

Placement in Curriculum	Graduate
Pre-requisites	None
Credits	This is a 3 credit web-based course including clinical practicum.
Instructor	Dr. Guillermina Solis, PhD,RN,F/GNP-C Office phone: (915) 747-7254 Cell: (915) 630-3136, for emergencies only. E-mail: <a href="mailto:gsolis2@utep.edu">gsolis2@utep.edu</a>
Course Description:	Didactic and clinical experiences that provide students with the knowledge and skills for performing a comprehensive assessment. Obtained data will be used to make a diagnosis of health status leading to the formulation of a clinical management plan. Includes practicum.
Meeting Times	<ul style="list-style-type: none"> <li>• Class time will be online with mandatory weekly Elluminate sessions</li> <li>• You are required to be on campus twice during the semester, date will be announced</li> </ul>
Equipment:	I recommend purchasing a quality stethoscope; purchasing other equipment is optional. See text for criteria regarding quality stethoscope. Students may check out equipment from the Simulation Lab (1st floor HSSN) at UTEP in El Paso, TX.
Technical Support	The UTEP Help Desk provides free support to academic students. <b>For technical problems with the Elsevier materials please call 1-800-692-9010 or email <a href="mailto:technical.support@elsevier.com">technical.support@elsevier.com</a>.</b>
Course Overview	Using a holistic approach, this course presents the theoretical and practical principles of health assessment across the life span. The course prepares the nurse to perform a complete health and physical assessment on clients from infancy through senescence by building on current skills. It is expected that nurses are able to conduct a basic history and physical examination upon enrollment in this course. The course emphasizes competencies in data gathering, assessing, recording and integrating information from the client history, physical examination, and diagnostic testing. Information from the assessment is utilized as a data base for establishing differential diagnoses and developing treatment plans. Risk factor assessment and health promotion and disease prevention strategies are analyzed and applied to specific patient situations.
Course Objectives	<p>Upon course completion, the learner is expected to be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate effective interviewing skills for completing an accurate health history integrating concepts of cultural competency</li> <li>• Apply systematic assessment techniques to perform a comprehensive physical examination of various age groups and gender and report collected data accurately</li> <li>• Modify physical assessment techniques when examining infants, children, and elderly, and identify abnormal findings and its pathology, with development of differential diagnoses</li> <li>• Identify recommended health screenings and interpret common diagnostic studies for the various age groups and gender</li> </ul>

Teaching/ Learning Strategies	<p>This course contains modules which will be assigned on a weekly base. During this semester, you will seize new knowledge in a personal way. Cognitive dissonance accompanies the activities of accessing new information, examining prior learning from multiple perspectives, and synthesizing/applying current knowledge in an unfamiliar, yet similar, context. Dissonance, in turn, creates the pool from which new knowledge is constructed.</p> <p>Teaching/learning strategies are aimed to stimulate this process. Course work is designed to help you develop the skills necessary to assess the health of individuals over the lifespan, to critically examine data collected during this process, and to formulate appropriate clinical judgments. A variety of teaching/learning strategies will be used to enrich the experience of all types of learners and may include:</p> <ul style="list-style-type: none"> <li>• Individual activities <ul style="list-style-type: none"> <li>○ Electronic and on-line activities</li> <li>○ Computer-assisted simulations</li> <li>○ Written and electronic completion of health history and physical exams</li> <li>○ Video-taped return demonstrations</li> <li>○ Weekly quizzes</li> </ul> </li> </ul>
Grading & Evaluation	<p>Grading Scale: A = 90 - 100 B = 80- 89 C = 75 - 79 F = &lt; 75</p> <p>Incomplete grades: Students may receive a grade of an "I" for incomplete work only in exceptional circumstances and with the approval of the instructor may. Students who expect to take an incomplete must develop with the professor a written plan including a time line for completing the course assignments. Although University policy requires completion of all required assignments within one year, the SON policy may be more stringent and the instructor may require completion of course requirements within a shorter time period.</p> <ul style="list-style-type: none"> <li>• Graded assignments <ul style="list-style-type: none"> <li>○ Completion of History and Physical exams in various age groups</li> <li>○ Video taped physical examination</li> <li>○ Participation in discussion boards or online activities</li> <li>○ Quizzes</li> </ul> </li> <li>• Participation will influence final grade; late submissions are not accepted; unprofessional behavior may result in dismissal from class.</li> </ul>
Grading Rubric for Individual Discussion Posting	<p>You will be responsible for participating in a weekly case study discussion board which is worth 10 points each week. You will receive 5 points for your original posting which should include evidence-based information and references and 5 points to a response to at least one of your classmates postings. Your response to your classmates needs to be supported by current research and evidence-based practice.</p>
Required Textbooks	<p><b>Mosby's Guide to Physical Examination, 7th Edition</b>  Authors: Henry M. Seidel, Jane W. Ball, Joyce E. Dains, John A. Flynn, Barry S. Solomon &amp; Rosalyn W. Stewart, (2010), <i>Mosby's Physical Examination Handbook</i>. MSt. Louis, MO: Mosby Elsevier. ISBN: 978-0-323-05570-3</p> <p><b>Additional web videos available via accessmedicine.com</b> and imbedded in module resources or may be accessed via utep library database</p> <p>323-06542-9 <span style="border: 1px solid black; padding: 2px;">1</span> ] Must purchase if using a different text.</p>
Recommended References	<p>Agency for Healthcare Research and Quality. (2005). Guide to Clinical Preventive Services. AHRQ Publication No. 05-0570, June 2005. Rockville, MD: Author. [Available free of charge from</p>

