

NURS 6331

ADVANCED HEALTH ASSESSMENT

SPRING SEMESTER 2021



Instructor: Denise Goddard DNP APRN FNP-C

Email: dgoddard@angelo.edu

Phone: 817-368-7784

Office: virtual

Office Hours: By appointment. Please arrange appointment by phone or email.

Instructor: Donna Rich, DNP, APRN, PMHNP-BC, FNP-BC

Email: donna.rich@angelo.edu (preferred method of communication)

Phone: (432) 888-4130 (by appt only)

Office: virtual

Office Hours: By appointment Monday, Wednesday

Instructor: Wrennah Gabbert, PhD, CPNP, FNP-BC, APRN

Email@ wrennah.gabbert@angelo.edu (Preferred method of communication)

Phone: (432) 486-6182

Office: virtual

Office hours: by appointment. Please arrange by email.

Course Information

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 across the life span. A 50-clock hour practicum provides opportunities to practice advanced health assessment skills.

Course Credits

Three Semester Credit Hours (2-0-50)

Online Class: Meets completely online using Blackboard

Prerequisite and Co-requisite Courses

PREREQUISITE COURSES

NUR6324 Advanced Pathophysiology

CO-REQUISITES

NONE

Prerequisite Skills

Expectations of online course delivery include: the ability to access internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint. 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 <http://www.angelo.edu/content/files/18423-graduate-student-handbook-fall-2014>.

Program Outcomes

Upon program completion of the MSN program, 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

Student Learning Outcome By completing all course requirements, students will be able to:	Assessment(s) or activity(ies) validating outcome achievement:	Mapping to MSN Program Outcome	Mapping to AACN Essentials	Mapping to NONPF Competencies
1. Use advanced health assessment skills to differentiate between normal, variations of normal, and abnormal findings	Clinical Decision-Making Quiz (CDM) Episodic Video Interview Preceptor Evaluation Clinical Objectives	9	9.1 9.7	4.3 9.3b

2. Synthesize information from screening and diagnostic testing for development of differential diagnoses	CDM Quizzes Episodic Videos Patient Interview/exams Preceptor Evaluation Precepted clinical experience Reflection Assignments	4 8 9	4.5 8.5 9.7	4. 9.3c
3. Utilize risk profile and health promotion strategies to optimize assessment and diagnosis of problems common to primary care	CDM Quizzes Video Interview Clinical Experiences Preceptor Evaluation DB scenarios/discussion	1 4 8 9	1.4 4.5 8.5 9.12 9.13 9.2 9.7	4.3 9.3a
4. Integrate core scientific and humanities related content with clinical guidelines for optimal practice processes	CDM Quizzes Discussion Board Reflection Assignments	1 4 9	1.1 1.4 4.5 9.1 9.2 9.7	1.1 1.2 1.3 4.6
5. Incorporate an understanding of health care delivery and financial constraints into clinical decision making	Discussion Board Patient Video Interviews	1 2 6	1.4 2.3 6.3	2.4 3.2
6. Advocate for positive behavioral changes through application of research-based clinical investigative skills	CDM Quizzes Patient Interview Discussion Board Precepted clinical experiences	8 9	8.5 9.1 9.2 9.13 9.6	4.6 5.2a 5.2b 5.3

Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at [ASU's Blackboard Learning Management System](#).

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. This course is worth 3 credits, and, as it is similar to face-to-face courses, students are expected to “attend” 3 times per week on the Discussion Boards.

Required Texts and Materials

- Bickley, L. (2017). Bates Guide to Physical Examination and History Taking, 12th edition. Lippincott. ISBN13: ISBN-13: 978-1496350299
- Dains, J., Baumann, C, & Scheibel, P. (2016). Advanced Health Assessment and Clinical Diagnosis in Primary Care 5th ed. ELSEVIER. ISBN13: 9780323266253

Recommended Texts and Materials

- U.S. Preventive Services Task Force (2018). *Guide to Clinical Preventive Services [e-book]*. Retrieved from <https://www.ahrq.gov/professionals/clinicians-providers/guidelines-recommendations/guide/index.html>
- American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association.
- Gilbert, D. et al (2018). The Sanford Guide to Antimicrobial Therapy, 2020. 50th Edition. Antimicrobial Therapy. ISBN-13: 978-1944272159
- A Pathophysiology text such as: Copstead, L. & Banasik, J. (2018). Pathophysiology, (6th ed). Elsevier. ISBN-13 : 978-0323354813
- A Lab/Diagnostics reference such as: Fischbach, F. & Fischbach, M. (2017). Manual of Lab and Diagnostic Tests, (10th ed). Wolters Kluwer. ISBN-13: 978-1496377128

