



Department: Associate Degree Nursing
Course Title: Health Assessment Lab
Section Name: RNSG 1215 (1015 –A, B, C, D, E, F, G & H)
Semester: Fall 2013
Time: TBA
Classroom: CT 218
Instructor: Zassar Gatson, MSN, RN, CNE
Email: Zgatson@odessa.edu
Office: CT 209
Phone: 432 335-6333
Office Hours: Tuesday 8am-12 & 5pm-6pm

Total Course Hours: 2 Credit Hour

Placement: PRIOR TO NURSING PROGRAM ADMISSION

Course Description: Development of skills and techniques required for a comprehensive health assessment within a legal/ethical framework.

Required Texts:

REQUIRED TEXTBOOKS: The following textbooks and references are required:

Jarvis, Carolyn (2012). *Physical Examination & Health Assessment*, (6th Ed.) Saunders: St. Louis

Jarvis, Carolyn, (2012). *Pocket Companion for Physical Examination & Health Assessment*. (6th Ed.) Saunders: St. Louis.

E versions of the above books are available and may be purchased if the student wishes.

Supplies Required:

Stethoscope (kit in book store)

Penlight

Black Ink Pen

Description of Institutional Core Objectives (ICO's)

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the

assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core Objectives (ICOs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2012-2013*, page 73)

Odessa College's Institutional Core Objectives (ICOs):

- 1) *Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2) *Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3) *Empirical and Quantitative Skills* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- 4) *Teamwork* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- 5) *Personal Responsibility* - to include the ability to connect choices, actions and consequences to ethical decision-making
- 6) *Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes for: Health Assessment 1215

Outcome	ICO
Demonstrate appropriate physical assessment skills	1. <i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Demonstrate accurate nursing documentation of assessment and history taking/interviewing	2. <i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication
Utilize assessment techniques to measure lesions, scars, markings accurately for documentation.	3. <i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Demonstrate appropriate physical assessment skills and collaboration and develop a relationship with a partner/patient.	4. <i>Teamwork</i> - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Explain actions appropriate to this level of knowledge that show accountability and responsibility for the quality of nursing care provided to clients.	5. <i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making
Summarize and demonstrate appropriate interview techniques for history data gathering	6. <i>Social Responsibility</i> - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Odessa College Policies

Academic Policies

Note that the OC Student Handbook states (page 32) that “[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).”

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities*
<http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

Scholastic Dishonesty

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

"Cheating on a test" shall include:

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2012-2013, page 29-30*)

Special Populations/Disability Services/Learning Assistance

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at www.odessa.edu/dept/counseling/disabilities.htm. The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013*, page 52)

Dropping a Course or Withdrawing from College

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."** (Source: *Odessa College Catalog of Courses 2012-2013*, page 36)

Learning Resource Center (LRC; Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian" service provide additional help.

Student Success Center (SCC)

Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training, workshops, and the mentoring

program. Tutoring is available for a variety of subjects including college mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit www.odessa.edu/dept/ssc/ (Source: *Odessa College Catalog of Courses 2012-2013*, page 54)

Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **Correspondence will be submitted using your Odessa College email as an alternative method to contact you with information regarding this course.**

Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free Wi-Fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
 - missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - attend class regularly to keep up with assignments and announcements.

Institutional Calendar Fall 2013 (8/27-12/14)

Fall 2013 (8/26/13-12/14/13)

NOTE: College business offices are closed from Wed., Nov 27 through Sun., Dec 1.

