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

NURS 5324- W01 and
NURS 5324 Labs:101 and 701:

Health Assessment for Advanced Practice Syllabus
Fall 2020

Faculty: Tammy Walker-Smith, DNP, MHA, APRN, FNP-C

Office: on-line

Office Hours: By appointment via phone

Office Telephone: 361-825-4223

Email: The BB course email is the preferred form of communication; however, my Islander e-mail is as follows (if no response within 24 hours): Tammy.Walker-Smith@tamucc.edu

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:


Digital Clinical Experience [Online program], Gainesville, FL: Shadow Health. For purchase and registration:

To register for this course, please visit app.shadowhealth.com and click "Register for a Student Account." Then enter your Fall 2020 PIN: 3850-6122-2695-2040 to enroll and purchase your license. Additional instructions are here: SH_Student_Introduction.pdf.docx. You may also purchase a software license from your school bookstore.

This program can be used with any internet browser you have and does not require a program to be downloaded to your computer.

Shadow Health Support
If at any time you have any questions or encounter any technical issues regarding the Digital Clinical Experience (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, Islander email (IOL), and Shadow Health (DCE) is required. Assignment submissions must conform to guidelines for each [https://iol.tamucc.edu](https://iol.tamucc.edu), and Shadow Health™ Digital Clinical Experience 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 Digital Clinical Experiences as needed. As adult learners, students are responsible for meeting all course objectives, assignments, and activities. Further Shadow Health registration instructions are available here (press Control button and click highlighted area): [SH](#).

**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 all 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, 7th edition as a reference for formatting and organizing written assignments.

APPROPRIATE RESOURCES AND REFERENCING

Unless otherwise specified, students will use the APA Publication Manual, 7th edition to format and organize written assignments to include discussion posts. All citations and referencing in required papers used must fully conform to APA format (7th 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 (7th 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 are 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 and possibly the course. Faculty adheres 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 in the course schedule. 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 sharing 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. Failure to comply with the plagiarism policy when posting discussion answers could result in disciplinary action which may include dismissal from the program or a “0” on the paper.

**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. Students are responsible to verify computer compatibility and download the Respondus Lockdown Browser approved for exams, as well as to not discuss the content of the examination after the exam is completed. We will be using the BB Respondus Lock Down Browser and a Lock Down Monitor via webcam for all online exams and quizzes. You must have a webcam to take all exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable. Watch this short video to get a basic understanding of Lock Down Browser and the webcam feature. You should plan to take your exam at the required time. It may not be day or night as it says in the video. A student Quick Start Guide is also available. If you don’t already have Respondus lock down on the device you’ll be using to take your exam device, then you can download and install Lock Down Browser from this link below: https://download.respondus.com/lockdown/download.php?id=797913747 . The student is responsible for taking their exams within the scheduled date and time allotted. Exams are available
between 9am-7pm, no exceptions. Exams are closed book and timed. Exam material comes from the textbooks and class discussions. Exams will be given in a multiple-choice format and no back tracking of questions. Initial grades will be released at a designated time after the end of the testing period. Course faculty will evaluate individual test questions for psychometric soundness and based on this review, adjustment to scoring may occur. Test grades are usually finalized 2-3 days after testing. Should a student have concerns about specific questions on the test, the student should contact course faculty privately by emailing through BB. Tests will only be given on the scheduled date and at the scheduled time. In the event that a student has a valid reason for missing a test, as determined by University policy AND with proper faculty notification PRIOR to the exam, faculty will follow official guidelines. Failure to comply with the testing policy could result in disciplinary action which may include dismissal from the program or a “0” on the exam. Faculty will monitor the examination period during the open testing hours and be available should any problems arise.

You will have 90 minutes beginning with the test log-on time to complete 50 test questions. Exams will be available between 0900-1900. All unfinished exams will be automatically submitted when either the 85 minutes have elapsed or 1700 is reached.

**Comprehensive Health History**

The Comprehensive Health History demonstrates the ability to complete and document a comprehensive health history using a simulated patient. Your grade for this assignment will be your Digital Clinical Experience grade as calculated within Shadow Health.