Technology Requirements

To participate in one of ASU's distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam with built in microphone
- Logitech USB microphone headset
- Document scanner
- Ability to pdf documents. No faxed items, JPEG, or other formats will be accepted for scanned documents. PDF/Word is the ONLY acceptable format. Scanner is required.
- Light source required for video simulations

Refer to Angelo State University's Distance Education website for further technology requirements:
[Angelo State University's Distance Education Website](#)

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 also 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. "Technology Support" is located at https://blackboard.angelo.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=535_1. Please see technical requirements for MSN classes at this link: https://www.angelo.edu/dept/nursing/online_learning.php.

Topic Outline

Unit 1 Laying the Foundation

Unit 2 Beginning the Physical Exam process

Unit 3 Cardiovascular, Peripheral, Vascular, Abdomen

Unit 4 Breasts, Axilla, Male and Female Genitalia (includes Urology)

Unit 5 Musculoskeletal, Neurological, and Geriatrics

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 email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.

Preferred method of communication with course FACULTY: General questions may be asked on the Discussion Board 'I have a question' forum where other students can have the same questions answered. More urgent questions may be asked by email. Emergent questions/contact may be accomplished via phone or text. If we miss a phone call, it will returned as soon as possible as we both maintain a clinical practice. Please use the contact method that meets the urgency of your need. Routine Phone meeting appointments may be scheduled.

Use Good "Netiquette":

- Avoid strong or offensive language
- Ask for clarification. Don't sit in silence either misunderstanding or feeling offended. A simple way to clarify is "I did not understand your post"
- Avoid sarcasm
- Avoid characters like smiley faces ;) ☺ and instant messaging abbreviations (LOL, ROFL)

- Check the discussion frequently (at least 3 times per week) and respond appropriately and on subject
- Use correct grammar and spelling
- Focus on one subject per message and use pertinent subject titles
- Capitalize words appropriately. Otherwise, excessive 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
- Don't 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

Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

GRADED ACTIVITY		POINTS	PERCENTAGE OF GRADE
Course Orientation			5%
	Course Orientation Video Quiz	5	
	Self-Introduction Discussion Board	3	
Clinical Preparation & Clinical Experience			35%
Clinical Preparation	Clinical Assignment #1: Submit skills evaluation with plan	100	
	Clinical Assignment #2 SOAPE Note	100	
	Clinical Assignment #3: Video Assignment	100	
	Clinical Objectives	100	
	Clinical Calendar	P/F (1)	
Clinical Experience			
	Objectives submitted on time	P/F	
	Clinical calendar kept current	P/F	
	Successful completion of 50 precepted clinical hours	P/F	
	Passing grade on SOAPE notes after each day of clinical rotation (minimum of 5)	500 (100 each)	
	Passing Preceptor Evaluation	P/F (1)	
	Passing Faculty Evaluation	P/F	
	Clinical Log signed by Preceptor & submitted on time	P/F (1)	
	TYPHON updated each clinical day & final summary submitted on time	P/F (1)	
	Final Self Evaluation	P/F (1)	

	Student Evaluation of Site/Preceptor submitted on time	P/F (1)	
	Clinical Video #2 (HEENT/CARDIO/ABD)	100	
Reflection Assignments			5% (2.5% each)
	Reflection #1	50	
	Reflection #2	50	
Discussion Boards			25%
	14 weekly DBs	140 (10 each)	
Quizzes			10% (5% each)
	Quiz #1	50	
	Quiz #2	50	
Final Exam			20%
	Live competency evaluation	100	
	SOAPE note submitted >24 hours prior to final	P/F (1)	
TOTAL		1455	100%
Surveys			
	MidTerm (voluntary, not required)	1 bonus point	
	Final Course IDEA (voluntary, not required)	2 bonus points	

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

Failure to turn in all required clinical paperwork BY THE LISTED DUE DATE constitutes a failure in the clinical portion of the course. Late Work is **NOT** accepted for Clinical documents/assignments.

