COURSE NUMBER
NUR6331

COURSE TITLE
Advanced Health Assessment

CREDITS
Three Semester Credit Hours (2-0-50)
Online Class: Meets completely online using Blackboard

PREREQUISITE COURSES
NUR6324 Advanced Pathophysiology

CO-REQUISITES
NONE

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of on-line course delivery. Collaborative management programs such as PBwiki may be used for group projects. Computer access requirements are further delineated in the Graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Graduate Nursing Handbook should be reviewed before taking this course https://www.angelo.edu/dept/nursing/student_resources/grad_info.php

COURSE DELIVERY
This is an online course offering. http://blackboard.angelo.edu
For online classes, the level of academic rigor is parallel to that of a face-to-face section of the same course and is aligned with departmental standards. Students are advised to approach this course with the same commitment they would make to a face-to-face course.

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the “Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu) Select “Test your Browser” option.

Please see technical requirements for MSN classes at this link:
https://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php
FACULTY
Donna Rich, DNP, MSN, RN, FNP-BC, CCRN

OFFICE HOURS
Virtual Office Hours
By appointment Monday and Fridays

COMMUNICATION
Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

COURSE DESCRIPTION
This course presents the theoretical and clinical principles of advanced health assessment supported by related clinical experiences for the advanced practice nursing student to gain the knowledge and skills needed to perform comprehensive assessments to acquire data, make diagnoses of health status and formulate effective clinical management plans of patients with common, acute, and chronic health issues. A 50 clock hour practicum provides opportunities to practice advanced health assessment skills.

MSN PROGRAM OUTCOMES
Upon program completion, the graduate will be prepared to:
1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology and information systems.
6. Advocate through system level policy development.
7. Employ effective communication in inter-professional teams.
8. Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.
9. Practice at the level of a Master’s prepared nurse.

STUDENT LEARNING OUTCOMES
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s) or activity(ies) validating outcome achievement</th>
<th>Mapping to MSN Program Outcomes</th>
<th>Mapping to AACN Essentials</th>
<th>Mapping to NONPF Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use advanced health assessment skills to differentiate between normal, variations of normal, and abnormal findings</td>
<td>CDM’s Clinical Objectives Episodic Video Interviews Preceptor Evaluation</td>
<td>9</td>
<td>9.1</td>
<td>4.3</td>
</tr>
<tr>
<td>2. Synthesize information from screening and diagnostic testing for development of differential diagnoses</td>
<td>CDM’s Episodic Videos Interview/exams Preceptor Evaluation Precepted clinical experience Reflection Assignments</td>
<td>4 8 9</td>
<td>4.5 8.5 9.7</td>
<td>4.3 9.3c</td>
</tr>
<tr>
<td>3. Utilize risk profile and health promotion strategies to optimize assessment and diagnosis of problems common to primary care</td>
<td>CDM’s Video Interview Clinical Experiences Preceptor Evaluation DB scenarios/discussion</td>
<td>1 4 8 9</td>
<td>1.4 4.5 8.5 9.12 9.13 9.2 9.7</td>
<td>4.3 9.3a</td>
</tr>
<tr>
<td>4. Integrate core scientific and humanities related content with clinical guidelines for optimal practice processes</td>
<td>CDM’s Db discussion Reflection Assignments</td>
<td>1 4 9</td>
<td>1.1 1.4 4.5 9.1 9.2 9.7</td>
<td>1.1 1.2 1.3 4.6</td>
</tr>
<tr>
<td>5. Incorporate an understanding of health care delivery and financial constraints into clinical decision making</td>
<td>Db discussion Video Interviews</td>
<td>1 2 6</td>
<td>1.4 2.3 6.3</td>
<td>2.4 3.2</td>
</tr>
<tr>
<td>6. Advocate for positive behavioral changes through application of research-based clinical investigative skills</td>
<td>CDMs, episodic video interviews Db discussion Precepted clinical experiences</td>
<td>8 9</td>
<td>8.5 19.2 9.13 9.6</td>
<td>4.6 5.2a 5.2b 5.3</td>
</tr>
</tbody>
</table>

Required Texts and materials
• Advanced Health Assessment and Clinical Diagnosis in Primary Care, Dains, JE, Baumann, CC and Scheibel, P; ELSEVIER (5th ed 9780323266253)
• Pathophysiology text such as: Pathophysiology, Copstead, ISBN: Elsevier (new 5th ed 9781455726509)

OTHER REQUIRED MATERIALS
• Computer with MAC or Windows Operating System
• High Speed Internet Access
• Chrome or Mozilla Foxfire browser
• Webcam (Logitech highly recommended)
• Logitech USB microphone headset
• Document scanner
• Ability to pdf documents
• Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education/

RECOMMENDED TEXTS
U.S. Preventive Services Taskforce Book or App. http://www.uspreventiveservicestaskforce.org/Page/Name/tools-and-resources-for-better-preventive-care

TIME ZONE
ASU and this faculty are on Central Standard Time (CST). All due dates and times in this syllabus are CST. Students working outside of CST will need to make the necessary adjustments and comply with CST.

