



# NURS 01-411 Health Assessment

Fall I 2020

## COURSE SYLLABUS



## I. Course Title

NURS 01-411

## II. Course Credit

4 credit hours

Contact hours: Didactic Content – 45 contact hours  
Experiential Learning – 15 contact hours

Here is how you can expect to divide up 60 contact hours required for this course:

Activity	Estimated Total Time Required - In Hours	Running Total – In Hours
Sherpath Lessons (33)	23	23
Sherpath Simulations (8) ( <i>Experiential Learning</i> )	1.5	24.5
STTI Module	6.5	31
Case Studies (3) ( <i>Experiential Learning</i> )	6	41
Ethnogeriatric Case Study	6	43
Discussion Posts – Documentation of Sherpath Simulations (6) ( <i>Experiential Learning</i> )	3	46
Video Head-to-Toe Assessment ( <i>Experiential Learning</i> )	3	49
Additional Time to Research & Write Case Studies	11	60
	<b>Course Total</b>	<b>60 Hours</b>

## III. Placement in Curriculum

NURS 01-can be taken at any point in the curriculum

## IV. Prerequisites

There are no prerequisites for NURS 01-411

## V. Course Professor

Lead Instructor

**Name:** April Ventura, PhD, RN, CNE

**Title:** Adjunct Nursing Instructor

## Contact Methods

**Cell Phone:** (910) 774-3760 texting is great! Please do not text after 9pm or before 8am. *You can expect a reply to texts or emails within 24 hours except on weekends and campus holidays when it may be slightly longer.*

**E-mail:** E-mail through Canvas or [aventura@nwmissouri.edu](mailto:aventura@nwmissouri.edu)  
You can expect a reply to emails within 24 hours except on weekends and campus holidays when it may be slightly longer.

**Office Hours:** By appointment. Please email me to set up a time to meet. We can chat via phone or video conference via Zoom.

## VI. Course Description

This course reviews a systematic approach to the assessment of individuals and groups of all ages. Emphasis is placed on the pathophysiology and nutrition impact on each system, the cultural needs of clients, analysis and synthesis of data to differentiate between normal and abnormal states of health, health risk prevention strategies, and health promotion.

\*\*\*Includes an experiential learning experience. An application-based practice experience is required and may be completed in the workplace.

## VII. Course Rationale

Content of this course is a core element in nursing at the baccalaureate level.

## VIII. Overview of Course

In this course, Sherpath will be used to aid students in advancing their interviewing, history-taking, and assessment skills for selected body systems. Also, cultural and age-related variations in health assessment findings are highlighted. An Ethnogeriatric case study will provide the student with an opportunity to integrate both variations into one learning experience.

**NURS 01-411 Health Assessment** will include experiential learning in the following ways:

- Complete focused assessments with a virtual simulated patient using Sherpath simulations
- Review, analyze and submit case studies for class review
- Video recording of the student completing a focused assessment of a friend or family member
  - Avoids the need for travel
  - Allows faculty to assess student skills

## More Information on Experiential Learning

The American Association of Colleges of Nursing (AACN) RN to BSN task force acknowledged the importance of experiential learning in its 2012 white paper (AACN.2012). Described as those that are cognitively complex and transition students to higher levels of proficiency, experiential learning activities are appropriate for “organization/systems understanding, leadership development, evidence-based practice, information management and integration of technologies into practice, inter-professional collaboration and communication, clinical prevention and population health, comprehensive assessment, and quality improvement strategies (AACN, 2012, p.2).”

## Benefits of Experiential Learning

Through experiential learning, faculty can provide students with authentic learning experiences that measure achievement of key student outcomes in a manner consistent with real-world practice. These activities typically emulate real-world encounters and include baccalaureate skills prepared nurses need to incorporate into practice. In addition, experiential learning tends to improve student engagement with course content, promote faculty-student interaction, and deepen student learning (Hill, 2017). Experiential learning allows students to assume a new professional role, improve autonomy (Rodríguez-García, Medina-Moya, González-Pascual, J.L., & Cardenete-Reyes, 2018), increase knowledge, and grow confidence, all of which lead to more informed decision making (Gilbert, Banks, Houser, Rhodes, & Lees, 2014).

## Development of Experiential Learning Activities

According to AACN, RN-BSN experiential learning activities should not duplicate work from an associate degree or diploma in nursing, but instead aid in the acquisition of higher-level thinking skills and overall proficiency. They should also be designed to align with the AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008) and provide students the opportunity to demonstrate mastery of associated learning objectives.

Students should be provided with a variety of experiential learning opportunities including both direct and indirect practice experiences (see AACN white paper for examples of RN to BSN direct and indirect care definitions and activities). Such experiential learning typically occurs in health assessment courses, community/public health practice, leadership, and/or capstone courses, thereby improving the students overall learning throughout the degree.

## References:

- American Association of Colleges of Nursing (AACN) (2008). *The Essentials of Baccalaureate Education for Professional Nursing Practice*. Retrieved from <http://www.aacnnursing.org/Portals/42/Publications/BaccEssentials08.pdf>
- American Association of Colleges of Nursing (AACN) (2012). *Expectations for practice experiences in the RN to baccalaureate curriculum*. Retrieved from: <http://www.aacn.nche.edu/aacn-publications/white-papers/RN-BSN-White-Paper.pdf>
- Gilbert, B. L., Banks, J., Houser, J. H. W., Rhodes, S. J., & Lees, N. D. (2014). Student development in an experiential learning program. *Journal of College Student Development*, 55(7), 707-713. Retrieved from <https://search-proquest-com.contentproxy.phoenix.edu/docview/1622261426?accountid=134061>

Hill, B. (2017). Research into experiential learning in nurse education. *British Journal Of Nursing*, 26(16), 932-938.