For nonclinical assignments: Late work is **NOT** accepted. Failure to submit your assessments/assignments on the assigned date, except in the case of an emergency situation, and with approval of course faculty, will result in a grade of zero (0). Students must complete all work for this course to pass this course, *even if the late submission is not accepted for a grade*. Faculty reserve the right to deduct points if late assignments are accepted past the original due date.

You must pass **BOTH** the Clinical and the Didactic portions of this course to pass the course.

NOTE:

- **All documents MUST be submitted on time to receive a Passing grade!**
- Must successfully meet all Clinical requirements to pass the class
- Must pass **EACH** (and **ALL**) Clinical assignments/practicum to pass the Clinical portion of the class-not a cumulative passing grade.
- **If the student does not pass any one part of the Clinical section of the class, then the student will fail the class regardless of success in other didactic areas of the class and class assignments.**

- The CLINICAL and CLINICAL PREPARATION section is worth 35% of your overall course grade.

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 Family Practice 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 of 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.

Prior to the first clinical experience, the student will:

- _____ Make sure all immunizations and certifications are up-to-date
- _____ Review and complete the clinical checklist (available on Nursing homepage at <https://www.angelo.edu/content/files/19205-clinical-readiness-checklistpdf>.)
- _____ Submit the required paperwork... completely and accurately filled out to the graduate secretary, signed and dated, with all the required information by the deadline indicated on the course calendar
 - Preceptor Agreement form
 - Preceptor CV (if not submitted to the University within 2 years and no changes)
 - Facility/Site Agreement (if not already on file)
 - Preceptor profile form
- _____ Receive letter of approval from University Graduate Nursing office
- _____ Complete/submit all required clinical assignments before starting the clinical experience
 - Objectives using NONPF guidelines 5 measurable objectives that are to be accomplished this semester submitted for approval by Faculty. Once they have been approved, share them with your preceptor each clinical day.
 - Self-Evaluation checklist and plan
 - SOAPE note
 - Video assignment
 - Clinical calendar with all prearranged clinical dates and preceptor information using template provided on Blackboard. No clinicals on weekends or after hours without prior permission of Faculty. No clinicals are allowed on designated University holidays.
- _____ Present each preceptor with a copy of the MSN Preceptor Orientation Packet (found online at the ASU Nursing Homepage <https://www.angelo.edu/content/files/26600-preceptor-student-orientation-handbook-fall-2020>; and the contact information of the course instructor (found in syllabus and in Blackboard under “My Professor”)

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).

During the Clinical experience, the student will:

<ul style="list-style-type: none">• Present the preceptor with his/her clinical objectives, which will help achieve the broad course objectives identified for the semester
<ul style="list-style-type: none">• Maintain a Clinical Log of hours (one for each preceptor) which will be signed by the preceptor daily when in the clinical setting.
<ul style="list-style-type: none">• Maintain the clinical log system (Typhon). This system is time sensitive and you will be unable to enter data greater than 1 week old. Keeping TYPHON current after you complete the clinical day is a MANDATORY course requirement and is necessary for successful course completion. Data input will be due by the Monday following the preceding clinical week.
<ul style="list-style-type: none">• Arrange a clinical evaluation conference of the student between the preceptor and instructor, during the last week that the student is in clinical either by phone or in person. Verify dates/times with the preceptor and the faculty member.
<ul style="list-style-type: none">• Keep all logs and calendar CURRENT.
<ul style="list-style-type: none">• Communicate with the instructor if a student/preceptor issue arises in the clinical setting, or of absence from the clinical site.• Submit one SOAPE note after each clinical day. The SOAPE note (1 per day of clinicals) will be due by Monday 0800 of the following week. A total of 5 SOAPE notes are required to successfully pass the course requirements.

Upon Completion of the 50 hours Clinical experience, the student will:

Submit **all** completed forms and evaluations in Bb under the Submit Assignments link prior to the deadline.

