Texas A&M University - Corpus Christi

College of Nursing and Health Sciences

NURS 5324: Health Assessment for Advanced Practice

Syllabus

Fall 2015

FACULTY: Eva M. Bell, DNP, APRN, FNP-BC, PMHNP-BC

OFFICE: Island Hall, 345

OFFICE HOURS: By appointment

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CREDITS: 3 semester hours (2:1)

PREREQUISITES: 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. (AACN Essential: I, II, VII, IX)
   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 testing

2. Critically analyze and interpret health assessment findings. (AACN Essential: I, III, V)
   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. (AACN Essential: I, II, III, V, VI, VII, IX)
   3.1 Provide appropriate written documentation of patient/client information
   3.2 Demonstrate appropriate verbal communication of patient/client information

REQUIRED TEXTS AND RESOURCES:


For purchase and registration:
https://shadow.desk.com/customer/portal/articles/980991-how-to-register-with-shadow-health

   Course PIN: August2015-0338-4995-3457-3873
   Lifetime Access to Resource and Updates: $89.00

Technical Requirements
https://shadow.desk.com/customer/portal/articles/963290-dce-recommended-system-specifications

Shadow Health Support
If at any time you have any questions or encounter any technical issues regarding the DCE, contact our 24/7 support at http://support.shadowhealth.com

OPTIONAL TEXTS:


**TECHNICAL REQUIREMENTS**

Students must have access to the internet to successfully complete the course assignments and clinical laboratory experiences. Internet access to the BlackBoard learning environment and Islander email (IOL) through [https://iol.tamucc.edu](https://iol.tamucc.edu), and Shadow Health™ Digital Clinical Experience (DCE) (see technical requirements above) is required. Assignment submissions must conform to guidelines for each project using **WORD** in doc or docx format. Other formats are not accepted, unless otherwise specified.

**EXPECTATIONS FOR SUCCESS**

Familiarize yourself with the course and required resources early. Complete orientation and introductory materials. Review the course syllabus, assignments, and grading criteria.

As with most graduate courses, superior learning and performance on assignments is dependent on independent efforts, which include making adjustments to personal and professional schedules to allow adequate time and synthesis of material to meet the course objectives and requirements. Considerations for time and effort to achieve maximal learning outcomes are instrumental to success. Be prepared to spend a minimum of three hours per week for each semester hour of credit.

Required readings provide a general framework for understanding topics relevant to this course and are insufficient to establish expertise on any topic. Therefore, students will seek, review, and read additional materials for assignments, discussions, and DCE experiences as needed. As adult learners, students are responsible for meeting all course objectives, assignments, and activities.

**CLASSROOM DECORUM**

Professional, courteous tone and content of all postings is expected. There is a zero-tolerance policy within the course for disrespect of faculty or classmates.

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

**GUIDELINES FOR FORM AND STYLE OF WRITTEN ASSIGNMENTS**

Students will follow the 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. Unless otherwise instructed, students will use the APA Publication Manual, 6th edition as a reference for formatting and organizing written assignments.
APPROPRIATE RESOURCES AND REFERENCING

Unless otherwise specified, students will use the APA Publication Manual, 6th edition to format and organize written assignments. All citations and referencing in required papers used must fully conform to APA format (6th Ed.). References should be derived from peer reviewed professional journals and be no older than 5 years, unless they are seminal works.

Discussion posts require appropriate citations, resources, referencing, and formatting (see above) except that you do not need to indent, nor double-space the references. Following APA (6th ed.) citation and referencing ensures that readers are able to locate and review the resources that you used, as well as to avoid plagiarism.

The highest standards of academic honesty is expected of students. Course assignments are subject to anti-plagiarism screening. Plagiarism or other types of misrepresentation in scholarly work will result in failure of the assignment. Faculty adhere to the academic honesty policy as published in the University Catalog.

SUBMISSION OF ASSIGNMENTS

All assignments are due as designated on the course calendar, unless approved by faculty in advance. Although assignments may be accepted after the due date, the grade will be lowered. After 5 days past the due date, a grade of zero will be earned. Timely and scholarly dialogue is expected; therefore, extensions for course discussions will not be granted. There are no extra credit options within this course.

Submission of assignments will be through the Assignment Tool using WORD in doc or docx format unless otherwise stated. Please see submission instructions for each assignment. Assignments in other formats are not accepted. Student assignments and discussions are subject to anti-plagiarism screening.

ASSIGNMENTS

Students will identify their prior clinical experience and clinical specialty focus, such as OB or cardiovascular, at the beginning of the course. Specialty interests and expertise are essential to establish and maintain, as the nurse educator becomes known as the expert in the clinical field. Clinical expertise may be identified as a particular body system or disease. While a clinical specialty focus is important, it is also expected that the nurse educator possess advanced health assessment knowledge and skills. The course is designed to bridge these two components, knowledge and skills, into a cohesive learning and skill building experience that can also be applied to the role of the nurse educator.