Rodríguez-García, M., Medina-Moya, J., González-Pascual, J. L., & Cardenete-Reyes, C. (2018). Experiential learning in practice: An ethnographic study among nursing students and preceptors. *Nurse Education in Practice*, 29, 41-47.

doi:<http://dx.doi.org/contentproxy.phoenix.edu/10.1016/j.nepr.2017.11.001>

## IX. Course Outcomes

<b>Course Outcomes:</b>	<b>QSEN Competency and Expected Curricular Outcome (ECO)</b>	<b>University Competencies/Outcomes</b>
1. Describe history taking and interviewing skills necessary for comprehensive data collection.	<b>Patient-Centered Care</b> ECO # 2  <b>Teamwork and Collaboration</b> ECO # 3	<b>Valuing</b>  <b>Communicating Teamwork</b>
2. Identify health risks and health promotion strategies for a client.	<b>Patient-Centered Care</b> ECO # 2	<b>Valuing</b>
3. Analyze normal and abnormal assessment findings.	<b>Evidence-Based Practice</b> ECO # 4	<b>Critical Thinking</b>
4. Apply relevant anatomy and physiology principles to the health assessment process	<b>Evidence-Based Practice</b> ECO # 4	<b>Critical Thinking</b>
5. Describe how cultural/ethnic differences influence the findings in a health assessment.	<b>Safety</b> ECO # 8	<b>Diversity, Equity, and Inclusion</b>
6. Explain how assessment techniques vary across the lifespan.	<b>Patient-Centered Care</b> ECO # 2  <b>Evidence-Based Practice</b> ECO # 4	<b>Valuing</b>  <b>Critical Thinking</b>

## X. Materials

### Required Textbooks:

- **Special Course Package** – Course Materials for Health Assessment have been placed into a specially priced package by Elsevier. *You must buy the package from the Northwest Missouri State University Bookstore in order to obtain this special pricing.* This ISBN number is not valid at any other retailer, such as Amazon or Chegg.

**ISBN: 978032370390** (This number is for the above package only!)

The package includes:

- Harding, M., & Snyder, J. S. (2020). Clinical reasoning cases in nursing (7th ed.). St. Louis, MO: Elsevier.
- Sherpath for Health Assessment (Jarvis, 7th ed.) - The following e-book included is with Sherpath purchase: Jarvis, C. (2016). Physical examination & health assessment (7th ed.). St. Louis, MO: Elsevier.

### APA Information:

You can utilize Northwest library APA resources or use the following online resources.

- APA formatting help: <https://owl.english.purdue.edu/owl/resource/560/10/>
- Tutorial on APA formatting using a WORD document <https://www.youtube.com/watch?v=a9hXY1xiZjo>

### APA formatting criteria are based on the new Seventh edition:

- American Psychological Association. (2020). Publication manual of the American Psychological Association(7thed.). American Psychological Association.

### Other Materials:

- STTI Modules - *Nursing Liability*
- Any other online materials or additional articles used in this course are available via Canvas. Links to these materials are in the associated module.
- In order to complete your final videotaped Head-to-Toe assessment, you will need access to the following materials:
  - Stethoscope
  - Reflex Hammer
  - A method to video tape your exam and upload the file to Canvas
  - A willing volunteer to be your model patient

# XI. Course Outline and Expectations

Information included below is a *general overview* of each module of the course. Detailed information, including assignment instructions, due dates, lectures, and other content is available in each Canvas course module.

**Please note:** All due dates and Zoom meeting times are scheduled using Central Standard Time (CST). Please make sure that you are aware of any time difference based on your location to ensure your success.

## Module 0: Getting Started

### ***Module 0***

- Review course syllabus
- Review Sherpath for Health Assessment
- Submit your signed syllabus signature sheet
- Submit your verification of your RN license (instructions found at the end of your syllabus)
- Discussion – Introduce Yourself

## Module 1: Beginning the Exam; Nutrition

### ***Module 1 Outcomes***

- After completing this module, the learner will be able to:

<b>Outcome &amp; Associated Course Outcome (CO)</b>	<b>Assessment Methods</b>
1. Identify basic interviewing techniques. (CO 1)	Lesson 1
2. Recognize various cultural considerations related to disease and the assessment process. (CO 5)	Lesson 2
3. Identify components of the interview process that aid in history taking. (CO 1)	Lesson 3
4. Identify unique aspects of gathering a health history for specific populations. (CO 1, 5)	Lesson 4 Discussion Post
5. Identify the relevant questions for gathering a nutrition history. (CO 1, 2)	Lessons 5 & 6

### ***Sherpath eBook Readings (Optional)***

Readings are found in each lesson in the Sherpath weekly modules. PowerPoints are also available for you to review if desired.



### ***Sherpath Week 1 Lessons with Post-Tests***

- **Lesson # 1** Interviewing Basics
- **Lesson # 2** Cultural Considerations
- **Lesson # 3** Components of a Patient History
- **Lesson # 4** Special Considerations for History Taking
- **Lesson # 5** Overview of Nutrition
- **Lesson # 6** Patient History: Nutrition

### ***Assignments***

- Discussion Post – Introductory Activity

## **Module 2: Growth & Measurement; Skin, Hair, & Nails**

### ***Module 2 Outcomes***

After completing this module, the learner will be able to:

<b>Outcome &amp; Associated Course Outcome (CO)</b>	<b>Assessment Methods</b>
1. Recognize unique age variations in growth assessment. (CO 6)	Lessons 9 & 10
2. Demonstrate appropriate history taking and examination techniques for growth assessment. (CO 1, 2, 3, 4)	Lessons 7 – 10 Simulation: Assessing Height & Weight
3. Discriminate between normal, age-related, and abnormal findings from the skin, hair, and nails examination. (CO 1, 2, 3, 6)	Lessons 11 - 13 Simulation: Assessing Skin, Hair, & Nails Discussion Post
4. Describe and explain culturally appropriate geriatric, palliative, and end-of-life care based on Ethnogeriatrics modules. (CO 2, 5, 6)	Ethnogeriatric Case Study

### ***Sherpath eBook Readings (Optional)***

Readings are found in each lesson in the Sherpath weekly modules. PowerPoints are also available for you to review if desired.