_____ TYPHON log graphical summary in PDF file

_____ Site/Preceptor Evaluation by student of ALL sites used this semester

_____ Student Self-Evaluation

_____ Preceptor Evaluation of Student from ALL preceptors used this semester

_____ Clinical Hours Log signed by Preceptor(s) with evidence of 50 clinical practicum hours

CLINICAL REQUIREMENTS:

The student is always expected to safely perform 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
- Violates student confidentiality agreement

All clinical documents are located in BlackBoard in the “Assignments, Clinical Forms, Rubrics, and Videos” tab. 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

An email regarding access to the clinical tracking program Typhon (NPST) will be sent from the University Nursing Department. Students in clinical courses are required to input data on EVERY PATIENT seen **each day** spent at the clinic, not to exceed 20 patients per day. **This log must be kept CURRENT for each day that the student is in clinicals.** Data should be entered/completed by the following Monday 0800 for hours completed the preceding week. This data input is part of the **required** clinical paperwork for this course. Random audits of compliance with this course requirement may be performed throughout the semester. 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://www2.typhongroup.net/np/index.asp?facility=7412>

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 located in the “Student Lounge” tab is useful to share websites, articles, apps, and clinical experiences relevant to the course topics. Individual consultation is recommended with instructor periodically and as needed.

Assignment and Activity Descriptions

***Please note: Rubrics for all assignments and activities 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. First posting is due by Tuesday of a Discussion Board week. Three postings with citations are required on three separate days for each Discussion Board.

Clinical-Decision-Making Quizzes: Information related to the structure, due dates, and instructions are available under the Quizzes/Exams link in the Blackboard (Bb) and on the course calendar. The quizzes are designed to:

- facilitate your ability to formulate appropriate questions (history taking/interviewing) for acquisition of pertinent clinical information
- utilize that information to proceed with the appropriate patient examinations as part of your decision making
- offer rationales as to your thought processes during interview and examination
- develop possible/probable diagnosis(es); develop rule-outs (R/O) and differential diagnoses (DDx)
- utilize diagnostic data and physical clinical information.

Physical Exam videos (2): The physical exam video assignments will evaluate the student’s ability to determine the appropriate body system(s) needing examination based on a brief scenario for a common primary care complaint. This assignment also evaluates the student’s ability to differentiate between normal and abnormal findings that would be expected for a given complaint. For example: wheezing may indicate asthma; lower right abdominal quadrant pain may be indicative of appendicitis. The student will be evaluated on their physical examination technique including the use of special examination techniques appropriate to the patient scenario/complaint. For example: confrontation test, McMurray test, etc). Information regarding the purpose and structure are located in the Blackboard Learning Modules. Video instructions are located on blackboard under the Kaltura Video Assignments tab. The grading rubric is located in the syllabus and on Blackboard. The required soape note must be submitted as noted in the assignment instructions.

Final Exam Patient Interview Video: This course Final Exam will be a LIVE demonstration on Blackboard Collaborate of an episodic complaint to evaluate your ability to establish rapport, elicit relevant information, guide an interview, perform advanced *comprehensive* physical assessment, develop pertinent positives and negatives, rule-outs, differential diagnoses, actual diagnoses, and plan of care. Information regarding the purpose, structure, due dates, instructions, and grading rubric is available later in this syllabus and on Blackboard. The required soape note and rubric must be submitted prior to the video presentation date/time as noted on the course calendar and in the assignment instructions.

Clinical Assignments and Documents: Assists the student in learning to document findings as related to the plan of care. Assists in developing a problem list, pertinent positives/negatives, actual diagnoses, differential diagnoses, and formulating a plan of care. Clinical assignments include the development of clinical objectives, self-evaluation, reflection assignments, preparation of a clinical calendar, soape notes, and EMR/medical record keeping. All clinical assignments are to be submitted on Blackboard under the Submit Assignments Here tab.

Instructional Design (ID) Assignments: There are two instructional design assignments students will complete during this course. One will be expected for the Didactic component and the other for the Clinical component. For these assignments each of you will use a commonly employed instructional design framework i.e. the ADDIE Model, to design and develop all aspects of a learning module for that particular component. Students are encouraged to use course facilitators as a resource for feedback on ideas and plans prior to enacting those plans. These ID assignments will be submitted in blackboard for evaluation.

Assignment Submission

All assignments **MUST** be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at **dgoddard@angelo.edu** or **dritch@angelo.edu** or Wrennah.gabbert@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

ASU and course 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.

Late Work or Missed Assignments Policy

The course is set up on weekly modules. The week begins on Monday and ends on Saturday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty.

Failure to submit your assessments on the assigned date, except in the case of an emergency and with (prior, if possible) course faculty approval, will result in a grade of zero (0). Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

Students must complete all work for this course to pass this course, even if the late submission is not accepted for a grade. If you experience extenuating circumstances which may hinder you submitting your assignment on time, please contact your course Faculty immediately.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)ⁱ
- [Angelo State University Catalog](#)ⁱⁱ
- University Graduate Nursing Handbook, located on the Nursing website
<http://www.angelo.edu/content/files/18423-graduate-student-handbook-fall-2014>.