**Assimilation Paper/PPT**

The Assimilation Paper/PPT demonstrates the students’ 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. This may be completed as a nurse educator in your specialty clinical focus, such as pediatrics, OB, endocrine, musculoskeletal, etc. Further guidelines will be given when the assignment is posted (see assignment tab). Failure to comply with the plagiarism policy could result in disciplinary action which may include dismissal from the program or a “0” on the paper.

**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. Each patient will appropriately respond to your assessment questions.
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 Digital Clinical Experience (DCE) score of 75% of both subjective and objective data collections for each assignment to receive credit and earn a satisfactory level in the clinical experience. You are allowed to repeat your assignment to improve your score as many times as you wish by the specified due date. There is a tutorial within the program that will instruct you on how to do this.

Instructions to register for Shadow Health are as follows: (click the Control button and click on the highlighted link): SH_Student_Introduction.pdf.docx

**EARNED GRADES**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Course Grade</th>
</tr>
</thead>
<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/PPT</td>
<td>20%</td>
</tr>
</tbody>
</table>

*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>Range</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

**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/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 penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity 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 will result in a class failure and report to academic integrity.

- University Code of Conduct: [https://judicialaffairs.tamucc.edu/studentcofc.html](https://judicialaffairs.tamucc.edu/studentcofc.html)

- University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)


Civil Rights Reporting

Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam
Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me. These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.

COVID-19 Temporary Amendment to Syllabus

Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**
- **Face Coverings**—**Face coverings** (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the [Face Covering policy](#) and [Frequently Asked Questions (FAQ)](#) available on the [Provost website](#).
- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- **To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the [Student Conduct office](#) for sanctions. Additionally, the faculty member may choose to teach that day’s class remotely for all students.**

**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

As stated in University Procedure 13.02.99.C0.03, 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.C0.03, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at https://academicaffairs.tamucc.edu/rules_procedures/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. Also see 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.

Course Weekly Content Outline (See below):

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic &amp; Objectives</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Orientation</td>
<td>Acquaint yourself with the BB course. Click on all tabs to discover content. Review all documents within the BB course. Introduce yourself to the class.</td>
</tr>
<tr>
<td>Aug 19</td>
<td>Course</td>
<td></td>
</tr>
<tr>
<td>To Sept 5</td>
<td>Shadow Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Download Respondus Lockdown Browser for exams (see syllabus for link)</td>
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</tr>
<tr>
<td></td>
<td>NOTE</td>
<td>Test questions will stem from reading assignments, supplemental materials, course</td>
</tr>
</tbody>
</table>

Required Readings

- Chapter 1   History & Interview Process
- Chapter 2   Cultural Competency
- Chapter 3   Exam Techniques / Equipment
Supplemental materials for each module are found in the website which accompanies the textbook, BB links, supplements, and course activities.

### Discussion

See Discussion Board Introductions

### Clinical

Complete Shadow Health (SH) Orientation, Conversation Concept Lab, and Mental Health – Tina Jones  
Due 9/5/20 at 11:55pm

### Module 2

<table>
<thead>
<tr>
<th>Sept 6</th>
<th>Sept 12</th>
</tr>
</thead>
</table>
| **Growth & Development**  
Nutrition  
Dermatology  
Lymphatics | **Required Readings**  
Chapter 6  
Growth & Development  
Chapter 7  
Nutrition  
Chapter 8  
Skin, hair, Nails  
Chapter 9  
Lymphatic System |