TOPIC OUTLINE
Topical outline is located at the end of the syllabus in the course calendar

GRADING SYSTEM
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:
A = 90-100 percent
B = 80-89 percent
C = 70-79 percent
F = <70 percent

**Important:** Failure to turn in all required clinical paperwork by the listed due date constitutes a failure in the clinical portion of the course. You **must** pass both the clinical and didactic portions of this course to pass the course. Late Work is not accepted for clinical documents/assignments.

**For nonclinical assignments:** failure to submit your assessments/assignments on the assigned date will result in a **two-point deduction for each day** after the posted deadline. No papers or postings will be accepted more than five days past the assigned due date (**without prior faculty approval**) and a grade of zero (0) will be given.

**EVALUATION AND GRADES**
Graded activities and percent of the overall course grade:

<table>
<thead>
<tr>
<th>Clinical and clinical preparation requirements</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Clinical preparation requirements</em> pass/fail including (total 3 points)</td>
<td>03%</td>
</tr>
<tr>
<td>Full H&amp;P video/episodic video assignments</td>
<td></td>
</tr>
<tr>
<td>SOAPE Note Assignment</td>
<td></td>
</tr>
<tr>
<td>Skills evaluation with plan</td>
<td></td>
</tr>
<tr>
<td><em>Clinical experience</em> and required clinical documents Pass/fail (32 points)</td>
<td>32%</td>
</tr>
<tr>
<td>Clinical objectives submitted on time</td>
<td></td>
</tr>
<tr>
<td>Clinical calendar submitted and kept current</td>
<td></td>
</tr>
<tr>
<td>Successful completion of precepted clinical experience (50 hours)</td>
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<tr>
<td>Pass SOAPE notes after each clinical rotation (minimum of 5 submitted)</td>
<td></td>
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<tr>
<td>Passing preceptor evaluation</td>
<td></td>
</tr>
<tr>
<td>Passing faculty evaluation</td>
<td></td>
</tr>
<tr>
<td>Clinical log signed by preceptor</td>
<td></td>
</tr>
<tr>
<td>Enter data in TYPHON and keep updated</td>
<td></td>
</tr>
<tr>
<td>Self/site/preceptor evaluation submitted</td>
<td></td>
</tr>
<tr>
<td>ALL documents MUST be submitted on time</td>
<td></td>
</tr>
</tbody>
</table>

**Must meet all clinical requirements and pass this portion of the class**

*Must pass all of the above clinical assignments/practicum to pass the clinical portion of the class, this section is worth 35% of your overall course grade

**NOTE:** if the student does not pass any one part of this section of the class then the student **will fail the class regardless of success in other areas of the class and class assignments**

| Orientation ppt (1.5%) and Syllabus test (3.5%) | 05%     |
| Final physical exam performed LIVE on video (12 points) | 12%     |
| Must demonstrate competency to pass the video (minimal score of 70% to pass) |         |
| **IDEA** survey participation | 03%     |
| Discussion Board (Db) participation | 25%     |
| Clinical Decision Making evaluations (CDMs) 2 @ 7.5% each | 15%     |
| Reflection assignments 2 @ 2.5% each | 05%     |
| **Total points possible for class** | 100%    |

**TEACHING STRATEGIES**
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers. A Discussion Board is provided in Blackboard specifically for students (“Student Lounge”) to share websites, articles, apps, and clinical experiences relevant to the course topics.

ASSIGNMENT DESCRIPTIONS
*Please note: Rubrics for all assessments are located at the end of this syllabus.

DISCUSSION BOARD ACTIVITIES:
Discussion Boards provide an avenue for synthesis of material / information. A Discussion Board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assessments using the “Online Discussion Rubric” to support individual answers to the assigned questions throughout this course.

CLINICAL DECISION MAKING ASSIGNMENTS (CDM):
As noted in the previous section, the CDMs are considered to be ID assignments. These assignments are designed to facilitate your ability to formulate appropriate questions for acquisition of pertinent clinical information; cluster the information you have received into possible/probable diagnosis(es); develop rule-outs (R/O) and differential diagnoses (DDx); utilize diagnostic data and physical exams as part of your decision making and offer rationales as to your thought processes during this clinical exercise. Information related to the structure, due dates and instructions are available under the CDM/test/quiz link in the Blackboard (Bb).

CLINICAL ASSIGNMENTS/DOCUMENTS
Clinical documents and assignments assist the student in learning to document their findings as related to the plan of care and assists the students in developing a problem list, pertinent positives/negatives, differential diagnoses and formulating a plan of care based on this information. Documentation will take the form of SOAPE notes, EMR/medical record. All assignments are to be submitted in the “Submit Assignments” link is required within 24 hours of the assignment submission.