### ***Sherpath Week 2 Lessons with Post-Tests***

- **Lesson # 7** Patient History: Growth
- **Lesson # 8** Assessing Growth
- **Lesson # 9** Variations in Growth Assessment
- **Lesson # 10** Findings in Growth & Measurement
- **Lesson # 11** Patient History: Skin, Hair, & Nails
- **Lesson # 12** Assessing Skin, Hair, & Nails
- **Lesson # 13** Findings for Skin, Hair, & Nails



### ***Assignments***

- Simulation: Assessing Height & Weight
- Simulation: Assessing Skin, Hair, & Nails
- Canvas Module on Ethnogeriatrics
- Ethnogeriatric Case Study Assigned – Due in Week 6
- Discussion Post – Document Your Skin, Hair, & Nails Simulation Assessment

## **Module 3: Chest & Lungs; The Heart**

### ***Module 3 Outcomes***

After completing this module, the learner will be able to:

<b>Outcome &amp; Associated Course Outcome CO)</b>	<b>Assessment Methods</b>
1. Demonstrate appropriate history taking and examination techniques for the chest and lungs. (CO 1, 2, 3, 4)	Lessons 14 & 15 Simulation: Assessing Chest & Lungs Discussion Post
2. Discriminate between normal, age-related, and abnormal findings for the chest & lungs. (CO 4, 5,, 6)	Lessons 16 Case Study # 1
3. Demonstrate appropriate history taking and examination techniques for the heart. (CO 1, 2, 3, 4)	Lessons 17 & 18 Simulation: Assessing the Heart Discussion Post
4. Discriminate between normal, age-related, and abnormal findings for the heart. (CO 4, 5, 6)	Lesson 19 Case Study # 2

### ***Sherpath eBook Readings (Optional)***

Readings are found in each lesson in the Sherpath weekly modules. PowerPoints are also available for you to review if desired.

### ***Sherpath Week 3 Lessons with Post-Tests***

- **Lesson # 14** Patient History: Chest & Lungs
- **Lesson # 15** Assessing Chest & Lungs
- **Lesson # 16** Findings for Chest & Lungs
- **Lesson # 17** Patient History: The Heart
- **Lesson # 18** Assessing the Heart
- **Lesson # 19** Findings for the Heart

### ***Assignments***

- Simulation: Assessing Chest & Lungs
- Simulation: Assessing the Heart

- Case Study # 1
- Discussion Post – Document your Chest & Lungs OR Heart Simulation Assessment

## Module 4: Peripheral Vascular System; Abdomen

### **Module 4 Outcomes**

After completing this module, the learner will be able to:

<b>Outcome &amp; Associated Course Outcome (CO)</b>	<b>Assessment Methods</b>
1. Demonstrate appropriate history taking and examination techniques for the peripheral vascular system (CO 1, 2, 3)	Lessons 24 & 25 Simulation: Assessing the Peripheral Vascular System Discussion Post
2. Discriminate between normal, age-related, and abnormal findings for the peripheral vascular system (CO 4, 5, 6)	Lesson 26 Case Study # 3
3. Demonstrate appropriate history taking and examination techniques for the abdomen (CO 1, 2, 3)	Lesson 27 & 28 Simulation: Assessing the Abdomen Discussion Post
4. Discriminate between normal, age-related, and abnormal findings for the abdomen (CO 4, 5, 6)	Lesson 29 Case Study # 3

### **Sherpath eBook Readings (Optional)**

Readings are found in each lesson in the Sherpath weekly modules. PowerPoints are also available for you to review if desired.

### **Sherpath Week 4 Lessons with Post-Tests**

- **Lesson # 20** Patient History: Peripheral Vascular System
- **Lesson # 21** Assessing the Peripheral Vascular System
- **Lesson # 22** Findings for the Peripheral Vascular System
- **Lesson # 23** Patient History: Abdomen
- **Lesson # 24** Assessing the Abdomen
- **Lesson # 25** Findings for the Abdomen

### **Assignments**

- Simulation: Assessing the Peripheral Vascular System
- Simulation: Assessing the Abdomen
- Case Study # 2
- Discussion Post – Introduction to the Ethnogeriatric Case Study

## Module 5: Mental Status; Neurological System

### **Module 5 Outcomes**

After completing this module, the learner will be able to:

<b>Outcome &amp; Associated Course Outcome (CO)</b>	<b>Assessment Methods</b>
1. Demonstrate appropriate history taking and assessment techniques for a mental status assessment. (CO 1, 2, 3)	Lessons 26 & 27 Simulation: Assessing Mental Status Discussion Post
2. Recognize normal and abnormal findings for mental status. (CO 2, 3)	Lesson 28
3. Demonstrate appropriate history taking and examination techniques for the neurological system (CO 1, 2, 3)	Lessons 29 & 30 Simulation: Assessing the Neurological System Discussion Post
4. Discriminate between normal, age-related, and abnormal findings for the neurological system (CO 4, 5, 6)	Lesson 31 Case Study # 3

### **Sherpath eBook Readings (Optional)**

Readings are found in each lesson in the Sherpath weekly modules. PowerPoints are also available for you to review if desired.