FALL & SPRING BUSINESS HOURS :

Wrangler Express Center: M-Th: 7:30 am-7 pm; Fri: 7:30 am-5 pm; Sat: 9 am-noon

Other offices: M-Th: 8 am-5:30 pm; Fri: 8 am-1 pm

SUMMER BUSINESS HOURS

Wrangler Express Center: (beginning May 20) M-Th: 7:30 am-7 pm; Fri: 8 am-5 pm: Closed Saturdays

(beginning Aug 3, Wrangler Express will also be open 9 am-noon on Saturdays)

Other offices: May 20-Aug 17 (M-Th: 7:30 am-5:30 pm; closed Fridays)

Registration:

On the Web (5 am to Midnight, 7 days a week) Apr 15-Aug 25
In Person (See Business Hours Above)..... Apr 15-Aug 23
FOR TUITION AND FEE SCHEDULES & PAYMENT INFORMATION, PLEASE CHECK ONLINE AT www.odessa.edu
Classes Begin.....Aug 26 (Mon)
Late Registration & Schedule Changes (Add/Drop): On the Web (5 am to Midnight, 7 days a week).....Aug 26-27
(Mon-Tues)
In Person (See Business Hours Above)..... Aug 26-27 (Mon-Tues)
Holiday (Labor Day – Offices closed except for Wrangler Express – No Classes)..... Sep 2 (Mon)
Census Day..... Sep 11 (Wed)
Last Day to Drop or Withdraw with a “W” (1st eight week courses).....Oct 4 (Fri)
First Eight Weeks End.....Oct 18 (Fri)
Second Eight Weeks Begin.....Oct 21 (Mon)
Deadline for Fall Degree Application.....Nov 1 (Fri)
Last Day to Drop or Withdraw with a “W” (full semester length courses).....Nov 12 (Tues)
Last Day to Drop or Withdraw with a “W” (2nd eight week courses).....Nov 26 (Tues)
Student Evaluation of Instruction Survey Available Online..... Nov 18-22 (Mon-Fri)

Thanksgiving Holiday (begins 9 pm Tues, Nov 26).....	Nov 27-30 (Thurs-Sat)
Last Class Day.....	Dec 7 (Sat)
Final Exams.....	Dec 9-12 (Mon-Thurs)
End of Semester.....	Dec 12 (Thurs)
Fall Graduation.....	Dec 14 (Sat)
College Offices	
Closed..... Dec 21-Jan 5 (Sat-Sun)

Course Policies

TEACHING/LEARNING METHODS:

The following teaching/learning methods may be incorporated into RNSG 1215 (1015): Lecture, discussion, case studies, technological instructional modalities, reading assignments, peer interaction, role playing, group project/assignments, writing assignments, guest patient models, and study guides.

1. Adhere to the requirements in the OC Nursing Student Handbook.
2. Take all unit exams and the final exam.
3. All assignments must be turned in or the student will receive an incomplete (grade of "I") for the course.
4. Content to be tested on the unit exams will follow course objectives and may include: assigned reading, information from audiovisual/learning aids, classroom content, study guides and other assigned activities and since this is a comprehensive class each exam may contain questions related to prior content. Exam grades will not be posted.
5. Each unit of study will require the student to complete assignments as instructed.
6. Cell phones and beepers are distracting to students and the instructors when they ring during class. Cell phones and beepers must be turned off or placed in the silent mode while in class and placed in designated cell phone area.

Disclaimer

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in timely manner.

General Course Requirements

1. Attend class and participate.
2. Contribute and cooperate with civility.
3. **Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed at the instructor's discretion.**

Original Effort

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

Description of students

Students enrolled in this course must have completed BIOL 2401 or consent of department.

Course prerequisites BIOL 2401 or consent of department

Course Alignment with Industry Standards: The Differentiated Essential Competencies (DECs) is the third generation of Texas Board of Nursing (BON) education competencies with differentiation based upon the education outcomes of three levels of pre-licensure nursing education programs. They were written with input from the BON Advisory Committee for Education (ACE) with input from nursing programs, nursing organizations, affiliating agencies, employers, and other stakeholders. The 2010 revision incorporates concepts from current literature, national standards, and research. The DECs were designed to provide nursing education for curriculum development and revision and for effective preparation of graduates who will provide safe, competent, compassionate care. The DECS outline knowledge, clinical behaviors, and judgments necessary to meet the essential competencies, but it is acknowledged that all competencies can be evaluated upon graduation.