Clinical Preparation Assignments
Full History and Physical (H&P) Interview Assignment
The History and Physical exam/interview will evaluate your ability to demonstrate a comprehensive examination of a patient based on a scenario provided for a new patient evaluation which is part of primary care. This assignment evaluates the ability of the student to establish rapport with the patient, obtain a complete history and use proper techniques to perform a comprehensive
exam. A SOAPE note will be submitted within 24 hours of the assignment submission in the “submit assignments here” link. This assignment must be passed successfully before the student will be allowed to participate in the clinical component of the class.

Skill Self-Evaluation Assignment and Plan
The self-evaluation of skills provides the student with the opportunity to evaluate and compare current skills with expected advanced practice health assessment skills and develop a plan to learn and integrate new skills into practice. Assignment to be submitted in “Submit Assignment” link is required within 24 hours of the assignment submission.

Episodic Physical Exam videos:
The episodic physical exam will evaluate your ability to determine the appropriate body system(s) needing examination based on a brief scenario provided for a complaint common to primary care. This assignment also evaluates your ability to differentiate between normal findings and findings expected of a given complaint (for example: wheezing with asthma, lower right quadrant pain with appendicitis). You will be evaluated on your technique in examining the “patient” and your use of special examination techniques appropriate to the complaint (for example: confrontation exam, McMurray test). Information regarding the purpose, structure, and grading rubric is available under the “CLINICAL ASSIGNMENTS/RUBRICS” link within the course. Submission of a SOAPE note (for this assignment) in the “Submit Assignments” link is required within 24 hours of the assignment submission.

Final Patient Interview:
Final patient interview of an episodic complaint will evaluate your ability to establish rapport, elicit relevant information and guide an interview, as well as develop differentials for the complaint given. Information regarding the purpose, structure, due dates, instructions for completion and grading rubric is available under the “CLINICAL ASSIGNMENTS/RUBRICS” link within the course. Submission of a SOAPE note (for this assignment) in the “Submit Assignments” link is required within 24 hours of the assignment submission.

CLINICAL EXPECTATIONS AND REQUIREMENTS

Precepted Clinical Experience
Each student will spend 50 hours in the clinical setting with an approved preceptor (advanced practice nurse, or MD/DO, in selected sites). The clinical practicum provides the opportunity for the student to practice advanced skills in health assessment, diagnose common acute and chronic illnesses throughout the lifespan, and possibly suggest management/treatments under supervision.

Prior to the first clinical experience, the student will:
- Make sure all immunizations and certifications are up-to-date (review clinical checklist available in the clinical assignments tab)
- Complete/submit and pass all required clinical assignments before starting the clinical experience
• Present each preceptor with a copy of the MSN Preceptor Orientation Packet and contact information of the course instructor (found in Blackboard under Faculty Information)
• Submit the signed and dated Preceptor Agreement, CV, and profile to the graduate secretary by the deadline indicated.
• Using NONPF guidelines develop and submit 3-5 measurable objectives that are to be accomplished this semester. Submit these under the Submit Assignments tab, under the indicated link for instructor approval. Once they have been approved, share them with all preceptors daily.
• Provide the instructor with a clinical calendar with all prearranged clinical dates and preceptor information.
• No more than 30 hours per week can be scheduled with the preceptor, by the student. No clinical is allowed during weekends, holidays, or breaks will be allowed
• **NOTE:** the student cannot start the clinical experience until ALL requirements are met, and all documents have been approved by your instructor: including a letter from the graduate secretary that the student has been approved to start the clinical experience at the selected site(s).

**Each week, during each clinical experience the student will:**
• Present the preceptor with their clinical objectives, which will help achieve the broad course objectives identified for the semester
• Maintain a Clinical Log *(one for each preceptor)* of patient data, which will be signed by the preceptor daily when in the clinical setting.
• Maintain the clinical log system (Typhon) daily. Please note this system is time sensitive and you will be unable to enter data that is greater than 1-2 weeks old, remember timeliness in data entry is important!
• Arrange a clinical evaluation (of you the student) between the preceptor and instructor, during the last week that the student is in clinical
• Communicate with the instructor if a student/preceptor issue arises in the clinical setting

**End of course, the student will:**
Submit all completed forms and evaluations in Bb under the Submit Assignments link. Including evidence of 50 clinical practicum hours and preceptor evaluation of student. The clinical practicum provides the opportunity for the student to develop and practice advanced skills in health assessment, diagnose common acute and chronic illnesses, and/or suggest management/treatments under an approved clinical preceptor. Detailed information is available in Blackboard and on the Graduate Student web site: [http://www.angelo.edu/dept/nursing/student_resources/grad_info.php](http://www.angelo.edu/dept/nursing/student_resources/grad_info.php).
**CLINICAL REQUIREMENTS:**
The student is expected to perform safely in the clinical setting, failure to do so may result in the student being removed from the clinical rotation. Students deemed unsafe or incompetent will fail the course and receive a course grade of “F.”