### Discussion

See Discussion Board
<table>
<thead>
<tr>
<th>Module 3</th>
<th>HEENT</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 13 To Sept 19</td>
<td>HEENT</td>
<td>Chapter 10 Head and Neck</td>
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<tr>
<td></td>
<td></td>
<td>Chapter 11 Eyes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 12 Ears, Nose, and Throat</td>
</tr>
<tr>
<td>Discussion</td>
<td>See Discussion Board</td>
<td></td>
</tr>
<tr>
<td>Clinical</td>
<td>HEENT – Tina Jones (SH)</td>
<td>Due by 9/19/20 at 11:55 pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 4</th>
<th>Respiratory Chest &amp; Lungs Breast &amp; Axillae</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 20 To Sept 26</td>
<td>Respiratory Chest &amp; Lungs Breast &amp; Axillae</td>
<td>Chapter 13 Chest &amp; Lungs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 16 Breasts &amp; Axillae</td>
</tr>
<tr>
<td>Discussion</td>
<td>See Discussion Board</td>
<td></td>
</tr>
<tr>
<td>Clinical</td>
<td>Respiratory Concept Lab (SH) Respiratory – Tina Jones (SH) Focused Exam – Danny Rivera (SH)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Due by 9/26/20 at 11:55 pm</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Module 5</th>
<th>Cardiovascular</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep. 27- To Oct 3 Module 5</td>
<td>Cardiovascular</td>
<td>Chapter 14 Heart</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 15 Blood Vessels</td>
</tr>
<tr>
<td>Discussion</td>
<td>See Discussion Board</td>
<td></td>
</tr>
</tbody>
</table>
| Sep. 27- To Oct 3 | Clinical | Cardiovascular Concept Lab (SH)  
Cardiovascular – Tina Jones (SH)  
Focused Exam – Chest Pain  
Brian Foster (SH)  
(Modules 5-9 Open 9/27/20) / Module 5 SH assignment due 10/3/20 at 11:55 pm |
|-------------------|---------|--------------------------------------------------------------------------------|
| Module 6          | Abdominal  
Gastrointestinal  
Male & Female Genitalia | **Required Readings**  
Chapter 17  Abdomen  
Chapter 18  Female Genitalia  
Chapter 19  Male Genitalia  
Chapter 20  Anus, Rectum, & Prostate |
| Oct 4 To Oct 10   | Discussion | See Discussion Board |
|                   | Clinical | Abdominal Concept Lab (SH)  
GI – Tina Jones (SH)  
Focused Exam – Abdominal Pain  
Esther Parks (SH)  
Due by 10/10/20 at 11:55 pm |
| Module 7          | Musculoskeletal  
Sports Participation & Evaluation | **Required Readings**  
Chapter 21  Musculoskeletal System  
Chapter 23  Sports Participation Evaluation |
| Oct 11 To Oct 17  | Discussion | See Discussion Board |
|                   | Clinical | Musculoskeletal – Tina Jones (SH)  
Due by 10/17/20 at 11:55 pm |
| Module 8          | Neurologic | **Required Readings**  
Chapter 22  Neurologic System |
<p>| Oct 18 To Oct 31  | Discussion | See Discussion Board |</p>
<table>
<thead>
<tr>
<th>Module 9</th>
<th>Clinical Neurologic – Tina Jones (SH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 1 To Nov 14</td>
<td>Put it all Together Recording Information Critical Thinking Urgent &amp; Emergency Situations</td>
</tr>
<tr>
<td>Required Readings</td>
<td>Chapter 24 Putting it all Together Chapter 25 Critical Thinking Chapter 26 Recording Information Chapter 27 Emergency Situations</td>
</tr>
<tr>
<td>Discussion</td>
<td>See Discussion Board</td>
</tr>
<tr>
<td>Comprehensive Health History</td>
<td>Complete Comprehensive Health History Tina Jones (SH)</td>
</tr>
<tr>
<td>Completion of the Health History is credited towards clinical hours.</td>
<td>Due Nov. 14, 2020 11:55 pm</td>
</tr>
<tr>
<td>The product is a graded didactic project.</td>
<td></td>
</tr>
<tr>
<td>Examination 2 Modules 5-9</td>
<td>EXAM 2 – Nov. 17, 2020 0900-1900 W/ Respondus Lockdown and Web cam.</td>
</tr>
<tr>
<td>Module 10</td>
<td>Assimilation Final Project</td>
</tr>
<tr>
<td>Nov 15 To Nov 21</td>
<td>Due Nov. 21, 2020 11:59 pm</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>See Discussion Board</td>
</tr>
<tr>
<td>Clinical</td>
<td>Review SH Clinical Components</td>
</tr>
<tr>
<td>Independent Review</td>
<td>Independent Course Review TBA</td>
</tr>
<tr>
<td>Nov 22 To Nov 28</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>*Thanksgiving Holiday 11/26-27</td>
<td>Clinical</td>
</tr>
<tr>
<td>Clinical experiences are completed. Review course components, including clinical work.</td>
<td></td>
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</tbody>
</table>