### **Sherpath Week 4 Lessons with Post-Tests**

- **Lesson # 26** Patient History: Mental Status
- **Lesson # 27** Assessing Mental Status
- **Lesson # 28** Findings for Mental Status
- **Lesson # 29** Patient History: Neurological System
- **Lesson # 30** Assessing the Neurological System
- **Lesson # 31** Findings for the Neurological System

### **Assignments**

- Simulation: Assessing Mental Status
- Discussion Post – Document your Mental Status OR Neurological Assessment
- Case Study # 3

## Module 6: Putting It All Together – The Head to Toe Exam

### **Module 6 Outcomes**

After completing this module, the learner will be able to:

<b>Outcome &amp; Associated Course Outcome (CO)</b>	<b>Assessment Methods</b>
1. Demonstrate competence in the process of conducting the adult head-to-toe examination. (CO 1, 2, 3, 4)	Lesson 32 Video Taped Head-to-Toe Assessment on Mock Patient
2. Recognize the process of concluding and analyzing a patient encounter. (CO 1, 2, 3, 4)	Lesson 33

### ***Sherpath eBook Readings (Optional)***

Readings are found in each lesson in the Sherpath weekly modules. PowerPoints are also available for you to review if desired.

### ***Sherpath Week 6 Lessons with Post-Tests***

- **Lesson # 32** Adult Head-to-Toe Exam
- **Lesson # 33** Putting It All Together: Head-to-Toe Examination

### ***Assignments***

- Simulation: Assessing the Neurologic System
- Discussion Post
- Ethnogeriatric Case Study Due on Sunday Week 6

## **Module 7: STTI Module: *Nursing Liability***

### ***Module 7 Outcomes:***

After completing this module, the learner will be able to:

<b>Outcome &amp; Associated Course Outcome (CO)</b>	<b>Assessment Methods</b>
1. Explain the differences between the various types of liability. (CO 1, 2)	STTI Module Lesson Activities and Post Test
2. List the most common allegations filed against nurses. (CO 1, 2)	STTI Module Lesson Activities and Post Test
3. Identify additional legal roles for nurses. (CO 1, 2)	STTI Module Lesson Activities and Post Test

### ***Assignments***

- Activity # 1
  - Activity # 2
  - Post-test
  - Head-to-Toe Assessment Video Due by Wednesday, Day 3 of Week 7
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## Participation/Attendance

“Students are expected to attend all classes as specified in the course syllabi for each course. However, specific attendance policies may vary from instructor to instructor. Each instructor will clarify the attendance policy at the beginning of each course. It is the responsibility of the student to promptly notify his or her instructor when unable to attend class. Students receiving veterans’ benefits should consult with the coordinator of Veterans’ Affairs for the additional attendance requirements.

A student may make up class work without penalty if engaged in University activities endorsed by the Provost or prevented from attending by circumstances considered adequately extenuating by the course instructor.

After the add period until the end of the drop period, an instructor may request the Office of the Registrar to delete a student from the class roster due to non-attendance.”

<http://nwmissouri.smartcatalogiq.com/en/2016-2017/Undergraduate-Catalog/Policies-and-Regulations/Academic-Policies/Attendance>

## Code of Academic Integrity

Please refer to the following link to view Northwest Missouri State University’s Code of Academic Integrity Policy

<https://www.nwmissouri.edu/policies/academics/Academic-Integrity.pdf>

## Family Educational Rights and Privacy Act (FERPA)

Please refer to the following link to view Northwest Missouri State University’s policy for Family Educational Rights and Privacy Act (FERPA):

<http://www.nwmissouri.edu/policies/academics/Family-Educational-Rights-and-Privacy-Act.pdf>

## Accessibility and Accommodations

Northwest Missouri State University complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990.

If a student has a documented disability that qualifies under ADA and requires accommodations, he/she/they should contact the Accessibility and Accommodations Office for information and assistance. Disabilities accommodated under ADA may include living, learning, psychological, physical disabilities, or chronic health disorders.

Information about supporting documentation requirements and the accommodations application can be found at the University Title IX and Equity, Accessibility & Accommodations website <https://www.nwmissouri.edu/titleixequity/accessibility/index.htm>

Students with questions about learning accommodations should contact the Accessibility Coordinator in the Title IX and Equity, Accessibility and Accommodations Office at [ADA@nwmissouri.edu](mailto:ADA@nwmissouri.edu).

If you have been approved for a learning accommodation and received an accommodations approval letter, or if you have emergency medical information you choose to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately.

## Non-Discrimination Statement

Northwest Missouri State University (the “University”) is committed to maintaining an environment for all faculty, staff, students, and third parties that is free of illegal discrimination and harassment. In keeping with that policy, the University prohibits discrimination and harassment by or against any faculty, staff member, student, applicant for admissions or employment, customer, third-party supplier or any other person (collectively the “University Community”) because of their race, color, religion, national origin, sex, sexual orientation, gender identity, pregnancy, ancestry, age, disability, genetic information, veteran status, or any other legally-protected class (collectively “protected statuses”). <http://www.nwmissouri.edu/diversity/titlevi.htm>

## COVID-19 Mitigation

Northwest is committed to the health and safety of the University community and has therefore adopted COVID-19 mitigation policies. Every student must wear a face covering (such as a cloth facemask, bandana, scarf, neck gaiter, or medical mask) over their nose and mouth at all times in all academic building spaces, including classrooms (unless directed not to by the instructor), offices, hallways, and restrooms. Face shields may be worn in addition to, but not in place of, a face covering. Students without face coverings will not be allowed in the classroom until they comply with expectations. Students must also follow directions regarding entries, exits and furniture, and maintain at least 6 feet of social distancing whenever possible. Northwest further asks all students to practice good hygiene and not enter academic buildings or attend face-to-face classes/events when they feel sick or have been instructed to quarantine/isolate; students who miss class should communicate with their instructors. Students who do not comply with these requirements will be subject to standard disciplinary procedures according to the Northwest Student Code of Conduct (i.e. verbal and written warnings followed by a hearing, if necessary). We thank you for doing your part to maintain our learning environment and to protect the health of fellow Bearcats.

