NURSING 3435.001: HEALTH ASSESSMENT

COURSE SYLLABUS

Faculty Coordinator
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Office Hours: Monday 11:00-3:00, Tuesday 10:00-12:00, and by appointment

Course Lecture Time: 8:00 am – 10:50 am Monday. Location: IH 160

Credit: 4 semester hours

Course Description

The course focuses on interviewing clients, obtaining their complete health histories, and physically assessing them. These assessment components are explored through learning activities centered on interviewing techniques and physical assessment skills as portions of the nursing process. Students are expected to practice the skills of health assessment in the campus laboratory prior to using these skills in clinical settings. Competency in the assessment of normal clients across the life span while acknowledging transcultural differences among populations of clients is the expected outcome.

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.
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 and Resources**


**Used lab manuals are not allowed for this course.**

**Suggested Text**

EHR Tutor
 Will be used in the Health Assessment lab setting

Shadow Health Digital Clinical Experience
 Shadow Health Website - https://app.shadowhealth.com/
 Link to Shadow Health Technical Support - http://support.shadowhealth.com/
 Course PIN: Spring2020-7439-2029-5146-7477
 Shadow Health Information - Complete this resource to help prepare you for your first interaction with a Digital Standardized Patient in Shadow Health: https://link.shadowhealth.com/student-Orientation-Video

This resource will provide you with a brief introduction to Shadow Health’s Digital Clinical Experiences including:
- An overview of the different types of assignments found in Shadow Health
- An overview of the EHR
- An interaction with one of our patients
- A demonstration of the physical assessment
- How to get the most out of the immediate feedback you receive.

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](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. Exams will be given only on the day and time scheduled. If a scheduled exam is missed for an approved reason like unforeseen illness or immediate family death and is communicated to the Course Manager in a timely manner and documentation is provided, the score earned on the Final exam will replace the missed exam. For the missed exam, the student will have a zero recorded until they successfully complete the Final exam. An unexcused absence for ANY exam will result in a zero for that exam. Missed quizzes taken in the classroom will result in a grade of zero. There are no make-up quizzes. Failure to comply with exam policy will result in a zero for an exam. The final exam for this course will be a comprehensive HESI exam. Students will be required to purchase all HESI exams for the course. The faculty will provide the link for the student to purchase the exam. The Health Assessment exam can range in price between $30-$40.

**IN-CLASS QUIZZES (5)**

There will be group assignment quizzes that will be done in the classroom most weeks of the semester. Quizzes will contain content from past lectures and questions from Shadow Health assignments. 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 sixty minutes 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

SKILLS COMPETENCY CHECK-OFFS (8)

Six mini skills check-offs and two major systems skills competency check-offs will be administered during the semester in lab. These check-offs will count 25% 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.

**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: **60% of the final grade**

   b. In-class quizzes and Shadow Health: **15% of the course grade**

   c. Skill competency check-offs, determined as the average score of 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:

      | Number Grade Earned | Letter Grade Assigned |
      |---------------------|-----------------------|
      | 90 - 100%           | A                     |
      | 83 - 89%            | B                     |
      | 75- 82%             | C                     |
      | 74- 67%             | D                     |
      | 66 & Below          | F                     |
Policies

Attendance / Tardiness:
It is an expectation that students will be on time for class and lab. If you are late for lab, the following with occur:
1) Verbal warning
2) Written warning and meeting with course manager
3) Lab failure which will result in course failure

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 opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that all information is secured and not released until 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.

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.

1. Students are expected to attend all lectures, be on time, and cell phones are to be turned off or on silent.

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-offs 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 “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.


Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeals Procedure, a student who believes that he or she has not been held to appropriate academic standards as outlined in the course syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is on the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first talk to the instructor. For complete details

Disabilities Accommodations http://conhdisabilityservices.tamucc.edu

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 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.

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 secondary means of contacting each student.

**Academic Integrity/Plagiarism**

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 the presentation of the work of another as one's own work. In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test can result in being dropped from the class.

**Grade Appeal Process**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, 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 of 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](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 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.

**Pregnancy:**

If you are pregnant or become pregnant during the semester, please notify the instructor for possible necessary accommodations.
### Syllabus
(Course Outline)

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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January 27, 2020</td>
<td>The interview, complete health history, assessment techniques</td>
</tr>
<tr>
<td>February 3, 2020</td>
<td>General survey, skin hair nails, head neck; regional lymphatics</td>
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<tr>
<td>February 10, 2020</td>
<td>Mental status, pain, eyes</td>
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<tr>
<td>February 17, 2020</td>
<td>Exam 1</td>
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<tr>
<td>February 24, 2020</td>
<td>Heart neck vessels, peripheral vascular system, lymphatic system</td>
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<td>March 2, 2020</td>
<td>Throax and lungs</td>
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<td>March 16, 2020</td>
<td>Ears, nose mouth throat</td>
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<tr>
<td>March 23, 2020</td>
<td>Exam 2</td>
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<tr>
<td>March 30, 2020</td>
<td>Breast, male female genitalia, neurological system</td>
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<td>April 6, 2020</td>
<td>Musculoskeletal system</td>
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<tr>
<td>April 13, 2020</td>
<td>Nutritional assessment, abdomen, anus rectum prostate</td>
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<tr>
<td>April 20, 2020</td>
<td>Exam 3</td>
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<tr>
<td>April 27, 2020</td>
<td>Domestic violence</td>
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<tr>
<td>May 11, 2020</td>
<td>HESI final</td>
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