Student Responsibility and Attendance

Online: This class is asynchronous, meaning you do not have to be on-line at any specific time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, 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.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity](#).ⁱⁱⁱ

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#).^{iv} The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

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. See ASU Operating Policy 10.11 [Grading Procedures](#)^v for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)^{vi} in the Student Handbook. 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. 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. Resources to help you understand this policy better are available at the [ASU Writing Center](#).^{vii}

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)^{viii} for more information.

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.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Course Schedule

DATE	TOPIC	READINGS	ACTIVITIES	DUE DATE
WEEK 1 Jan 25-30	Orientation week	Review weekly Learning Module	Purchase required textbooks Watch orientation video. Complete quiz Orientation Discussion Board Blackboard and Typhon tutorial if not familiar with Bb Begin reading next week's assignments Begin obtaining and submitting preceptor forms and site agreement for clinicals.	01-25-21 01/27/21 by 2359 PM 1/17/21 by 2359pm 01-25-21
WEEK 2 02/01-02/06	Unit 1 Laying the foundation: Understanding the process of data collection H&P, SOAPE, etc	Review weekly Learning Module Bates: ch. 1-4 Dains: ch. 1	Discussion Board Week 2	Opens 02/01, Initial post by 02/02, 2359pm Closes 02/06, 2359pm

			Clinical Preparation Assignment #1 due Continue working on preceptor/clinical paperwork.	02/05/21, by 2359pm
WEEK 3 02/08-02/13	Unit 2 Beginning the physical exam (PE) process: behavior & mental status, skin, hair, nails, head & neck, thorax and lungs. Introduction to key assessment/evaluation concepts	Review weekly Learning Module Bates ch. 4-8 Dains ch. 2,4,11,13-16,17,19,21,25,28,30,32	Discussion Board Week 3 Clinical Preparation Assignments #2	Opens 02/08, Initial post by 02/09, 2359pm Closes 02/13, 2359 02/12/21, by 2359pm
WEEK 4 02/15-02/20	Unit 2 continues Beginning the physical exam (PE) process: behavior & mental status, skin, hair, nails, head & neck, thorax and lungs. Introduction to key assessment/evaluation concepts	Review weekly Learning Module	Discussion Board Week 4 Clinical objectives (5) due	Opens 02/15 Initial post by 02/16 Closes 02/20, 2359 02/17 2359pm
WEEK 5 02/22-02/27	Unit 2 continues Beginning the physical exam (PE) process: behavior & mental status, skin, hair, nails, head & neck, thorax and lungs. Introduction to key assessment/evaluation concepts	Review weekly Learning Module	Discussion Board Week 5 Clinical preparation Assignment #3 (video) due	Opens 02/22 Initial post by 02/23, 2359pm Closes 2/27, 2359 02/26/21 2359pm
WEEK 6 03/01-03/06 You may start clinicals on/after 03/02/21 when ALL required paperwork is turned in, approval letter received, and preclinical assignments (objectives,	Unit 3 Cardiovascular, peripheral vascular, abdomen	Review weekly Learning Module Bates ch. 9, 11, 12 Dains ch. 3,7,8,9,10,12,20, 26,29,33	Clinical calendar due. Must be submitted BEFORE starting clinicals. Final date for submission of preceptor clinical paperwork (to start clinicals) Clinicals may begin Discussion Board Week 6	03/01/21, 2359pm 03/01/21, 2359pm 03/02/21 Opens 03/01. Initial post by 03/02, 2359pm. Closes 03/06, 2359pm

