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 completion requires taking the Hesi exam for Health Assessment. You must register for this exam 2 weeks prior to taking the exam administration. Information will be provided in Blackboard and in the course schedule.

Course Objectives with examples of outcome criteria:

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

2. Explains and demonstrates physical examination skills according to established criteria.
   • Identifies anticipated normal findings, utilizing knowledge of human anatomy and physiology.
   • Describes and demonstrates the appropriate assessment skills in the interview, the complete health history, and inspection, palpation, percussion, and auscultation techniques.
   • 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.
   • Perceives problems/needs based upon subjective and objective data and also upon knowledge of the effects of stresses on normal physiological functioning.
   • 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.
   • Demonstrates caring behaviors essential in the health assessment process.
   • Examines the role nurses have in the process of health assessment for improvement of patient care.

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

**eLine Modules**
Module 1 (formerly PRB 215): Health History and Physical Assessment I
Module 2 (formerly PRB222): Physical Assessment II
Module 3 (formerly PRB223): Physical Assessment III
Module 4 (formerly PRB224): Physical Assessment IV
Module 5 (formerly CLB 201): Health Assessment Check off

**Required Textbooks:**

Shadow Health Digital Clinical Experience
   ○ Shadow Health Website - [https://app.shadowhealth.com/](https://app.shadowhealth.com/)
Link to Shadow Health Technical Support - http://support.shadowhealth.com/
Course PIN: to be provided

**Shadow Health Information**

The Shadow Health™ Digital Clinical Experience™ (DCE) provides a dynamic, immersive experience designed to improve your skills and clinical reasoning through the examination of a digital standardized patient, Tina Jones. Tina Jones, your digital standardized patient™, is a 28-year-old woman who has come to receive treatment for an infected foot wound, fever, and decreased appetite. Although a digital patient, Tina Jones breathes, speaks, and has a complex medical and psychosocial history. We will be accessing and completing Shadow Health assignments throughout the course. Each assignment represents one piece of Tina’s comprehensive assessment within the same 8am hour at Shadow General. By breaking Tina’s assessment into individual assignments, you are able to apply your knowledge and practice your skills to each system in greater depth.

If at any time you have any questions or encounter any technical issues, Shadow Health has a dedicated team of helpful and knowledgeable Learner Support specialists who will patiently assist you. Please visit the Learner Support page at http://support.shadowhealth.com for contact information and hours. You may email the Learner Support team directly at support@shadowhealth.com at any time.

**Shadow Health Assignments:**

On average, students spend between ten and fifteen hours completing assignments in the Digital Clinical Experience. The following assignment times represent the time students typically spend interacting with Tina and do not include post-exam activities.

1 a. Shadow Health Undergraduate Introduction Video (10 minutes)
1 b. Digital Clinical Experience Orientation (15 minutes)
2. Health History (60-95 minutes)
3. Skills (30-50 minutes)
4. Skin, Hair, & Nails (25-40 minutes)
5. HEENT (50-70 minutes)
6. Respiratory Concept lab
7. Respiratory (40-60 minutes)
8. Cardiac concept lab
9. Cardiovascular (40-60 minutes)
10. Abdominal Concept Lab
11. Abdominal (25-40 minutes)
12. Musculoskeletal (25-40 minutes)
13. Neurological (25-40 minutes)
14. Discharge (no patient interaction)
15. Focused exam: cough
16. focused exam: chest pain  
17. Focused exam: Abdominal pain  
18. Comprehensive exam

**Suggested Text**


**Course Evaluation & Grading Policy**

Students must complete all module requirements and achieve a passing average (> 75%) on exams (the 4 FMQ’s + Hesi exam). Successful completion (75% or better) of the health assessment check off and documentation (on an adult) is required to pass the course.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percent of Grade</th>
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</table>
| Quizzes and Assignments  
(15 lesson quizzes, Health History assignment & all Shadow Health assignments) | 10%              |
| FMQ (Final Module Quizzes)  
4 quizzes                                                                   | 40%              |
| Module 5                                                                  |                  |
| Health Assessment Check off 1 & 2, with documentation and Complete Health History | 25%              |
| Hesi exam - required for course completion                                 | 25%              |
| **Total**                                                                 | **100%**         |

<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>
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</table>
Late Assignments/ Quizzes:

5 points will be deducted for each late assignment or lesson quiz submitted up to 1 week after the due date. 10 points will be deducted for late assignments/lesson quizzes submitted 1-2 weeks late.

10 points will be deducted for each late FMQ submitted up to 1 week after the due date. 20 points will be deducted for late FMQ's submitted 1-2 weeks late.

Assignments/ quizzes/ FMQ's submitted more than 2 weeks late will be given a score of 0.

Learning Experiences and Teaching Methods:

Course objectives may be met through individual study using suggested resources, independent skills practice, formal and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include independent study and completion of modules, participation in course discussion and skills practice via web ex, discussion, independent study of texts and library resources, computer-assisted instruction, audio-visual aids and the assignments listed. Lab participation is highly recommended, either in person or via Web ex. Students are encouraged to utilize open lab times for skills practice. Both Health Assessment and Fundamental skills practice will be offered during the regular lab time.

While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

Additional Notes

Special circumstances

Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

If you are pregnant or become pregnant during the semester, please notify the instructor for possible necessary accommodations.
Hesi exams

- All Hesi exams have to be monitored by the administrator of the exam from the University. Therefore, the exam has to be scheduled when a TAMU-CC administrator is available.
- There are only select days that testing will be done on campus.
- Students testing off-site need to communicate with the TAMU-CC exam administrator 10 – 14 days prior to the exam.
- Local students who wish to test on campus other than scheduled dates may schedule their exams at the Academic Testing Office in the Round Building. The cost is $10 for the first 3 hours, and $10 for 3 additional hours ($10 for end of course exam, $20 for exit HESI). For assistance scheduling at the testing center, please contact Johanna DuBose at 361-825-3989.
- All off site locations must be cleared by the TAMU-CC exam administrator.
- Students are responsible for ensuring the Hesi exam is completed by the required date. Points may be deducted for late exams at the discretion of the course faculty.

Students with disabilities

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 Corpus Christi Hall (CCH) Room 119.

Code of Academic Integrity

eLine students are expected to adhere to the rules of the educational institution. Details can be found in your student handbook.

Academic Honesty

Students entering the profession of nursing are held to the highest possible standards of ethical behavior. For this reason you will be asked to sign a pledge adhering to standards of academic and professional honesty. Please refer to the University catalogue (http://catalog.tamucc.edu/index.php), Student Handbook (http://studentaffairs.tamucc.edu/TAMUCC_student_handbook.pdf), and CONHS Student handbook (http://conhs.tamucc.edu/shb/) for descriptions of academic honesty and dishonesty. If you violate these rules you will receive an “F” in the course and may be dismissed from the program.

Student Responsibilities (http://conhs.tamucc.edu/shb/)
**Academic Advising**

The College of Nursing and Health Sciences require that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Island Hall 3rd. floor 361-825-2799 http://conhs.tamucc.edu/advising_nursing.html

**Dropping a Class**

We hope that you never find it necessary to drop this or any other class. However, events can occur that make dropping a course necessary or wise. Please consult with your instructor 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. Faculty cannot drop you from a course. Please refer to the following site for details: http://registrar.tamucc.edu/6drop.html

**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 http://conhs.tamucc.edu/shb/.

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 Rule13.02.99.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://studentaffairs.tamucc.edu/grievances.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.