

<h1>5303 Advanced Health Assessment</h1>		Syllabus Spring 2018 School of Nursing Graduate Program University of Texas at El Paso
Placement in Curriculum:	Graduate	
Pre-requisites:	Graduate Standing in School of Nursing	
Credits:	3 credit (3-0-0)	
Course Description:	Didactic and practicum experiences that provide students with the knowledge and skills for performing age appropriate comprehensive health history and physical exam.	
Faculty:	<p>Trinette Radasa, DNP, APRN, ACNS-BC, CNP-BC Clinical Assistant Professor HSSN Building, Office 309 Office: (915) 747-7228 Cell: 575-639-0139 Email: tradasa@utep.edu Office: Monday 10:00 am-1:00 pm; Tuesday 10:00 am-1:00 pm; Online: Wednesday 7:00pm-9:00pm; Thursday 7:00pm-8:00pm And By Appointment</p> <p>Jana Gainok, DNP, APRN, FNP-C Clinical Assistant Professor Office HSSN: Room #303 Office phone: 915-747- 7257 Cell: 760-780-8702 (texting preferred) Email: jgainok@utep.edu Office hours: Monday and Tuesday 9:00 am to 3:00 pm or by appointment, phone or email as needed.</p> <p>Mercedes Martinez, MSN, APRN, CPNP-PC Clinical Assistant Professor HSSN Building, Office 320 Office: 915-747-8229 Cell: 915-497-8274 (Text Ok) mhidalgomartinez@utep.edu Office Hours: Monday & Wednesday 9:00 am – 2:00 pm And by appointment</p>	
Course Overview:	<p>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 database 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.</p>	



<p>Course Objectives:</p>	<p>Upon course completion, the learner is expected to be able to:</p> <ul style="list-style-type: none"> • Demonstrate effective interviewing skills for completing an accurate health history integrating concepts of cultural competency • Apply systematic assessment techniques to perform a comprehensive physical examination of various age groups and gender and report collected data accurately
	<ul style="list-style-type: none"> • Modify physical assessment techniques when examining infants, children, and elderly, and identify abnormal findings and its pathology, with development of differential diagnoses • Identify recommended health screenings and interpret common diagnostic studies for the various age groups and gender
<p>Required Textbooks:</p>	<p>Required Text & Resources:</p> <p>American Psychological Association. (2010). <i>Publication Manual</i> (6th ed). Washington, D.C: American Psychological Association.</p> <p>Ball, J.A., Dains, J.E., Flynn, J.A., Solomon, B.S., & Stewart, R.W. (2015). <i>Seidel's Guide to Physical Examination</i> (8th ed). St Louis, Missouri: Elsevier.</p> <p>AV material available via AccessMedicine is imbedded in course modules as resources and may be accessed via UTEP library database. Require VPN set up for remote access.</p> <p>Pre-Licensure KSAS & Graduate Competencies. QSEN Institute: www.qsen.org (Can be accessed in Course Resources)</p>
<p>Recommended References:</p>	<p>Recommended Text:</p> <p>Agency for Healthcare Research and Quality. (2010). <i>Guide to Clinical Preventive Services</i>. AHRQ Publication No. 10-05145, September 2010. Rockville, MD. [Available free of charge from http://www.ahrq.gov/clinic/pocketgd.htm]</p> <p>Goolsby, M.J., & Grubbs, L. (2015). <i>Advanced assessment: Interpreting findings and formulating differential diagnoses (3rd ed)</i>. Philadelphia, PA: F.A. Davis Co. ISBN 9780803643435</p>
<p>Equipment:</p>	<p>I recommend purchasing a quality stethoscope. See textbook for criteria regarding quality stethoscope. Purchasing other equipment is optional, i.e.; reflex hammer, otoscope, and ophthalmoscope. Students may check out equipment and use the video equipment from the Simulation Lab (1st floor HSSN) at UTEP in El Paso, TX with approval from course faculty.</p>



Teaching/Learning Strategies:	<p>This course contains modules, which will be assigned on a weekly basis. 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"> • Individual & Group activities for Nurse Educators • Written Health History & Physical • Video recorded demonstrations on YouTube • Written and electronic completion of health history, physical exam, assessment & plan • Quizzes
Grading Criteria:	<p>Grading Scale (Standard for School of Nursing)</p> <p>A=90-100% B=80-89 % C= 75-79 % D= 65-74 % F= Below 65%</p>
Methods of Evaluation:	<p>Evaluation methods may include exams, scholarly papers, group work/projects and/or presentations, discussion postings and electronic or on-line searches and activities.</p>