**The following behaviors constitute clinical failure:**
- Demonstrates unsafe performance and makes questionable decisions
- Lacks insight and understanding of own behaviors and behaviors of others
- Needs continuous specific and detailed supervision
- Fails any of the clinical evaluations-preceptor or faculty
- Has difficulty adapting to new ideas and roles
- Fails to submit required written clinical exercises/assignments
- Falsifies clinical hours
- Unprofessional behavior including failure to notify preceptor/instructor of anticipated absence from the clinical practicum area
- Violates student confidentiality agreement

All clinical documents are located in Bb in the Clinical Assignments tab link. Information regarding preceptor agreements and profiles, clinical evaluations, tally sheets and the student-preceptor handbook as well as information on current clinical agencies and immunizations requirements is available on the nursing website: [http://www.angelo.edu/dept/nursing/student_resources/grad_info.php](http://www.angelo.edu/dept/nursing/student_resources/grad_info.php)

In addition, you have been sent an email regarding access to our clinical tracking program Typhon (NPST). Students in clinical courses are required to input data on EVERY PATIENT seen each day spent at the clinic. This data input is part of the required clinical paperwork for this course. Tutorials on using this software are available on the site once you sign in. Instructions for contacting Typhon regarding technical issues with the software are also provided. The log in page is: [https://www.typhongroup.net/np/](https://www.typhongroup.net/np/) Please note: if your required student information including immunizations are not submitted/updated (see clinical requirements) you will NOT be able to participate in clinicals and will NOT have TYPHON access. The graduate secretary carefully monitors this.

**GENERAL POLICIES RELATED TO THIS COURSE**
All students are required to follow the policies and procedures presented in the following documents:
- ASU Graduate Catalog located on the ASU website [https://www.angelo.edu/catalogs/](https://www.angelo.edu/catalogs/) and
IMPORTANT UNIVERSITY DATES
See Academic Calendar at:
http://www.angelo.edu/services/registrars_office/academic_calendar.php
First Day of Class: August 28
Labor Day: September 4
Census Day: September 14
Last Day to Drop a Class or Withdraw from the University: November 1
Holiday: November 23, 24, and 25
Fall Semester ends: December 15
Final Exams Week: December 11 - 15
Commencement: December 16

STUDENT RESPONSIBILITY & ATTENDANCE
This class is asynchronous, meaning you do not have to be on-line at a certain time. There are
readings which you will have to complete to be able to adequately participate in individual and
group assessments. In order to complete this course successfully, you do have to participate in
all course activities i.e. discussion boards, course projects, reflective logs, clinical assignments,
etc. **Students are expected to engage in course activities and submit work by due dates and
times.** The hope is that students will make substantive contributions which reflect integration
of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an
expectation. For planning purposes, this class will probably require a minimum of 6-9 study
hours per week on average. Please note: students from other institutions, taking a one-time ASU
course, are bound by ASU policies in this course.

COMMUNICATION
Faculty will respond to email and/or telephone messages within 24 hours during working hours
Monday through Friday. Weekend messages may not be returned until Monday.

*Written communication via Blackboard:* It is an expectation of this class that you use formal
writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th
edition (2nd Printing or higher only) guidelines for referencing.

*Written communication via email:* All private communication will be done exclusively through
your ASU email address. Check frequently for announcements and policy changes.

*Virtual communication:* Office hours and/or advising may be done with the assistance of the
telephone, Skype, Join.me, Google Hangouts, etc.

Use Good "Netiquette":
• Check the discussion frequently and respond appropriately and on subject.
• Focus on one subject per message and use pertinent subject titles.
• Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally
viewed as SHOUTING!
• Be professional and careful with your online interaction. Proper address for faculty is by
formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal
approach.
• Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
• It is extremely rude to forward someone else's messages without their permission.
• It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The above "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

GENERAL POLICIES RELATED TO THIS COURSE
All students are required to follow the policies and procedures presented in the following documents:
• Angelo State 2011-2012 Student Handbook located on the ASU website http://www.angelo.edu/catalogs/
• ASU Graduate Catalog located on the ASU website https://www.angelo.edu/catalogs/ and
• University Graduate Nursing Handbook, located on the Nursing website https://www.angelo.edu/content/files/18423-graduate-student-handbook-fall-2014
• Preceptor/Student Orientation Handbook

ASSESSMENT SUBMISSION
In this class, all assessments need to be submitted through the Submit Assignments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment/test submission, call IT and obtain a work order then email your assigned instructor and attach a copy of what you are trying to submit. This lets your faculty know you completed the assessment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assessment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

POLICY ON LATE OR MISSED ASSESSMENTS (applies to NON-clinical assignments only): Due dates and times for assessments are posted. Class starts on Monday and ends on Saturday. Failure to submit your assessments on the assigned date will result in a two-point deduction for each day after the posted deadline. No papers or postings will be accepted more than five days past the assigned due date (without prior faculty approval) and a grade of zero (0) will be given. If you experience extenuating circumstances which may hinder you submitting your assignment on time, please contact your instructor immediately.