## XII. Nursing Program Policies

### Grading

A minimum grade of "C" is required for all NURS courses in the nursing program curriculum to advance to the next course. A student may supersede a given class at most two times, providing up to three opportunities to complete the given class. If a "C" is not achieved after the third opportunity, the student will be unable to progress with program requirements.

When a course is repeated, all of the grades will appear on the student's record, but only the highest grade earned will be used in determining the cumulative grade point average. A petition for superseding, available online through CatPAWS, must be completed online before registration for the course. Students will register for superseding courses during the normal registration period. All grades are calculated and will NOT be rounded. The student must complete course work with a 2.0 GPA or higher to meet the University's graduation requirements.

### Licensure

All current and former nursing licenses must be unencumbered/ unrestricted at the time of application and remain unrestricted/unencumbered until graduation from the RN-BSN program (including while completing General Education courses).

### Communication

#### Course Communication Policy

Communication throughout the nursing courses will be conducted through postings in the announcement section of the Northwest online site as well as through email. It is the expectation that students in the course check their announcements and emails **daily**. Students must communicate using Canvas or their Northwest email account. Nursing courses will enable students to ask questions through the Ask your Instructor discussion area. Also, the nurse educator may provide zoom meetings to allow students the opportunity to ask questions about the course.

Instructors will respond to student questions within 48 hours.

#### Course Communication Guidelines (Netiquette)

Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and the informal "rules of the road" of cyberspace. Below is a link to information on the core rules of participation in an online class.

<http://www.albion.com/netiquette/corerules.html>

### University Policy Links

[Online Learning Policy](#)

[Non-Discrimination and Anti-Harassment Policy and Procedures](#)



Northwest Missouri State University (the “University”) is committed to maintaining an environment for all faculty, staff, students, and third parties that is free of illegal discrimination and harassment. In keeping with that policy, the University prohibits discrimination and harassment by or against any faculty, staff member, student, applicant for admissions or employment, customer, third-party supplier or any other person (collectively the “University Community”) because of their race, color, religion, national origin, sex, sexual orientation, gender identity, pregnancy, ancestry, age, disability, genetic information, veteran status, or any other legally-protected class (collectively “protected statuses”). <http://www.nwmissouri.edu/diversity/titlevi.htm>

[Northwest Grievance Policy](#)

[Code of Academic Integrity- Cheating and Plagiarism](#)

[Student Grievance Process](#)

[Student Conduct](#)

[FERPA Guidelines](#)

[Referral Letter Requests- you must fill one out for faculty or staff to give a reference](#)

[Special Accommodations Policy](#)

Northwest Missouri State University complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990.

If a student has a disability that qualifies under the ADAAA and requires accommodations, he/she/they should contact the accessibility office for information on appropriate policies and procedures. Disabilities covered by the ADA may include learning, psychiatric, physical disabilities, or chronic health disorders.

Students requiring special classroom accommodations should meet with me during office hours so that we can discuss how to meet your needs this semester. Prior to our meeting be sure you have met with Pat Wyatt in the **Accessibility Services Office** in OL 242 on the 2<sup>nd</sup> floor of Owens Library. You can also contact the office at 660.562.1639 or email at [pjp@nwmissouri.edu](mailto:pjp@nwmissouri.edu) or [ADA@nwmissouri.edu](mailto:ADA@nwmissouri.edu).

If you have been approved for an accommodation, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately.

\*\*\*Additional University policies may be found in the [University Policy Library](#)

## **XIII. Technology Requirements**

Computer/Technology Requirements

**What technical skills will you need?**

As part of your online experience, you can expect to utilize a variety of technology mediums as part of your curriculum and be proficient in the following skills:

- An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your instructor/professor.
- Students should have a basic working knowledge of computers and Internet use as well as access to a computer with a broadband (DSL, cable, satellite) Internet connection. Other requirements for each course are listed in the university catalog.
- Using the eLearning environment -- Northwest Online (Canvas).
- Using your Northwest Email.
- At a minimum, you must have Microsoft Office 2003, XP, 2007 or OpenOffice. All Northwest students have access to Microsoft Office 365 via your email account.
- You may also be asked to use a webcam and upload videos or audio files, use social media to communicate with your peers or collaborate electronically.
- Researching information using the online library databases.

Northwest Online (Canvas)

Access to Northwest Online is at <https://www.nwmissouri.edu/online>

Web Conferences/Synchronous sessions

Web Conferencing is available as a resource for this class. This course uses Zoom as a program for connecting with students. To use Zoom effectively, all students must have a computer that has both video and audio capability.

Students needing support using Zoom can access help at this location –

[https://support.zoom.us/hc/en-us?flash\\_digest=220eac826eed15d0835f2ae8b2d38959faed4dd4](https://support.zoom.us/hc/en-us?flash_digest=220eac826eed15d0835f2ae8b2d38959faed4dd4)

## XIV. Grading and Evaluation

Assessments	Percentages
• Lessons (with Post-Tests) (See grading scale above)	15%
• Discussion Posts (6)	20%
• Case Studies (3)	15%
• STTI Module	10%
• Ethnogeriatric Case Study Paper	20%
• Video Head-to-Toe Assessment	20%
<b>Total Percentage for Course</b>	<b>100%</b>

## Lessons and Post-Tests

For this course, content is presented in the Sherpath lessons, and the post-tests are confirmation of your understanding of the material presented in these lessons. All post-tests are pass/fail. If you complete both the lesson **and** the post-test, you will pass that module. Your grade for the Sherpath lessons and post-tests is based on the following scale.

