a score of 75% on the skills competency check-offs.

In the event that a skills competency check-off is failed (that is, a score of <75% is earned on a specific check-off), remediation of the check-off will be prescribed to improve the student’s skills in areas which were not competently performed. After the remediation, a complete repeat of the check-off will be done. A check-off can be repeated only twice for a passing grade.

Student Group Activities:

There will be group assignments of case studies, and or quizzes that will be done in the classroom most weeks of the semester. These classroom assignments will count 10% of the course grade. In order to participate in these group activities you must be present in class when the assignment or quiz begins. If you arrive to class after the activity begins you will not be able to participate.

COMMENTS REGARDING REMEDIATION:

1. Remediation of a failed skills competency check-off must be completed before the week of the next scheduled skills competency check-off.

2. A student will undergo remediation only two times per check-off.

3. Remediation may be undertaken ONLY if a skills competency check-off is failed, NOT to improve a passing check-off grade.

EXTRA-CREDIT WORK

Extra-credit work is not permitted in this course.

MID-TERM ASSESSMENTS
A written mid-term assessment will be provided to students at risk of failing the course. These confidential documents are intended only to inform the student about his/her progress to date. It is hoped that the student needing to improve his/her performance will understand the basis for this need through suggestions made on the assessment instrument.

**NOTE:** Both the objective test portions of the course and the skills competency check-offs portion must be passed in order to pass this course. A passing grade in each portion, as noted, is an average of 75%.

**Course Grades**

This course will be graded in the following manner:

1. Both the objective (written) test portions of the course and the skill competency check-offs must be passed in order to pass this course. A student who fails the course will, if repeating the course, be required to repeat both evaluation aspects of the course (written tests and skills competency check-offs).

2. If a student passes both the objective (written) test portion of the course and the skills competency check-offs, the components of his/her final course grade will be determined in the following manner:

   a. Written test component, determined as the average of all four written tests: **50% of the final grade**

   b. Blackboard open book quizzes and internet readings will comprise **10% of the course grade and must be completed the week they are assigned.**

   c. Skill competency check-offs, determined as the average score of both competency check-offs: **30% of the final grade**

   d. Student group grade for in class quizzes and assignments will comprise **10% of the final grade.**

   d. According to College of Nursing and Health Sciences grading policy, the instructor will assign a letter grade according to the following standard:

<table>
<thead>
<tr>
<th>Number Grade Earned</th>
<th>Letter Grade Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100%</td>
<td>A</td>
</tr>
<tr>
<td>83 - 89%</td>
<td>B</td>
</tr>
<tr>
<td>75 - 82%</td>
<td>C</td>
</tr>
<tr>
<td>74 - 67%</td>
<td>D</td>
</tr>
<tr>
<td>66 &amp; Below</td>
<td>F</td>
</tr>
</tbody>
</table>
EXPECTATIONS FOR CLASS

1. Students are expected to attend all lectures, be on time, and cell phones are not allowed in class.

2. Students are expected to complete reading assignments prior to each class.

3. Taping of lectures is not allowed.

4. Students are expected to act in a professional manner and are held accountable for their behaviors and learning. Sleeping during class, talking during class, studying for other courses, and otherwise disruptive behavior are considered unprofessional and unacceptable in this classroom.

5. The two hour student laboratory class is required for all students. Students will be responsible for practicing health assessment skills outside of scheduled lab sessions to be prepared for the skills check-off’s at their assigned time.

6. Laptops, I-Pads and electronic devices in the classroom: The following research focused on the use of laptops in a 15 week management information systems class enrolling ninety-seven upper division students. With student consent, researchers used a spyware program that tracked the windows and page names for each software application that was used during class time. Students were encouraged to run “productive windows:” those that related to course content. Spyware also tracked the number of “distractive windows” students were using. These windows included games, pictures, email, instant messaging and web surfing. Students had theses distractive windows open 42% of the scheduled class time. Students who tried to listen to the lecture while using these distractive windows had significantly lower scores on homework, projects, quizzes, final exams and final course averages than students who looked at mostly productive windows. Researchers also found that this population under reported the extent of their multitasking. Kraushaar, J. M. and Novak, D. C. (2010). Examining the effects of student multitasking with laptops during lecture. Journal of Information Systems Education, 21 (2), 241 – 251.

Because of this research students must obtain written permission from the professor prior to utilization of laptops, I-Pads, and/or electronic devices during class. This includes the use of cell phones, for text messaging.

Students with Disabilities  http://conhdisabilityservices.tamucc.edu

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 contact the Disability Services Office at 361.825.5816 or visit the office in Driftwood 101.

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**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 the presentation of the work of another as one's own work.

**Grade Appeal 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 of the process, see 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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Event of Campus Closure**

In the event of a campus evacuation faculty will make every effort to continue teaching this course. Should such an event occur, we will continue to interact with you through Blackboard Announcements, Bb Messages, Email and other tools as appropriate. If you have access to the internet, you will be able to continue coursework by posting assignments and interacting with faculty as well as each other online.