ACADEMIC HONESTY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. The Nursing Department adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) http://www.angelo.edu/student-handbook/code-of-
The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft. In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation, this includes copying from websites and pasting into your assignment, test, or discussion. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php

STUDENTS WITH DISABILITIES
“Disability Services is part of the Office of Student Affairs at Angelo State University. Angelo State’s Office of Student Affairs works to ensure that qualified students with disabilities have equal access to all institutional programs and services. The office advocates responsibly for the needs of students with disabilities and educates the campus community so that others can understand and support students with disabilities.”

The following includes contact information for Disability Services at ASU:

- ada@angelo.edu
- 325-942-2047
- Fax: 325-942-2211
- Houston Harte University Center, 112
- ASU Station #11047, San Angelo, TX 76909

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
1. “A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of
course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

WEBLINKS:
- Board of Nursing for the State of Texas http://www.bne.state.tx.us
- MSN Graduate Student Resources http://www.angelo.edu/dept/nursing/student_resources/grad_info.php
- NONPF Competencies http://www.nonpf.org/?page=14
- Campaign for Action (The Future of Nursing) http://campaignforaction.org/

COURSE EVALUATION
Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:

1. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

RUBRICS FOR ASSESSMENTS
&

Class schedule/topical outline are located on the following pages
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Discussion Board/Activities</th>
<th>Readings (not inclusive)</th>
<th>Evaluation: Quizzes, CDMs</th>
<th>Clinical Assignments Are named and arranged by unit/module</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Introduction by following directions on Blackboard and interacting with your peers and faculty</td>
<td>Blackboard and Typhon tutorial if not familiar with Bb</td>
<td>The goal of week 1, is to “do” the following: 1. become familiar with Blackboard (Bb) and the requirements of the course 2. preceptor role and requirements 3. become familiar with peers (networking) 4. Become familiar with Typhon</td>
<td>Begin Clinical Preparation Assignment packet due by 9/24 @ 11:59 PM</td>
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<tr>
<td></td>
<td>Holiday 9/4</td>
<td></td>
<td></td>
<td>Syllabus quiz completion due by 9/10 by 11:59 PM (unlimited tries)</td>
<td>Clinical video Assignment (full H&amp;P interview) due 9/27 @ 11:59 PM</td>
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<tr>
<td>2</td>
<td>9/5-9</td>
<td>Unit 1</td>
<td>Reading assignments for week 2 Bates: ch. 1-4 Dains: ch. 1</td>
<td>Introduction to key assessment/evaluation concepts</td>
<td>Clinical calendar and Clinical objectives due by 9/30 @ 11:59PM, MUST be submitted and approved by instructor before starting clinical.</td>
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<td></td>
<td></td>
<td>Laying the foundation: Understanding the process of data collection H&amp;P, SOAPE, etc. Patient interview practice sessions –written and online</td>
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<td>Note: no greater than 30 hours of clinical experiences per week will be allowed or approved on the clinical calendar</td>
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<tr>
<td>3-5</td>
<td>9/11-30</td>
<td>Unit 2</td>
<td>Bates ch. 4-8 Dains ch. 2, 4, 11, 13-17, 19, 21, 25, 28, 30, 32</td>
<td>Final date for submission of preceptor clinical paperwork (to start clinical) is 10/01 by 11:59 PM, after these dates penalties apply, unless previously approved by your instructor</td>
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<td></td>
<td></td>
<td>Beginning the physical exam (PE) process: behavior &amp; mental status, skin, hair, nails, head &amp; neck, thorax and lungs</td>
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<tr>
<td>6-8</td>
<td>10/2-21</td>
<td>Unit 3</td>
<td>Bates ch. 9, 11, 12 Dains ch. 3, 7-10, 12, 20, 26, 29, 33</td>
<td>Reflective assignment #1, opens 9/30, due by 10/03 @11:59 PM</td>
<td>Clinical Decision-Making evaluation (CDM) #1,</td>
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<tr>
<td></td>
<td></td>
<td>Cardiovascular, peripheral vascular, abdomen</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Unit</td>
<td>Details</td>
<td>Due Date</td>
<td></td>
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<tr>
<td>9-11</td>
<td>10/23-11/11</td>
<td><strong>Unit 4</strong></td>
<td>Breasts, axilla, male and female genitalia (includes uro)</td>
<td>Bates ch. 10, 13, 14, 15 Dains ch. 5, 6, 18, 27, 34-37, 47</td>
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<td></td>
<td>Clinical video assignment (HEENT/ CV/abdominal) due by 11/8 @ 11:59 PM</td>
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<tr>
<td>12-14</td>
<td>11/13-12/2</td>
<td><strong>Unit 5</strong></td>
<td>Musculoskeletal, neurologic and elders</td>
<td>Bates ch. 16, 17, 20 Dains ch. 22-24, 31, 39</td>
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</tr>
<tr>
<td>Holiday 11/22-24</td>
<td></td>
<td></td>
<td>Reflective assignment #2 opens 11/30 due by 12/03/17 @ 11:59 PM</td>
<td>Final video exam (PE) to be scheduled with your instructor through the CLINICAL group DB by 11/19 see sign-up list</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12/4-9</td>
<td><strong>Unit 6</strong></td>
<td>Pediatrics, pregnancy, sports participation, review of cultural issues</td>
<td>Bates ch. 18, 19 Other readings TBA</td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td>Final video (chest pain) to be presented live on 12/3-7</td>
<td>CDM #2 opens 12/4 is due by 12/10/17 @ 11:59 PM</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>12/11-12/15</td>
<td><strong>Finals week</strong></td>
<td>course wrap up, last week of class</td>
<td>All clinical documents due by 12/12 by 12 noon: Preceptor logs, TYPHON summary, student evals of site/self and preceptor; preceptor eval of student, NONPF competency form and final clinical calendar.</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Please demonstrate your commitment to quality improvement to help improve class by completing the IDEA online survey</td>
<td></td>
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</tr>
</tbody>
</table>
## DISCUSSION BOARD AND CASE STUDY RUBRIC