***You are in control of your score for this portion of the course!***

Modules Passed	Percentage Grade	Modules Passed	Percentage Grade	Modules Passed	Percentage Grade
33	100%	21-22	65%	7-8	30%
32	95%	19-20	60%	6	25%
31	90%	17-18	55%	5	20%
29-30	85%	15-16	50%	4	15%
27-28	80%	13-14	45%	3	10%
25-26	75%	11-12	40%	2	5%
23-24	70%	9-10	35%	0-1	0%

## Grading Scale

In determining the final course grade, the following scale is used:

- A= 90-100%
- B= 80-89%
- C= 70-79%
- D= 60-69%
- F= 59% and below

## Grades

A minimum grade of "C" is required for all NURS courses in the nursing program curriculum to advance to the next course. A student may supersede a given class at most two times, providing up to three opportunities to complete the given class. If a "C" is not achieved after the third opportunity, the student will be unable to progress with program requirements.

When a course is repeated, all of the grades will appear on the student's record, but only the highest grade earned will be used in determining the cumulative grade point average. A petition for superseding, available online through CATPAWS, must be completed online before registration for the course. Contact your advisor for help regarding this need. Students will register for superseding courses during the normal registration period.

All grades are calculated and will NOT be rounded. The student must complete course work with a 2.0 GPA or higher to meet the University's graduation requirements.

## Rubrics

All non-quiz grades are determined using rubrics. The rubrics are attached to each assignment for review before completing your assessment. The best way to assure a high grade for each assessment is to read the rubric carefully and make sure that your work meets all of the guidelines. If you have any questions about any of the rubrics or the expectations concerning the assessments, please contact your instructor as soon as possible.

## Late Work Policies

### Standard Late Work Policy

**All assignments EXCEPT discussion posts are subject to the following policy:**

Late work is subject to a point deduction up to 48 hours after the posted due date. **late NO late work is accepted 48 hours after the due date without prior approval.** Point deduction is 10% of the assigned grade for each day late (up to 20%).

**For example** A paper with an earned grade of 92% that was one day late would receive a final grade of 82.8% (92 minus 9.2 [10%]).

### Prior Approval Policy

Prior approval may be given when extenuating circumstances are present (at instructor's discretion), but students **MUST** contact the instructor before the due date and time, or the above policy will apply.

### Late Discussion Post Policy

Because discussion posts are designed to be interactive, full credit will not be given for a post after the scheduled due date & time. Late posts will be graded, but **20% will automatically be deducted from the grade.** No exceptions or prior approvals apply to discussion posts.

## Grading Time

You can expect that discussion posts and assignments will be graded and feedback posted within one week of the due date. I will not begin grading any assignments before the posted due date. If you would like for me to preview your work and give general feedback so that you know if you are on the right track, I am glad to do that. You would need to submit your rough draft to me at least 10 days before the posted due date so that I can get the feedback to you. Just remember, I pay attention to what you do with my suggestions, especially concerning grammar and APA format.

# XV. Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation distributed to them via email and through a course link. I read all the evaluations and use the information to improve the course the next time it is offered. I appreciate the time you take to complete it.

## XVI. Course Topics

MODULE	TOPIC OVERVIEW
Module 1	<p><b>Module 1: Beginning the Exam; Nutrition</b></p> <p><b>Overview of Topic</b> – In Module 1, the student will learn about general skills required for health assessment. The techniques for interviewing the patient and taking a health history are covered. Taking a nutritional history is covered in this module.</p>
Module 2	<p><b>Module 2: Growth &amp; Measurement; Hair, Skin, &amp; Nails</b></p> <p><b>Overview of Topic</b> – Starting with this module, the student will begin to learn assessment of specific body system. Growth and measurement will focus on age-related changes, both pediatric and geriatric. Assessment of skin, hair and nails is also covered.</p> <p>Module 2 also introduces the topic of cultural variations in geriatric health and wellness, an area of study called Ethnogeriatrics.</p>
Module 3	<p><b>Module 3: Chest &amp; Lungs; The Heart</b></p> <p><b>Overview of Topic</b> – Assessment of chest and lungs is the other body system covered in this module. Assessment of the heart is also covered.</p>
Module 4	<p><b>Module 4: Peripheral Vascular System; Abdomen</b></p> <p><b>Overview of Topic</b> – Assessment of specific systems continues with the assessment of the peripheral vascular system and the abdomen.</p>

<b>Module 5</b>	<p><b>Module 5: Mental Status; Neurological System</b></p> <p><b>Overview of Topic</b> – A mental status assessment is an important part of any health assessment and this is covered in module 5. Finally, the last system to be covered is the neurological system.</p>
<b>Module 6</b>	<p><b>Module 6: Putting It All Together – The Head-to-Toe Exam</b></p> <p><b>Overview of Topic</b> – In week 6, the focus shifts to putting all together into the full, head-to-toe exam. Students should be practicing for their video head-to-toe assessment of a mock patient during this week.</p> <p>The Ethnogeriatric case study paper is also due this week.</p>
<b>Module 7</b>	<p><b>Module 7: STTI Module – <i>Nursing Liability</i></b></p> <p><b>Overview of Topic</b> – In the final week of the course, students will complete the STTI module, <i>Nursing Liability</i>. In the final week of the course, students will complete the STTI module, <i>Nursing Liability</i>, Learning Activities 3 and 4 contained within the module, and take the module posttest. The final assignment, a videotaped head-to-toe assessment of a mock patient is due this week.</p>

## XVII. Additional Course Information

### Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

## Experiential Learning Activity Packet

### Information on Experiential Learning

The American Association of Colleges of Nursing (AACN) RN to BSN task force acknowledged the importance of experiential learning in its 2012 white paper (AACN.2012). Described as those that are cognitively complex and transition students to higher levels of proficiency, experiential learning activities are appropriate for “organization/systems understanding, leadership development, evidence-based practice, information management and integration of technologies into practice, inter-professional collaboration and communication, clinical prevention and population health, comprehensive assessment, and quality improvement strategies (AACN, 2012, p.2).”

