NURSING 3435.W01: HEALTH ASSESSMENT ACROSS THE LIFESPAN
Web-based Course
COURSE SYLLABUS

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Credit: 4 semester hours (3:3)

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.

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 class.
   5.3 Participates in class discussion.

**Major Course Requirements**

- **Syllabus:** Students are expected to review the syllabus along with guidelines for assignments and related grading criteria throughout the semester to insure that class assignments are completed correctly.
- **Course communication:** Communication should be conducted online, using Blackboard.

**Evaluation of Learning**

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<tr>
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<th>Percentage</th>
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<tbody>
<tr>
<td>Exams 3</td>
<td>20% each</td>
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<tr>
<td>Chapter Quizzes</td>
<td>Average of all chapter quizzes</td>
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<tr>
<td>Complete Health History</td>
<td>5%</td>
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<tr>
<td>Skills competency check-off</td>
<td>20%</td>
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**Computer-based unit exams:** Three Unit exams are scheduled for the course. All exams and exam reviews will be scheduled in advance. Students will be notified of specific day and time, no later than the first day of class. This time allows for the availability of technical support. See the course schedule for the date, time and content of each exam. Exams are NOT comprehensive and are timed.

Each test will be composed of 50 questions, with a maximum of 90 minutes during the testing time to complete the test. Once beginning the exam, the test time will run. The test questions will be presented one at a time and students will be able to go back and review questions as long as they are within the allowed timeframe. The examinations will be multiple choice, true/false, short answer, case studies, and will be automatically graded and recorded in Blackboard after the exam is completed.

Following the exams, course faculty will evaluate each question for psychometric soundness. Grades might change as a result. Students may email concerns about specific questions to the faculty through Blackboard email. A test review will held the Tuesday night following the exam. During the test review, students will be able to see the question, the answer that they chose and the answer that the faculty chose as correct. **Students are to take tests independent of any help from colleagues, friends or textbooks. Students are not to give or receive help on the computer-based tests. Failure to abide by these rules will result in a zero on the test for any students involved. Additionally an ethics violation report will be made to the CONHS Admissions and Progression Committee.**

Revised 07/16, K. Crane
Course Syllabus: Fall; 2016
Chapter Quizzes: Short, 10 question, multiple-choice exams will be available for 15 assigned textbook chapters. The quizzes will be available throughout the week that the chapter is assigned from 8 a.m. on the first date of the week until 11:55 p.m. on the last date of the assigned week. You will have 30 minutes to complete the quiz once you begin the quiz. See the courses schedule for the weeks chapter quizzes will be available.

Complete Health History: One complete history on a classmate is due prior to mid-term. The health history form is available under the information ICON on the homepage.

Skills Competency Check-off: A comprehensive skills and documentation check-off will be administered toward the end of the semester. Each student will perform a complete head to toe exam (no breast, GYN or GU assessment) on a fellow classmate. In order to pass the course, the student must receive an average score of 75% on the check-off demonstrating competency in the performance of the exam and the documentation of the findings. A skills check-off form is available under the Assignments link on the left of the screen. In the event that the competency check-off is not successful (that is, an overall score of <75% is earned) remediation of the check-off will be prescribed to improve the student’s skills in areas which were not competently performed or documented. After the remediation, a complete repeat of the check-off will be done.

1. Remediation of a failed skills competency check-off must be completed before the last day of classes.
2. When a student fails a check-off, and then undergoes remediation, the average of the two scores will be recorded as his/her grade for that check-off.
3. Remediation may be undertaken ONLY if a skills competency check-off is failed, NOT to improve a passing check-off grade.

Required Texts


Shadow Health Digital Clinical Experience
Shadow Health Website - app.shadowhealth.com and click "Register for a Student Account." Enter Fall '16 PIN: TBA to enroll and purchase access.

(Shadow Health will be available to you after you complete this course. For those going on for a Family Nurse Practitioner program you will be able to use it for Advanced Health Assessment. Others may wish to use it for review in the clinical setting when you are working.)

Link to Shadow Health Technical Support - http://support.shadowhealth.com/
Shadow Health Info: https://shadow.desk.com/customer/portal/articles/980991-how-to-register-with-shadow-health
Course PIN: TBA
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 8 am 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.

In this course (NURS. 3435.W01) you will use Tina Jones to practice doing the Health History, before you do the Health History with your check-off partner (another student enrolled in this course.)

The rest of this course will be delivered via Blackboard

Recommended Resources


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/)


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 (e.g.: 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/](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.