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Poor</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency</strong></td>
<td>100</td>
<td>80</td>
<td>60</td>
<td>0 points</td>
</tr>
<tr>
<td>15%</td>
<td>Participates 3 times throughout the week on 3 separate days.</td>
<td>Participates 2 times: postings must be distributed throughout week.</td>
<td>Participates 1-2 times during the week on the same day.</td>
<td>Participates not at all, or posts after deadline</td>
</tr>
<tr>
<td><strong>Initial Assignment Posting</strong></td>
<td>Posts well developed &amp; referenced assignment that fully addresses and develops all aspects of the task.</td>
<td>Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.</td>
<td>Posts adequate assignment with superficial thought and preparation; doesn’t address all aspects of the task.</td>
<td>Posts no assignment.</td>
</tr>
<tr>
<td>25%</td>
<td>Follow-Up Postings</td>
<td>Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts.</td>
<td>Elaborates on an existing posting with further comment or observation.</td>
<td>Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.</td>
</tr>
<tr>
<td>20%</td>
<td>Content Contribution</td>
<td>Post factually correct, reflective and substantive contribution; advances discussion.</td>
<td>Post information that is factually correct; task full development of concept or thought.</td>
<td>Repeats but does not add substantive information to the discussion.</td>
</tr>
<tr>
<td>20%</td>
<td>References &amp; Support</td>
<td>Uses references to literature, readings, or personal experience to support comments to peers.</td>
<td>Incorporates some references from literature and personal experience.</td>
<td>Uses personal experience, but no references to readings or research.</td>
</tr>
<tr>
<td>10%</td>
<td>Clarity &amp; Mechanics</td>
<td>Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.</td>
<td>Contributes valuable information to discussion with minor clarity or mechanics errors.</td>
<td>Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.</td>
</tr>
<tr>
<td></td>
<td>Totals and comments:</td>
<td></td>
<td></td>
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</tbody>
</table>

### Details:
- **Frequency**: Participants 3 times throughout the week on 3 separate days.
- **Initial Assignment Posting**: Posts well developed & referenced assignment that fully addresses and develops all aspects of the task.
- **Follow-Up Postings**: Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts.
- **Content Contribution**: Post factually correct, reflective and substantive contribution; advances discussion.
- **References & Support**: Uses references to literature, readings, or personal experience to support comments to peers.
- **Clarity & Mechanics**: Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.
**ADVANCED HEALTH ASSESSMENT GRADING RUBRIC**