	<p><a href="http://www.ahrq.gov/clinic/pocketgd.htm">http://www.ahrq.gov/clinic/pocketgd.htm</a></p> <p>Writing manual of choice. Read more about writing manuals and APA online resources.</p>
Expectations & Responsibilities of Educator	<p>My style of teaching tends to be one of mentoring, role modeling, and facilitating. I am open to negotiating alternative, yet, comparable and fair learning activities. More specifically, you can expect me to</p> <ul style="list-style-type: none"> <li>• Respond to email and discussion board postings in a timely manner, usually within 24 hours Monday through Friday and 48 hours on the weekend (not on Sundays) however, I usually do not response to case study posting, unless immediate correction or recommendation needed, as I want you as students to learn from each other in a collegial discussion.</li> <li>• Review all submitted assignments and provide constructive feedback within a week of due date</li> <li>• Be receptive to constructive suggestions that would improve my teaching effectiveness or the quality of learning in this course</li> <li>• Negotiate course expectations as appropriate without compromising achievement of course objectives by class or an individual within the class</li> <li>• Support and encourage learners to explore new or innovative approaches to learning</li> </ul>
Expectations & Responsibilities of Learners	<p>Participants are expected to be actively involved in learning and helping fellow classmates learn. The majority of learning occurs outside the actual or virtual classroom during discussions with fellow classmates and friends, while researching solutions to practice problems or digesting reading material, and when completing assignments. Information is shared, examined, and clarified within the discussion boards.</p> <p>In order to participate, attending to assignments and preparing for class are essential. Preparation consists of selectively reading assigned material, conducting literature searches, sharing evidence refuting opinions, collaborating with peers, completing assignments and practicing skills prior to attending class. Learners may request alternate learning activities if planned activities are not suited for learning style or need.</p> <p>Attendance &amp; participation will influence final grade; late submissions may be subject to a 10% penalty; unprofessional behavior may result in dismissal from class.</p> <p>At a minimum, participants are expected to:</p> <ul style="list-style-type: none"> <li>○ Complete weekly out-of-class activities</li> <li>○ Access the course at least three times a week</li> <li>○ Attend and participate in on campus activities</li> <li>○ Participate bi-weekly on discussion boards</li> <li>○ Prepare for class</li> <li>○ Attend weekly Elluminate sessions and participate</li> <li>○ Submit assignments and complete quizzes <u>on time</u></li> <li>○ Communicate clearly and openly with peers and instructor</li> </ul> <p>Use netiquette and show respect for the opinions and work of others – Read more on <a href="#">netiquette</a></p>
Being Successful in an Online Class	<p>Online learning requires participation. It is everyone's responsibility to participate as fully as they can so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:</p> <ul style="list-style-type: none"> <li>• Ask questions: If you don't know the answer, someone else will. The ASK-ME area of the discussion board is the forum for asking questions related to content OR any problems you are having. Make sure that you have clearly indicated the subject of your message.</li> <li>• Reach out to others: Offer a fact, article, link or other item that can help others learn</li> </ul>

	<p>something you can share.</p> <ul style="list-style-type: none"> <li>• Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually subject to disciplinary action, as well.</li> <li>• Be diplomatic: When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.</li> <li>• Stay focused: Stay on topic to increase the efficiency of your learning.</li> <li>• Students often like to converse socially. To do this, you are strongly encouraged to go to Rosa's Cantina and socialize with your classmates online. While this is not a graded area. Please remember, I occasionally do drop in and socialize myself.</li> </ul> <p>Take advantage of the resources available to you such as the Digital Library and Smarthinking. (Refer to the Resources area for more information on these tools).</p>
Time Management	<p>The rule of thumb for time planning for a course is approximately 3 hours for every credit hour taken. This is a standard figure recommended across the board by American universities. So for this course you should expect to spend:</p> <p>3 hours of class time + 9 hours of study and prep time = 12 hours per week.</p>
Class Participation	<p>I strongly recommend that you check the course at least three times a week <b>at minimum</b> to keep up. Email messages are sent through the course email address, so you will want to check your course email several times a week.</p>
Academic Honesty	<p>You are personally accountable for all work submitted or presented for evaluation. While collaboration with others in the process of completing an assignment is encouraged, cheating includes collaborating with others during any testing situation or submitting work that you did not develop. Plagiarism includes the use of information from publications or media productions without proper citation and acknowledgement. Penalties for plagiarism and cheating are imposed according to SON and UTEP regulations. See the most recent catalog for specific details. It is a requirement of the Texas Board of Nurse Examiners to notify them of any Registered Nurse who is a student found guilty of academic dishonesty.</p>
Americans with Disabilities Act	<p>Students with disabilities that may interfere with their being able to carry out the activities of a course should be evaluated by the Disabilities Officer. Prescriptions for alternative experiences can only be designated by that office and not by individual faculty. See the <a href="#">Graduate Catalog</a> for additional information. Read more about <a href="#">Disabled Student Services Office (DSSO)</a> or call (915) 747-5148 for more information.</p>
Change in Course	<p>As the instructor of this course, I reserve the right to change the syllabus or content; however, I will give students advance warning to any changes that may occur during the academic semester.</p>