Texas A&M University—Corpus Christi
College of Nursing and Health Sciences
NURS 3435.001 Health Assessment
Syllabus
Spring 2016

FACULTY: Mary Ellen Miller MSN, RN
Assistant Clinical Professor of Nursing

OFFICE: Island Hall 334

OFFICE HOURS: Monday 2:00 – 4:00 or by appointment

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CREDIT 4 semester hours

COURSE DESCRIPTION

Focuses on health assessment skills and application of the nursing process in selected pathophysiological disorders through analysis and synthesis of information obtained from subjective and objective data collection methodologies. Specified frameworks are utilized for data categorization and processing. The data are used to make judgments about health status or determine care needs for a given individual. Students are assigned to a weekly two-hour lab to practice under supervision and demonstrate health assessment skills.

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.

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/](http://support.shadowhealth.com/)
- Course PIN: TBA

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. Shadow Health Digital Clinical Experience.

**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.

**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/Student Group Activities/Shadow Health Assignments**

will count 25% of the course grade.

**Blackboard Assignments**

Weekly Bb 9.1 open book quizzes will be posted each week 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.

To receive credit, the quizzes must be completed by the due dates listed. Extensions to this time frame will not be granted.

**Student Group Activities**

M.E. Miller
NURS 3435.001 Syllabus: Spring 2016
There will be group assignments of case studies or quizzes that will be done in the classroom most weeks of the semester. **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.**

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

**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.

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, class activities/group quizzes and Shadow Health Assignments: **25% of the course grade**

c. Skill competency check-offs, determined as the average score of both competency check-offs: **25% 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

M.E. Miller  
NURS 3435.001 Syllabus: Spring 2016
“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.


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.

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.

POLICIES:

Evaluation Input From Students

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 online. 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 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.
**Academic Integrity and Honesty**

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. 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 intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

- University Student Handbook and Code of Conduct: [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)
- University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)
- University Rules and Procedures: [University Procedure 13.02.99.C3.01 Academic Misconduct Cases](#)

**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 CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816.

**Title IX**

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

**Active Military Duty**

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.

**Grade Appeals Process**
The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See http://academicaffairs.tamucc.edu/Rules_Procedures/ for the University procedure and see http://conhs.tamucc.edu/shb/ for the CONHS process identified in the Student Handbook.

**Support Services**

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. 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.