assignments #1-3 and calendar) are completed and passed.				
WEEK 7 03/08-03/13	Unit 3 continues Cardiovascular, peripheral vascular, abdomen	Review weekly Learning Module	Discussion Board Week #7 Typhon and Soape note #1 due for clinicals completed the week of 03/02- 03/05 Quiz #1	Opens 03/08. Initial post by 03/09 2359pm. Closes 03/13, 2359pm 03/10 2359pm Opens 03/12. Closes 03/13, 2359pm
WEEK 8 03/15-03/20	Unit 3 continues Cardiovascular, peripheral vascular, abdomen	Review weekly Learning Module	Discussion Board Week #8 Typhon and Soape note #2 due for clinicals completed the week of 03/08- 03/13 MidTerm course Survey Work on upcoming video assignment. Schedule (on DB) date/time for FINAL EXAM live demonstration	Opens 03/15. Initial post by 03/16, 2359. Closes 03/20, 2359pm 03/17/21, 2359pm 03/15-03/19 03/15/21 2359
WEEK 9 03/22-03/27	Unit 4 Breasts, axilla, male and female genitalia (includes uro)	Review weekly Learning Module Bates ch. 10, 13, 14, 15 Dains ch. 5, 6, 18,27,34,35,36,37,47	Reflective assignment #1 Discussion Board Week 9 Typhon and Soape note #3 due for clinicals completed	03/22/21 2359pm Opens 03/22. Initial post by 03/23 2359pm. Closes 03/27, 2359pm 03/24/21 2359

			the week of 03/15-03/20 Work on upcoming video assignment.	
WEEK 10 03/29-04/03 April 2 nd is a school holiday (pending board approval)	Unit 4 Breasts, axilla, male and female genitalia (includes uro)	Review weekly Learning Module	Discussion Board Week 10 Typhon and Soape note #4 due for clinicals completed the week of 03/22-03/27 Clinical competency video #2 (evaluation of HEENT/ CV/abdominal) assignment due	Opens 03/29. Initial post by 03/30 2359pm. Closes 04/03, 2359pm 03/31 2359pm 04/03/21 2359pm
WEEK 11 04/05-04/10	Unit 4 continues Breasts, axilla, male and female genitalia (includes uro)	Review weekly Learning Module	Discussion Board Week 11 Typhon and Soape note #5 due for clinicals completed the week of 03/29-04/03 Arrange a phone conference between the preceptor and instructor, during the last week that the student is in clinical.	Opens 04/05. Initial post by 04/06, 2359pm. Closes 04/10, 2359pm 04/07 2359pm
WEEKS 12 04/12-04/17	Unit 5 Musculoskeletal, Neurologic and Geriatrics	Review weekly Learning Module Bates ch. 16, 17, 20 Dains ch. 22,23,24,31,39	Discussion Board Week 12 Update Typhon log	Opens 04/12 Initial post by 04/13, 2359pm. Closes 04/17 2359pm
WEEK 13 04/19-04/24	Unit 5 continues Musculoskeletal, Neurologic and Geriatrics	Review weekly Learning Module	Discussion Board Week 13	Opens 04/19. Initial post by 04/20, 2359pm. Closes 04/24, 2359pm

			Quiz #2	Opens 04/23. Closes 04/24 @ 11:59 PM
			Update Typhon log	
WEEK 14 04/26-05/01	Unit 5 continues Musculoskeletal, Neurologic and Geriatrics	Review weekly Learning Module	Reflection #2 due	04/28 2359pm
			Discussion Board Week 14	Opens 04/26. Initial post by 04/27, 2359pm. Closes 05/01, 2359pm
			FINAL EXAM SOAPE note and RUBRIC due	04/30 2359pm
			Complete IDEA course SURVEY	
			Update Typhon log	
WEEK 15 05/03-05/08	Unit 6 Pediatrics, pregnancy, and sports participation, review of cultural issues	Review weekly Learning Module Bates ch. 18, 19 Bates pages 82-86 The Cultural Context of the Interview	Competency Week	Starts 05/03 Ends 05/08
			Discussion Board Week 15	Opens 05/03. Initial post by 05/04, 2359pm. Closes 05/08, 2359pm
			Update Typhon log	
			Last day of clinical	05/07/21
WEEK 16 05/10-05/14	Course wrap up, last week of class	Review weekly Learning Module	All clinical documents due BEFORE 05/10 at NOON- <ol style="list-style-type: none"> 1. clinical logs signed by preceptor 2. TYPHON summary 3. student evals of site and preceptor 4. student eval of self 	BEFORE 05/10, NOON

			5. preceptor eval of student	
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Grading Rubrics