### Benefits of Experiential Learning

Through experiential learning, faculty can provide students with authentic learning experiences that measure achievement of key student outcomes in a manner consistent with real-world practice. These activities typically emulate real-world encounters and include baccalaureate skills prepared nurses need to incorporate into practice. In addition, experiential learning tends to improve student engagement with course content, promote faculty-student interaction, and deepen student learning (Hill, 2017). Experiential learning allows students to assume a new professional role, improve autonomy (Rodríguez-García, Medina-Moya, González-Pascual, J.L., & Cardenete-Reyes, 2018), increase knowledge, and grow confidence, all of which lead to more informed decision making (Gilbert, Banks, Houser, Rhodes, & Lees, 2014).

### Development of Experiential Learning Activities

According to AACN, RN-BSN experiential learning activities should not duplicate work from an associate degree or diploma in nursing, but instead aid in the acquisition of higher-level thinking skills and overall proficiency. They should also be designed to align with the AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008) and provide students the opportunity to demonstrate mastery of associated learning objectives. Students should be provided with a variety of experiential learning opportunities including both direct and indirect practice experiences (see AACN white paper for examples of RN to BSN direct and indirect care definitions and activities). Such experiential learning typically occurs in health assessment courses, community/public health practice, leadership, and/or capstone courses, thereby improving the students overall learning throughout the degree. For the full experiential learning statement please go to the Northwest e-lounge to review.

### References:

- American Association of Colleges of Nursing (AACN) (2008). *The Essentials of Baccalaureate Education for Professional Nursing Practice*. Retrieved from <http://www.aacnnursing.org/Portals/42/Publications/BaccEssentials08.pdf>
- American Association of Colleges of Nursing (AACN) (2012). *Expectations for practice experiences in the RN to baccalaureate curriculum*. Retrieved from: <http://www.aacn.nche.edu/aacn-publications/white-papers/RN-BSN-White-Paper.pdf>



- Gilbert, B. L., Banks, J., Houser, J. H. W., Rhodes, S. J., & Lees, N. D. (2014). Student development in an experiential learning program. *Journal of College Student Development*, 55(7), 707-713. Retrieved from <https://search-proquest-com.contentproxy.phoenix.edu/docview/1622261426?accountid=134061>
- Hill, B. (2017). Research into experiential learning in nurse education. *British Journal Of Nursing*, 26(16), 932-938.
- Rodríguez-García, M., Medina-Moya, J., González-Pascual, J. L., & Cardenete-Reyes, C. (2018). Experiential learning in practice: An ethnographic study among nursing students and preceptors. *Nurse Education in Practice*, 29, 41-47.  
doi:<http://dx.doi.org.contentproxy.phoenix.edu/10.1016/j.nepr.2017.11.001>

Experiential Learning Outcome & Associated Course Outcome (CO)	Assessment Methods
1. Demonstrate appropriate history taking and examination techniques.	Sherpath Simulations and Discussion Posts (Documentation of Sherpath Simulations): <ul style="list-style-type: none"> <li>• Assessing Skin, Hair, &amp; Nails</li> <li>• Assessing Chest &amp; Lungs</li> <li>• Assessing the Peripheral Vascular System</li> <li>• Assessing the Abdomen</li> <li>• Assessing Mental Status</li> <li>• Assessing the Neurological System</li> </ul> Experiential Learning Experience
2. Discriminate between normal, age-related, and abnormal findings for the chest & lungs.	-Case Study # 1 – Chest & Lungs or Heart -Case Study # 2 – Peripheral Vascular System or Abdomen -Case Study # 3 – Mental Status or Neurological System Experiential Learning Paper
3. Demonstrate competence in the process of conducting the adult head-to-toe examination.	Video Taped Head-to-Toe Assessment on Mock Patient Experiential Learning Experience

### NURS 01-411 Health Assessment Responsibilities Chart

Experiential Learning Experience Required Hour Activities	Experiential Learning Objectives	Student Responsibilities	Facility Responsibilities	Faculty Responsibility	Evaluation Strategies
<p>Sherpath Simulations:</p> <ul style="list-style-type: none"> <li>-Assessing Skin, Hair, &amp; Nails</li> <li>-Assessing Growth</li> <li>-Assessing Chest &amp; Lungs</li> <li>-Assessing the Heart</li> <li>-Assessing the Peripheral Vascular System</li> <li>-Assessing the Abdomen</li> <li>-Assessing Mental Status</li> <li>-Assessing the Neurological System</li> </ul> <p>- 1.5 contact hours required</p>	<p>Complete focused assessments with a virtual simulated patient using Sherpath simulations with the assigned systems.</p> <p>Demonstrate appropriate history taking and examination techniques with the assigned systems.</p>	<p>Review the instructions and rubric for the assignment.</p> <p>Review assigned Sherpath lessons prior to completion of simulations.</p> <p>Complete Sherpath assessment simulations with the following systems: skin, hair and nails; growth; chest and lungs; heart; peripheral vascular system; abdomen; mental status and neurological.</p>	Non applicable	Provide feedback and grade using provided rubric.	The assignment will be evaluated using an aligned rubric in Canvas.