Course Evaluation Methods:	Activity	Total Possible Points
	Video Introduction	15
	Course Acknowledgement	5
	Evidence-Based Practice Assignment (Week 2)	50
	Using Simulation for Nurse Educators Group Presentation (Weeks 2-6)	100
	Video Demonstration of Comprehensive Physical Exam (Week 6)	150
	Compare/Contrast Written Comprehensive History & Physical & Nursing Care Plan (Week 7)	100
	Quizzes (4 Quizzes @ 20 points each)	80
	Total Possible Points	500



<p>Expectations and Responsibilities of Educator:</p>	<p>My style of teaching tends to be one of mentoring, role modeling, and facilitating. We are open to negotiating alternative, yet, comparable and fair learning activities. More specifically, you can expect us to:</p> <ul style="list-style-type: none"> • Respond to email and discussion board postings questions in a timely manner, usually within 24-48 hours Monday-Friday • Review all submitted assignments and provide constructive feedback within 24-48 hours of due date • Be receptive to constructive suggestions that would improve our teaching effectiveness or the quality of learning in this course • Negotiate course expectations as appropriate without compromising achievement of course objectives by class or an individual within the class • Support and encourage learners to explore new or innovative approaches to learning.
<p>Expectations and Responsibilities of Learner:</p>	<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 on time (Late assignments will not be accepted unless arrangements are made in advance and there will a 10% per day reduction in grade) and preparing for class are essential. Given the accelerated nature of the course, it is crucial that assignments are turned in on time.</p> <p>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 & participation within the course will influence final grade; unprofessional behavior may result in dismissal from class. At a minimum, participants are expected to:</p> <ul style="list-style-type: none"> • Complete weekly class activities • Access the course at least four times a week • Submit assignments and complete quizzes ON TIME (Late assignments will not be accepted unless arrangements are made in advance & there will be a 10% per day assignment grade reduction). • Communicate clearly and openly with peers and instructors on a regular basis <p>Use netiquette and show respect for the opinions and work of others</p>



<p>Being Successful in an Online Class:</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"> • Ask questions: If you don't know the answer, someone else will. The Q &A 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. • Reach out to others: Offer a fact, article, link or other item that can help others learn something you can share. • Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually be subject to disciplinary action. • 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. • Stay focused: Stay on topic to increase the efficiency of your learning. • 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.
<p>Time Management:</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>Class Participation:</p>	<p>We strongly recommend that you check the course at least four times a week at minimum to keep up. Email messages are sent through the UTEP email address, so you will want to check your UTEP email several times a week.</p>
<p>Technical Assistance</p>	<p>Students and faculty have 24/7/365 support through Blackboard in a variety of ways. The Online Support Center offers phone, chat, and email contact options: Online Support Center: http://admin.utep.edu/Default.aspx?tabid=74092</p> <ul style="list-style-type: none"> • Phone: 915-747-4357 • Email Support • Live Chat <p>University resources are also available, Monday to Friday from 8:00AM MST - 5:00AM MST, for students and faculty: UTEP Help Desk - Website</p> <p>Make sure your computer and browser software meets specifications for UTEP on-line course. Use the technical resources as needed. It is recommended that you use secure connection to UTEP resources from remote locations through the Virtual Private Network (VPN). To set up your VPN connection access the following web link: http://admin.utep.edu/Default.aspx?tabid=58534</p>



Communication:	All communication related to course must be sent through the course shell email. This allows for archiving of all information pertaining to the course.
Academic Honesty:	Students are responsible and accountable for all the work submitted or presented as their own for evaluation. It is expected that all students maintain the highest standard of veracity when completing all scholastic activities. While collaboration with others in the process of completing course assignments is encouraged, academic dishonesty will not be tolerated. Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. This includes cutting and pasting from electronic sources and photocopying. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Office of Student Conduct and Conflict Resolution. http://sa.utep.edu/osccr/academic-integrity/ This course will use third party software with the ability to identify plagiarism in written work submitted for evaluation. Students are encouraged to use the plagiarism tool in the Course Tools to verify written work before submitting for evaluation; alternatively, other plagiarism tools may be applied.
Disabled Student Statement	If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu , or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass . <i>CASS staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.</i>
Changes in Course:	As the instructor of this course, I reserve the right to change the syllabus or content; however, we will give students advance warning to any changes that may occur during the academic semester.