Clinical Objectives/Goals Rubric

Criteria	Satisfactory	Unsatisfactory	Comments	Points
Based upon a relevant NONPF Competency				___/20
Based upon a relevant NURS 6331 Student Learning Objective				___/20
Meets the SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound)				___/15
Demonstrates Clinical Decision-Making activities/interventions related to the semester objectives				___/25
Utilizes appropriate terms from Bloom's Taxonomy in evaluation.				___/10
Contains original work Objectives/goals are to be taken to the clinical arena and discussed with preceptor				___/10
			TOTAL	___/100

preClinical Assignment #3 Video Rubric

ELEMENT	DESCRIPTION/CRITERIA	POSSIBLE POINTS	EARNED POINTS	COMMENTS
Introduction	Introduces self, establishes visit timeframe and keeps within that time, elicits chief complaint, reviews vital signs. Attitude is professional, respectful.	5		
History of Present Illness	Reviews, IN DETAIL, all 7 variables of the chief complaint (OLDCARTS). Complete review of all positive answers to the 7 variables. Questions show understanding of disease process for suspected diagnosis. Does not depend on notes.	25		
Review of Pertinent History	Reviews PMH, RX, Allergies, Surgical HX, FH and social/personal history.	20		
Review of Systems	Elicits complete information about each body system without dependence on notes.	25		
Physical Exam	Accurately performs a complete PE of all pertinent body systems in orderly manner without prompts. States <i>DIFF DXs and ACTUAL DX</i> from all data obtained at this point	15		
Plan of Care	Discusses plan of care with patient, including: medications, referrals, therapies, diet and exercise instructions, anticipatory guidance and health promotion endeavors, follow-up appointments. Provides additional data as appropriate. Exam time \leq 30 minutes.	10		
		100	<u>TOTAL</u>	

Late Work is NOT accepted for clinical documents/assignments.

Clinical Video #2 Rubric

ELEMENT	DESCRIPTION/CRITERIA	POSSIBLE POINTS	EARNED POINTS	COMMENTS
Introduction	Introduces self, establishes visit timeframe and keeps within that time, elicits chief complaint, reviews VS. Attitude is professional, respectful.	5		
History of Present Illness	Reviews, IN DETAIL, all 7 variables of the chief complaint (OLDCARTS). Complete review of all positive answers to the 7 variables. Questions show understanding of disease process for suspected diagnosis. Does not depend on notes.	20		
Review of Pertinent History	Reviews PMH, RX, Allergies, Surgical HX, FH and social/personal history.	20		
Review of Systems	Elicits complete information about each body system without dependence on notes.	20		
Physical Exam	Accurately performs a complete PE of all pertinent body systems in orderly manner without prompts. States <i>DIFF DXs and ACTUAL DX</i> from all data obtained at this point	20		
Plan of Care	Discusses plan of care with patient, including: medications, referrals, therapies, diet and exercise instructions, anticipatory guidance and health promotion endeavors, follow-up appointments. Provides additional data as appropriate. Exam time \leq 30 minutes	15		
		100	<u>TOTAL</u>	

Late Work is NOT accepted for clinical documents/assignments.

Final Exam (VIDEO) Grading Rubric

Element	Key Elements for Success	Points
Subjective (interview- information gathering)	-obtains accurate history(HPI/PMH/Surg HX, Allergies, Soc HX, FMH etc.) for chief complaint in a timely manner without prompts -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 Obtains complete and thorough ROS without prompts	20
Objective (Physical exam)	Examines the correct body system(s) for the chief complaint Sequence of exam is logical (without prompts), 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. Review Vitals (include pain score, BP bilaterally with interpretation, weight and weight trend, waist measurement and waist trend, BMI and BMI trend with interpretation)	30
Assessment	- develops working Dx, 3 Diff DXs, PPs/PNs, based on pertinent pathophysiology/psychosocial findings from the patient interview/physical assessment and -assessment is logical and concise -student can support diagnosis through evaluation findings	25
Plan/Evaluation and Education	-plan is logical and appropriate and covers all pertinent DXs -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.	15

Quality of recording/use of prompting material	Able to see all elements of the exam technique. Able to hear all vocalization. Minimal use of prompting. Clinical setting. Exam time < 30 minutes.	10
	Possible points=100 Comments: Late Work is NOT accepted for clinical documents/assignments.	

