



<b>NURS 5303 Advanced Health Assessment</b>		<b>Syllabus Spring 2015</b> School of Nursing Graduate Program University of Texas at El Paso
<b>Placement in Curriculum:</b>	Graduate	
<b>Pre-requisites:</b>	Graduate Standing in School of Nursing	
<b>Credits:</b>	3 credit (3-0-0)	
<b>Course Description:</b>	Didactic and practicum experiences that provide students with the knowledge and skills for performing age appropriate comprehensive health history and physical exam. Information/Findings obtained from health history and physical exam will be utilized to draft differential diagnosis and select diagnosis and health needs leading to the formulation of evidenced based clinical management plan.	
<b>Faculty:</b>	Mercedes Martinez, MSN, APRN, CPNP-PC Clinical Assistant Professor Course Coordinator CHSSON Building, Office 320 Office: (915) 747-8229 Cell: (915) 497-8274 (emergency only) Email: <a href="mailto:mhidalgomartinez@utep.edu">mhidalgomartinez@utep.edu</a>	Trinette Radasa, MSN, RN, ACNS-BC, CNP Clinical Assistant Professor CHSSON Building, Office 309 Office: (915) 747-7228 Cell: (575) 639-0139 (emergency only) Email: <a href="mailto:tradasa@utep.edu">tradasa@utep.edu</a>
<b>Office Hours/Meeting Times:</b>	Office Hours: Monday 9:00-12:00 pm and by appointment	Office Hours Monday 10:00 am-12:00 pm and by appointment. Online: Tuesday & Thursday 7:00 pm-9:00 pm
<b>Course Overview:</b>	Using a holistic approach, this course presents the theoretical and practical principles of health assessment across the life span. The course prepares the graduate nurse to perform a comprehensive health history 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.	
<b>Course Objectives:</b>	Upon course completion, the learner is expected to be able to: <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> </ul>	



	<ul style="list-style-type: none"> <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>
<b>Required Textbooks:</b>	<p>Ball, J.A., Dains, J.E., Flynn, J.A., Solomon, B.S., &amp; Stewart, R.W. (2015). <i>Seidel's Guide to Physical Examination</i> (8th ed). St Louis, Missouri: Elsevier.</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>
<b>Equipment:</b>	<p>Recommend purchasing a quality stethoscope. See text for criteria regarding quality stethoscope. Purchasing other equipment is optional, ie; reflex hammer, otoscope, ophthalmoscope. Students may check out equipment from the Simulation Lab (1st floor HSSN) at UTEP in El Paso, TX with approval from course faculty.</p>
<b>Recommended References:</b>	<p>Agency for Healthcare Research and Quality. (2010). Guide to Clinical Preventive Services. AHRQ Publication No. 10-05145, September 2010. Rockville, MD. [Available free of charge from <a href="http://www.ahrq.gov/clinic/pocketgd.htm">http://www.ahrq.gov/clinic/pocketgd.htm</a>]</p> <p>American Psychological Association. (2010). Publication Manual (6th ed). Washington, D.C: American Psychological Association.</p>
<b>Teaching/Learning Strategies:</b>	<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. 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</li> <li>• Written and electronic completion of health history and physical exams</li> <li>• Video-taped return demonstrations via Bb Collaborate</li> <li>• Weekly quizzes</li> </ul>
<b>Grading Criteria:</b>	<p>Grading Scale (Standard for School of Nursing)</p> <p><b>A=90-100%</b> <b>B=80-89 %</b> <b>C= 75-79 %</b> <b>D= 65-74 %</b> <b>F= Below 65%</b></p>
<b>Methods of Evaluation:</b>	<p>Evaluation methods may include exams, scholarly papers, group work/projects, and electronic or on-line searches and activities.</p>



<b>Course Evaluation Methods:</b>	Activity	Total Possible Points
	Completion of Written Health History	200
	Completion of Written Record of Physical Examination	200
	Completion of Video Recording of Physical Examination	200
	Draft of Assessment, Differential Diagnoses and Plan of Care for presented "patient."	200
	Weekly Quizzes (5 Quizzes: 20 Questions @ 2 points each)	200
	Total Possible Points	1000
<b>Expectations and Responsibilities of Educator:</b>	<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 questions in a timely manner, usually within 24 hours Monday-Friday</li> <li>• Review all submitted assignments and provide constructive feedback within 24 hours 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>	
<b>Expectations and Responsibilities of Learner:</b>	<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 of Bb collaborate will influence final grade; 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 class activities</li> <li>• Access the course at least four times a week</li> <li>• Submit assignments and complete quizzes ON TIME</li> <li>• Communicate clearly and openly with peers and instructors on a regular basis</li> </ul> <p>Use netiquette and show respect for the opinions and work of others</p>	



<p><b>Being Successful in an Online Class:</b></p>	<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 something you can share.</li> <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 network with other students and socialize. These relationships will often last past schooling and enhance your future practice.</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>
<p><b>Time Management:</b></p>	<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: 3 hours of class time + 9 hours of study and prep time = 12 hours per week.</p>
<p><b>Class Participation:</b></p>	<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>
<p><b>Technical Support:</b></p>	<p>The University of Texas at El Paso offers complete technical information and help desk support at: <a href="http://issweb.utep.edu/techsupport/">http://issweb.utep.edu/techsupport/</a> <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></p>
<p><b>Communication:</b></p>	<p>All communication related to course must be sent through the course shell email. This allows for archiving of all information pertaining to the course.</p>
<p><b>Academic Honesty:</b></p>	<p>Students are accountable for all work, which is submitted or presented for evaluation. While collaboration with others is encouraged, collaboration during any testing situation will be considered cheating as is submitting work, which you did not directly have a hand in developing. Use of information from publications/media productions without proper acknowledgement and citation is considered plagiarism. Penalties for plagiarism and/or cheating will be imposed according to the regulation of The University of Texas at El Paso. See the graduate student handbook and catalog for specific details.</p>
<p><b>Americans w/ Disabilities Act:</b></p>	<p>Students who require accommodations for class assignments due to disabilities should initiate and maintain the process as designated by university policy. Accommodations</p>



	will not be made until these procedures have been followed. Please contact the Disabled Student Services Office (915-747-5148 or <a href="mailto:dss@utep.edu">dss@utep.edu</a> ) for additional information.
<b>Changes in Course:</b>	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.