Texas A&M University-Corpus Christi  
College of Nursing and Health Sciences  
Fall 2017  

NURSING 3435.W01  
HEALTH ASSESSMENT ACROSS THE LIFESPAN  
SYLLABUS

Faculty: Petra Martinez, MSN, RN  
Lab Faculty: TBA  
Office: Island Hall  
Office hours: By appointment  
Phone: Please call the College of Nursing and Health Science Department  
E-mail: Petra.Martinez@tamucc.edu  
Fax: 361 825 3491

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.

Required Texts


Shadow Health Digital Clinical Experience
Shadow Health Website - [app.shadowhealth.com](http://app.shadowhealth.com) and click "Register for a Student Account."
Enter Fall '16 PIN: August2016-3505-5018-0646-2995.

(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.)

- Shadow Health Website: [http://app.shadowhealth.com/](http://app.shadowhealth.com/)
- Link to Shadow Health Support: [http://support.shadowhealth.com](http://support.shadowhealth.com)
- Course Registration PIN for Students: August2016-3505-5018-0646-2995

**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](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

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Recommended Resources


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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<tbody>
<tr>
<td>Exams 3</td>
<td>20% each</td>
<td>60%</td>
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<tr>
<td>Chapter Quizzes</td>
<td>Average of all chapter quizzes</td>
<td>15%</td>
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<tr>
<td>Complete Health History</td>
<td>5%</td>
<td>5%</td>
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<tr>
<td>Skills competency check-off</td>
<td>20%</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.**

**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.

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/

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Classroom/professional behavior  
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

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.

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Dropping a Class  
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. 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. Please see the University’s Academic Calendar for the last day to drop a class with an automatic grade of “W” this term.

Disabilities Accommodations  
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 call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 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 Disability 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.

**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.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.