DISCUSSION BOARD RUBRIC (10 possible points per DB)

Criteria	Excellent 1.67 points each	Good 1.33 points each	Poor 1 points each	Unacceptable 0 points
Frequency	Participates 3 times throughout the week on 3 separate days. Cites references	Participates 2 times: postings must be distributed throughout week.	Participates 1-2 times during the week on the same day .	Participates not at all, or posts after deadline
Initial Assignment Posting	Posts well developed & referenced assignment that fully addresses and develops all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts no assignment.
Follow-Up Postings	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.	Elaborates on an existing posting with further comment or observation.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Posts no follow-up responses to others.
Content Contribution	Post factually correct, reflective and substantive contribution; advances discussion.	Post information that is factually correct; task full development of concept or thought.	Repeats but does not add substantive information to the discussion.	Post information that is off-topic, incorrect, or irrelevant to discussion.
References & Support	Uses references to literature, readings, or personal experience to support comments to peers.	Incorporates some references from literature and personal experience.	Uses personal experience, but no references to readings or research.	Includes no references or supporting experiences
Clarity & Mechanics	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.
Totals and comments:				

For nonclinical assignments: Late work is **NOT** accepted. Failure to submit your assessments/assignments on the assigned date, except in the case of an emergency situation and with approval of course faculty, will result in a grade of zero (0).

REFLECTION GRADING RUBRIC (50 possible points each)

VALUES	Criteria	Exemplary – 50 (16.6 points each)	Proficient – 38 (12.6 points each)	Marginal – 25 (8.3 points each)	Unacceptable – 0
	Specific Reflection Log Items	Thoroughly answers each log specific reflective item.	Thoroughly answers a majority, but not all Reflection Log Items.	Thoroughly answers a minority of Reflection Log item.	Does not answer any Reflection Log Items.
	Evidence of evaluation and synthesis of material	Always uses concepts and terminology appropriately; when applicable, Always provides appropriate examples; Answers always presented in a format that is organized and easy to follow; evidence of insightful evaluation and synthesis is always present	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	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	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
	Scholarly writing and Citations using APA formatting	Always uses consistent citation style and cites all sources. No mistakes noted. Includes a face sheet as page one of submission.	Routinely uses consistent citation style and cites sources. Two or fewer mistakes noted.	Occasionally uses consistent citation style and cites sources. Greater than two mistakes noted.	Does not cite sources or use consistent style.

For nonclinical assignments: Late work is **NOT** accepted. Failure to submit your assessments/assignments on the assigned date, except in the case of an emergency situation and with approval of course faculty, will result in a grade of zero (0).

SOAPE NOTE RUBRIC/ Grading Criteria	S	U	Comments	Points
Subjective (S) Data - Complete Patient History (Hx) data: CC, HPI (includes all applicable OLDCAARTS data), PMH/PSH, meds, allergies, Psychosocial History, Family History (3 generations). Relevant and thorough ROS data related to the chief complaint (cc). Includes list of Pertinent Positives and Pertinent Negatives determined from the pt's hx				___/20
Objective (O) Data 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).				___/25
Assessment (A) of Findings List of DDxs – Includes at least three DDxs Lists Primary or final Dx Includes ICD10 codes for each Dx including DDx Documents rationale for the most likely diagnosis.				___/20
Plan (P) of Care 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. 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.				___/15
Evaluation (E) of Overall Practice and Outcomes 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				___/15
Entire SOAPE document is free of grammatical, spelling, punctuation, and APA format errors. Contains original work (no plagiarism or cut-and-paste).				___/05
Must obtain a grade of at least 70 to pass this assignment. No late work accepted.			TOTAL	___/100

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Focus Areas on the IDEA evaluation include:

- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply knowledge and skills to benefit others or serve the public good.

WEBLINKS

- Board of Nursing for the State of Texas <http://www.bne.state.tx.us>
- National Institute of Nursing Research (NINR) <https://www.nih.gov/about-nih/what-we-do/nih-almanac/national-institute-nursing-research-ninr>
- National Magnet Agenda <https://www.nursingworld.org/organizational-programs/magnet/program-resources/research-materials/>
- Campaign for Action (The Future of Nursing) <http://campaignforaction.org/>
- MSN Graduate Student Resources http://www.angelo.edu/dept/nursing/student_resources/grad_info.php
- NONPF Competencies <http://www.nonpf.org/?page=14>
- MSN Essentials <http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf>

End of Syllabus

ⁱ <https://www.angelo.edu/student-handbook/>

ⁱⁱ <https://www.angelo.edu/catalogs/>

ⁱⁱⁱ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

^{iv} <https://www.angelo.edu/services/disability-services/>

^v <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

^{vi} <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

^{vii} https://www.angelo.edu/dept/writing_center/academic_honesty.php

^{viii} <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>