**Self-Reflection Log**

**AHA**

Please note that a face sheet is not required when submitting this assignment

<table>
<thead>
<tr>
<th>VALUES</th>
<th>Criteria</th>
<th>Exemplary - 100</th>
<th>Proficient – 75</th>
<th>Marginal – 50</th>
<th>Unacceptable – 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 %</td>
<td><strong>Specific Reflection Log Items</strong></td>
<td>Thoroughly answers each log specific reflective item.</td>
<td>Thoroughly answers a majority, but not all Reflection Log Items.</td>
<td>Thoroughly answers a minority of Reflection Log Items.</td>
<td>Does not answer any Reflection Log Items.</td>
</tr>
<tr>
<td></td>
<td><strong>Evidence of evaluation and synthesis of material</strong></td>
<td>Always uses concepts and terminology appropriately; when applicable, always provides appropriate examples; Answers always presented in a format that is most often organized and easy to follow; evidence of insightful evaluation and synthesis is always present</td>
<td>Most of the time uses concepts and terminology appropriately; when applicable, most of the time provides appropriate examples; presented in a format that is most often organized and easy to follow; evidence of insightful evaluation and synthesis is most often present</td>
<td>Occasionally uses concepts and terminology appropriately; when applicable, occasionally provides appropriate examples; format is occasionally organized and easy to follow; evidence of insightful evaluation and synthesis is occasionally present</td>
<td>Does not use concepts and terminology appropriately; Does not provide examples; Answers not organized and easy to follow; Lacks evidence of insightful evaluation and synthesis</td>
</tr>
<tr>
<td>25 %</td>
<td><strong>Scholarly writing and Citations using APA formatting</strong></td>
<td>Always uses consistent citation style and cites all sources. No mistakes noted.</td>
<td>Routinely uses consistent citation style and cites sources. Two or fewer mistakes noted.</td>
<td>Occasionally uses consistent citation style and cites sources. Greater than two mistakes noted.</td>
<td>Does not cite sources or use consistent style.</td>
</tr>
</tbody>
</table>
## SOAPE GRADING RUBRIC

S = Satisfactory  U = Unsatisfactory

<table>
<thead>
<tr>
<th>Criteria</th>
<th>S</th>
<th>U</th>
<th>Comments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subjective (S) Data</strong> - Complete Patient History (Hx) data: CC, HPI (includes all applicable OLDCAARTS data), PMH/PSH, meds, allergies, Psychosocial History, Family History. Relevant and thorough ROS data related to the chief complaint (cc)</td>
<td></td>
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<td>___/15</td>
</tr>
<tr>
<td>Subjective data includes: List of Pertinent Positives and Pertinent Negatives determined from the pt’s hx. (Statement from SOAP Format Instructions document: ...pertinent positives and negatives...help direct you toward identifying differential diagnoses. If you find any further pertinent positives or negatives after conducting the PE, you may add them at the end before listing your Assessment and Plan...).</td>
<td></td>
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<td>___/10</td>
</tr>
<tr>
<td><strong>Objective (O) Data</strong> Complete Physical Exam data. Lab/diagnostic test results obtained during visit. Additional Positives and Negatives included after gathering PE data. (Additional pertinent positives and negatives - Statement from SOAP Format Instructions document: If any further pertinent positives or negatives were gathered from the PE, document them at the conclusion of this section). Develops a problem list from all data obtained at this point</td>
<td></td>
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<td>___/10</td>
</tr>
<tr>
<td><strong>Assessment (A) of Findings</strong> List of DDxs – Includes at least three DDxs Lists Primary or final Dx Lists Includes ICD 10 codes for each Dx including DDx Documents rationale for the most likely diagnosis.</td>
<td></td>
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<td>___/5</td>
</tr>
<tr>
<td><strong>Plan (P) of Care</strong> Develops a detailed and descriptive plan of care. Includes complete medication prescription information, referrals, therapies provided at visit and prescribed for patient, diet and exercise instructions, anticipatory guidance and health promotion endeavors, follow-up appointments. Provides additional data as appropriate.</td>
<td></td>
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<td>___/15</td>
</tr>
<tr>
<td><strong>Evaluation (E) of Overall Practice and Outcomes</strong> Includes patient education details and patient responses. Demonstrates clinical decision making and critically evaluates own clinical performance. Describes interactions with preceptor relevant to accomplishment of clinical objectives Cites relevant clinical guidelines or other resources in correct APA format within the text and within the reference list. Reference list provided in APA format.</td>
<td></td>
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<td>___/10</td>
</tr>
</tbody>
</table>

The SOAPE assignment document will have the following basic formatting characteristics:

Contains original work (no plagiarism or cut-and-paste). Submitted on time. Entire SOAPE document is free of grammatical, spelling, punctuation, and APA format errors. **Must maintain a grade of at least 70 to pass this assignment**

TOTAL ___/100
**Clinical Objectives/Goals-Based on NONPF Competencies**

**AHA**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Comments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contains original work (no plagiarism or cut-and-paste)</td>
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<tr>
<td>Based upon a relevant NONPF Competency</td>
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<tr>
<td>Meets the SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound)</td>
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<tr>
<td>Demonstrates Clinical Decision Making activities related to the semester objective</td>
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<tr>
<td>Utilizes appropriate evaluation terms from Bloom’s Taxonomy in evaluation.</td>
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<tr>
<td>Turned in on time: Your objectives/goals are to be taken with you to the clinical arena and to be presented to your preceptor</td>
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</tbody>
</table>