Experiential Learning Experience Required Hour Activities	Experiential Learning Objectives	Student Responsibilities	Facility Responsibilities	Faculty Responsibility	Evaluation Strategies
<p>Discussion Posts</p> <p>- Documentation of Sherpath Simulations:</p> <p>-Assessing Skin, Hair, &amp; Nails</p> <p>-Assessing Growth</p> <p>-Assessing Chest &amp; Lungs</p> <p>-Assessing the Heart</p> <p>-Assessing the Peripheral Vascular System</p> <p>-Assessing the Abdomen</p> <p>-Assessing Mental Status</p> <p>-Assessing the Neurological System</p> <p>- 3 contact hours required</p>	<p>Document the results of the focused system assessments related to the simulation activities in Sherpath.</p> <p>Demonstrate appropriate history taking and examination techniques.</p>	<p>Review the instructions and rubric for the assignment.</p> <p>Post documentation of assigned system assessment to a weekly discussion board and respond to peer postings.</p>	Non applicable	<p>Participate in the weekly discussion board by responding to student postings creating a dialogue with students.</p> <p>Provide feedback and grade using provided rubric.</p>	The assignment will be evaluated using an aligned rubric in Canvas.

Experiential Learning Experience Required Hour Activities	Experiential Learning Objectives	Student Responsibilities	Facility Responsibilities	Faculty Responsibility	Evaluation Strategies
<p>Case Study # 1 – Chest &amp; Lungs or Heart</p> <p>Case Study # 2 – Peripheral Vascular System or Abdomen</p> <p>Case Study # 3 – Mental Status or Neurological System</p> <p>- 8 contact hours required</p>	<p>Discriminate between normal, age-related, and abnormal findings for the following systems: chest &amp; lungs, heart, peripheral vascular system, abdomen, mental status, neurological.</p> <p>Review, analyze and submit case studies for class review.</p>	<p>Review the instructions and rubric for the assignment.</p> <p>Choose from a list of possible cases from the <i>Clinical Reasoning Cases in Nursing</i> text (Case Study # 1 – Chest &amp; Lungs or Heart. Case Study # 2 – Peripheral Vascular System or Abdomen. Case Study # 3 – Mental Status or Neurological System).</p> <p>Complete the case study as presented in the text, answering all of the questions included with the selected case study. After completion of the case study, the student will re-evaluate the case using the health assessment information learned in that week's lesson and answer three additional questions posted with the instructions.</p>	Non applicable	Provide feedback and grade using provided rubric.	The assignment will be evaluated using an aligned rubric in Canvas.

Experiential Learning Experience Required Hour Activities	Experiential Learning Objectives	Student Responsibilities	Facility Responsibilities	Faculty Responsibility	Evaluation Strategies
<p>Video Taped Head-to-Toe Assessment on Mock Patient</p> <p>- 3 contact hours required</p>	<p>Perform an adult head-to-toe assessment.</p> <p>Demonstrate competence in the process of conducting the adult head-to-toe examination.</p>	<p>Review the instructions and rubric for the assignment.</p> <p>Have the participant sign the verification form.</p> <p>Gather appropriate equipment.</p> <p>Provide the patient with privacy and comfort.</p> <p>Perform a head-to-toe assessment on an adult.</p> <p>Record the assessment via video.</p> <p>Document the assessment.</p>	Non applicable	Provide feedback and grade using provided rubric.	The assignment will be evaluated using an aligned rubric in Canvas.

**Health Assessment Experiential Learning Experience  
Video Recording of Head-to-Toe Assessment**

The completion of the Experiential Learning Experience, head-to-toe assessment, will require you to identify a participant of your choice that is willing to be video recorded as you complete the head-to-toe assessment.

Once you have identified your participant, please share the **Experiential Learning Experience – Health Assessment Video Recording Verification and Participant Form** with them so they understand you are requesting for the head-to-toe assessment to be video recorded, that you are not responsible for the findings of the assessment and that this assessment does not take the place of a physician's physical exam.

Prior to completion of the video recording of your head-to-toe assessment, please fill out the Experiential Learning Experience – Health Assessment Video Recording Verification and Participant Form along with your participant. Both the student and participant should sign the form and then upload to Canvas.

NW Missouri State University  
Department of Nursing



**NW Missouri State University**  
**NURS 01-411 Health Assessment**  
**Experiential Learning Experience – Health Assessment**  
**Head-to-Toe Assessment**  
**Video Recording Verification and Participant Form:**

**Student Name:** \_\_\_\_\_

**Date of Recording:** \_\_\_\_\_

**Participant Name (person being recorded for this assignment):** \_\_\_\_\_

I affirm the student and I discussed the requirements for the video recording of the head-to-toe assessment. I agree to participate in this assignment by allowing the student to video record a head-to-toe assessment with myself participating as a patient. I understand that the student is not responsible for the findings of this assessment and I understand that this assessment should not take the place of a physician's physical exam.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Participant Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Verification of Understanding & License Verification

Students enrolled in the **NURS 01-411 Health Assessment** course are required to submit a copy of their NURSYS license report to the nursing program to continue enrollment. Please follow the directions below. The program must have verification of an unencumbered license in the states that the nurse is licensed to practice **within the first week of the course**. If the license is not sent to the program within the designated period, students may be unable to continue coursework and may be dismissed from the program.

Reminder: An unencumbered RN license is required for students to continue coursework and graduate from the nursing program.

1. Go to: <https://www.nursys.com/LQC/LQCTerms.aspx>
2. Click: I agree
3. Provide the information requested- Last name or license number- make sure that state is identified in the report.
4. Click view report?
5. Click to email report: Enter the email: [NWnursing@nwmissouri.edu](mailto:NWnursing@nwmissouri.edu)

I, \_\_\_\_\_, hereby certify that I have read the **NURS 01-411 Health Assessment** syllabus. I realize my signature indicates that I understand that I am responsible for and will be held accountable to the standards and guidelines therein. I understand the process and have had the opportunity to ask questions for clarification. Failure to comply with the policies/guidelines may result in disciplinary action and/or dismissal from the program. My signature also indicates that I have completed the steps above to verify my active, unencumbered RN license.

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Applicant Signature

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Date

**\*\*You may use a digital signature** by signing this form in a **different font**. The completed signature sheet must be uploaded to the syllabus acknowledge assignment found in Module 0 of your Canvas course.