Discussion

Weekly discussions will be focused on the content found on the course calendar. The nature and content of this course may promote extensive discussion. Students and faculty recognize the
importance of all contributions. Professional, courteous tone and content of all postings is expected. No disrespect of faculty or classmates will be tolerated.

The Discussion Board should be perceived the same as in-class time where face-to-face communication would occur. It is expected that graduate students participate in courteous substantive, scholarly dialogue related to the weekly topic using scholarly resources and style, including citations and references. Students will submit an initial post (IP) early in the week, and a minimum of 1 response post (RP). Note that this is a minimum requirement meant to encourage scholarly dialogue. It is expected that students participate actively by responding to other posts, as well as to answer to any comments or questions that arise in regard to their posts. A discussion board rubric will be used to evaluate participation and content levels. Discussion board posts will be posted in the body of the dialogue box. Supplemental charts or table that you have created may be attached if they are extensive or do not paste well into the discussion area. Do not cut and paste from another author’s material. Do not include attachments or copies of materials that you do not create. Instead, provide the references and /or URL links you have reviewed and summarized by appropriate citations and APA style referencing. However, to save space and improve readability please single space your references, but double space between references when there are two or more references within the post. Students often find great videos, lectures, and pictures to supplement the learning experience. I encourage you to consider to share these with your peers. You can use the MASH up tools for video sharing from sites such as U-Tube, but please also include a working URL option when doing so.

Examinations

There are two examinations which will be administered using the secure testing policy adopted by the College of Nursing and Health Sciences (CONHS). The policy and guidelines can be found in the Information section of the BlackBoard course. Please review carefully as students are responsible to locate an approved proctored testing site for these examinations, as well as to not discuss the content of the examination. Faculty will monitor the examination period during the open testing hours and be available should any problems arise at the proctored testing center.

You will have 85 minutes beginning with the test log-on time to complete 50 test questions. Ninety (90) seconds for each question and an additional 10 minutes is added to allow for any technical difficulties. Students are encouraged to arrive early for their testing appointment between the times adopted by the CONHS, yet allow adequate time to complete the examination.

Questions will be chosen from a test pool of multiple choice items that correspond to the major content areas studied. Faculty will review the examination results and statistical analyses. Faculty will provide global class feedback once the analysis is complete, within 5 working days.

Comprehensive Health History

The Comprehensive Health History demonstrates the ability to complete and document a comprehensive health history using a simulated patient.
Assimilation Paper

The Assimilation Paper demonstrates the student ability to apply what has been learned from the course and the experience of using a virtual learning environment to the classroom and clinical learning environments as a nurse educator in their specialty clinical focus, such as pediatrics, OB, endocrine, musculoskeletal, etc.

CLINICAL REQUIREMENTS

Each student is responsible for completing the clinical laboratory experiences for the course. The clinical experience of a minimum of 45 clock hours supports the didactic content of the course. This course utilizes virtual clinical laboratory experiences to meet clinical course requirements.

Shadow Health

This course utilizes Shadow Health™ Digital Clinical Experience (DCE) to enhance learning and demonstrate skills that are essential components of the course. The digital experiences are coordinated with the didactic course content area. The DCE provides a dynamic, immersive experience designed to improve your skills and clinical reasoning through the examination of digital standardized patients. Although these patients are digital, each one breathes, speaks, and has a complex medical and psychosocial history.

At the end of each assignment, you will be given automatic feedback for your performance on gathering significant subjective and objective patient information. You are required to achieve a minimum performance score of 85% of both subjective and objective data collection for each assignment that scores data collection to receive credit and earn a satisfactory level in the clinical experience. You are allowed to “re-open” your assignment to improve your score. After looking at the feedback from the software, you can repeat or go back into your assignment where you left off and collect the additional necessary information from the patient. The link below will show you how to “re-open” your assignment on the Shadow Health website:
http://frc.shadowhealth.com/managing-your-course/manage-assignment-options/
EARNED GRADES

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Course Grade</th>
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<tbody>
<tr>
<td>Examination 1</td>
<td>25%</td>
</tr>
<tr>
<td>Examination 2</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Comprehensive Assessment</td>
<td>20%</td>
</tr>
<tr>
<td>Assimilation Paper</td>
<td>20%</td>
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Extra Credit

There is no extra credit option in this course.

Clinical Grade

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

COURSE LETTER GRADE CONVERSION

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>83 - 89</td>
</tr>
<tr>
<td>C</td>
<td>75 - 82</td>
</tr>
<tr>
<td>D</td>
<td>67 - 74</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 67</td>
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IMPORTANT DATES

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.
SYLLABUS DISCLAIMER

While the provisions of this syllabus and other course components 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. Faculty will announce any necessary changes through the BlackBoard course discussion, announcements, or course emails. It is the student’s responsibility to keep abreast of course announcements.

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

University catalog related to academic integrity and honesty: http://catalog.tamucc.edu/

**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).

**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/](http://academicaffairs.tamucc.edu/Rules_Procedures/) for the University procedure and see [http://conhs.tamucc.edu/shb/](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.

**Military Students**

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