**TOTAL** __/100
## Full H&P Interview Rubric

<table>
<thead>
<tr>
<th>Element (Interview Information Gathering)</th>
<th>Key Elements for Success</th>
<th>Point</th>
</tr>
</thead>
</table>
| **Subjective**                           | - obtains accurate history (HPI/PMH/FMH etc.) for chief complaint (cc) in a timely manner  
- demonstrates therapeutic interviewing skills  
- identifies health and psychosocial risks appropriate for diagnosis(es)  
- works to establish good rapport with patient, i.e. respect, empathy, ethical/cultural considerations | 35    |

| Objective (Physical exam)                | **Examines** the correct body system(s) for the chief complaint given.  
- **Sequence** of exam is logical, required positioning of patient considers patient comfort and sequencing allows for appropriate “flow” from one exam element to next  
- Each **technique** used in the exam is **done correctly**, considering age and abilities of patient. Equipment used is appropriate and utilized correctly  
- **Verbalization**: correctly states what is being examined and why including what pertinent positive signs would be expected for complaint given as well as at least one differential for complaint  
- **Differentiates** from normal, variations of normal, and abnormal s/s and diagnostic studies | 35    |

| Assessment                               | - develops problem list from patient interview/physical assessment and develops working Dx, DDx, PP/PN, based on pertinent pathophysiology/psychosocial findings  
- assessment is logical and concise  
- student can support diagnosis through evaluation findings | 9     |

| Plan/Evaluation and Education            | - plan is logical and appropriate and covers all pertinent Dx  
- patient’s resources are considered when developing the plan  
- pertinent education/referrals is provided to the pt with adequate feedback  
- evaluation/follow-up, is appropriate for Dx and plan | 7     |

| Quality of demonstration/recording/use of prompting material | Able to see all elements of the exam technique. Able to hear all elements of the exam vocalization. Minimal use of prompting  
Possible points=100 | 10    |

**Comments:**
## Episodic Physical Exam Grading Rubric:

<table>
<thead>
<tr>
<th>Required Element</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Body System</strong></td>
<td>Examines the correct body system(s) for the chief complaint given (correctly evaluates each pertinent element of the H&amp;P).</td>
<td>15</td>
</tr>
<tr>
<td><strong>Vocalization</strong></td>
<td>Correctly states what is being examined and why including what pertinent positive signs would be expected for complaint given as well as at least one differential for complaint</td>
<td>35</td>
</tr>
<tr>
<td><strong>Sequencing</strong></td>
<td>Sequence of exam is logical, required positioning of patient considers patient comfort and sequencing allows for appropriate “flow” from one exam element to next</td>
<td>10</td>
</tr>
<tr>
<td><strong>Technique</strong></td>
<td>Each technique used in the exam is done correctly, considering age and abilities of patient. Equipment used is appropriate and utilized correctly</td>
<td>35</td>
</tr>
<tr>
<td><strong>Quality of recording/use of prompting material</strong></td>
<td>Able to see all elements of the exam technique. Able to hear all elements of the exam vocalization. Minimal use of prompting source. SOAPE note submitted within 24 hours of video submission and accurately reflects the evaluation</td>
<td>5</td>
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</tbody>
</table>

Possible points=100
Comments:
## Final Episodic Video Evaluation Rubric

<table>
<thead>
<tr>
<th>Element</th>
<th>Key Elements for Success</th>
<th>Point</th>
</tr>
</thead>
</table>
| **Subjective** (interview-information gathering) | - obtains accurate history (HPI/PMH/FMH etc.) for chief complaint (cc) in a timely manner  
- demonstrates therapeutic interviewing skills  
- identifies appropriate prevention screening as appropriate  
- identifies health and psychosocial risks appropriate for diagnosis(es)  
- works to establish good rapport with patient, i.e. respect, empathy, ethical/cultural considerations | 20    |
| **Objective** (Physical exam) | **Examines** the correct body system(s) for the chief complaint given.  
- **Sequence** of exam is logical, required positioning of patient considers patient comfort and sequencing allows for appropriate “flow” from one exam element to next  
- Each technique used in the exam is **done correctly**, considering age and abilities of patient. Equipment used is appropriate and utilized correctly  
- **Verbalization**: correctly states what is being examined and why including what pertinent positive signs would be expected for complaint given as well as at least one differential for complaint  
- **Differentiates** from normal, variations of normal, and abnormal s/s and diagnostic studies. | 30    |
| Assessment                     | - develops problem list from patient interview/physical assessment and develops working Dx, DDx, PP/PN, based on pertinent pathophysiology/psychosocial findings  
- assessment is logical and concise  
- student can support diagnosis through evaluation findings  
- identifies ICD 10 codes for each Dx  
- documentation is submitted on time (within 24 hours after completing final episodic video) | 25    |
| Plan/Evaluation and Education  | - plan is logical and appropriate and covers all pertinent Dx  
- patient’s resources are considered when developing the plan  
- pertinent education/referrals is provided to the pt with adequate feedback  
- evaluation/follow-up, is appropriate for Dx and plan | 20    |
| Quality of demonstration/recording/use of prompting material | Able to see all elements of the exam technique. Able to hear all elements of the exam vocalization. Minimal use of prompting Possible points=100 Comments: | 5     |

*End of syllabus.*