TEXAS A&M UNIVERSITY - CORPUS CHRISTI  
College of Nursing and Health Sciences NURSING  
3435 E02: HEALTH ASSESSMENT eLine  
Syllabus  
Spring 2017

FACULTY: Staff

OFFICE: Island Hall 336B

OFFICE HOURS: Posted in Blackboard and by appointment

TELEPHONE:

EMAIL:

FAX: (361) 825-3491

CREDITS: 4 credit hours

PREREQUISITES: acceptance into the Nursing program

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 judgements 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 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:

1. Identifies principles of history taking in the assessment process of individuals. (AACN Essential I, II, III, VII, VIII, IX)
• 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. (AACN Essential I, II, IV, VI, VII, VIII, IX)
   • 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. (AACN Essential I, II, VII, IX)
   • 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. (AACN Essential I, II, V, VII, VIII, IX)
   • 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. (AACN Essential I)
   • 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 One: Health History and Physical Assessment I
Module Two: Physical Assessment II
Module Three: Physical Assessment III
Module Four: Physical Assessment IV
Module Five: Health Assessment Skills Validation

**Required Textbooks:**
Shadow Health Digital Clinical Experience

- Shadow Health Website - 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. Digital Clinical Experience Orientation (15 minutes)
2. Conversation Concept Lab (10 min)
3. Health History (60-95 minutes)
4. Skin, Hair, & Nails (25-40 minutes)
5. HEENT (50-70 minutes)
6. Respiratory Concept lab (10 min)
7. Respiratory (40-60 minutes)
8. Focused exam: Cough (15-25 min)
9. Cardiovascular Concept lab (10 min)
10. Cardiovascular (40-60 minutes)
11. Focused exam: Chest pain
12. Abdominal Concept Lab (10 min)
13. Abdominal (25-40 minutes)
14. Focused assessment: Abdominal pain (15-25 min)
15. Musculoskeletal (25-40 minutes)
16. Neurological (25-40 minutes)
17. 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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<tbody>
<tr>
<td>Quizzes and Assignments (Lesson quizzes, Health History assignment, check off quiz &amp; and all Shadow Health assignments)</td>
<td>10%</td>
</tr>
<tr>
<td>4 Module Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Module 5</td>
<td></td>
</tr>
<tr>
<td>Health Assessment Check off 1 &amp; 2, with documentation and Complete Health History</td>
<td>30%</td>
</tr>
<tr>
<td>Hesi exam – required for course completion</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
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<table>
<thead>
<tr>
<th>Number grade earned</th>
<th>Letter Grade Assigned</th>
</tr>
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<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>
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<tr>
<td>74-67</td>
<td>D</td>
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<tr>
<td>66 &amp; below</td>
<td>F</td>
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Late Assignments/Quizzes:

Course assignments and module quizzes submitted late will be subject to point deductions as follows:

- 10 points will be deducted for each late submission up to 1 week after the due date.
- 20 points will be deducted for each late submission 1-2 weeks late.
- Assignments/quizzes/Module Quiz’s submitted more than 2 weeks late will be given a score of 0.

In the event that a student is aware they may need to submit an assignment late due to illness or other circumstances, it is the student’s responsibility to inform the professor prior to the due date. Deductions for late assignments with special circumstances and notification before the due date may be waived at the professor’s discretion.

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.

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.

**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).

**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 (eg.: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.