Course Objectives: Development of skills and techniques required for a comprehensive nursing health assessment within a legal/ethical framework. This course lends itself to a blocked approach. At the completion of this course the student will be able to:
End-of-Course Outcomes: Describe the components of a comprehensive nursing health assessment; and demonstrate professional nursing roles in a systematic process of health assessment.

Member of a Profession:

Explain the health status and health needs of clients based upon interpretation of health data. (PO1).

- a. Relate the health assessment of the client to the norm.
- b. Demonstrate appropriate physical assessment skills.
- c. Interpret assessment findings as normal or abnormal, by age groups.
- d. Relate anatomy and physiology to assessment findings.
- e. Contrast subjective and objective data in the assessment and history taking.

Provider of Patient Centered Care

Demonstrates basic decision making skills by using clinical data and current literature as a basis for determining nursing diagnoses and appropriate interventions. (PO2)

- a. Summarize and demonstrate appropriate interview techniques for history data gathering.
- b. Demonstrate appropriate interview techniques, using a caring approach, in the simulated lab using a peer partner.

Patient Safety Advocate:

Explain actions appropriate to this level of knowledge that show accountability and responsibility for the quality of nursing care provided to clients. (PO12)

- a. Implement measures to promote a safe environment for patients and others. (PO14)
- b. Represent the profession in a manner which reflects positively on self and nursing. (Lab affective behaviour)

Member of the Health Care Team

Demonstrate accurate nursing documentation of the assessment and history taking interview.

Digital Protocol

Cell phones must be placed on either *vibrate* or *silent* mode and are to be accessed in emergency cases only. The use of laptops or any other digital device is permitted in order to facilitate note-taking relative to instruction. Any written assignments will be submitted electronically on Blackboard. **The electronic recording of the time on Blackboard will be considered the time of assignment submission. Take necessary steps to ensure that your assignments are submitted on “Blackboard” time.** Back-up and/or additional copies of all assignments submitted is encouraged. **Computers/printers are available to OC students in the LRC (301-303); therefore, not having access to a computer due to technical issues (crash; corrupted files) will not be considered as an acceptable reason for not completing assignments.** If there is a loss of server connection with Odessa College due to maintenance, then an email will be sent to student with pertinent information and status reports. Assignments submitted electronically need to be **WORD documents (doc or docx).**

Cell Phone Use at Clinical Agencies/Lab

In an effort to protect client confidentiality, students are not allowed to talk on cell phones or text in any patient care area. Students may use cell phones to access medical information related to patient care in the privacy of non-patient care areas, such as break rooms. Patients should not be discussed on cell phones or via text under any circumstances. Violation of this policy may be cause for dismissal from the nursing program.

Pictures of any kind may **NOT** be taken in any health care facility by any device. Violation of this policy **WILL** result in dismissal from the program.

PDA Policy

Definition: A personal digital assistant (PDA) is also known as a palmtop computer or personal data assistant. The PDA is a mobile device that functions as a personal information manager. Currently PDA's have the ability to connect to the internet. A PDA has an electronic visual display, enabling it to include a web browser, but some newer models have audio capabilities, enabling them to be used as a mobile phone or portable media player. Many PDA's can access the Internet by Wi Fi or Wirelesss Wide Area Networks.

http://en.wikipedia.org/wiki/Personal_digital_assistant

Guidelines:

1. Nursing students shall follow all Student Handbook guidelines regarding the use of cell phones and electronic media in the clinical setting. (See cell phone policy and social networking policy)
2. Nursing students shall use their PDA's to access copies of their text books, drug books, IV books, and other electronic books that are pertinent to their clinical objectives.
3. Nursing students may use the PDA's to access approved websites or electronic resources only to gain information pertinent to their clinical objectives and information for patient teaching.
4. Nursing students shall not use the PDA's to access any personal information or social networking site during the clinical time or on the clinical sites (see social networking policy).

5. Nursing students shall not collect or transmit any information in a forum which could be construed as Protected Health Information (PHI) under the Health Information Portability and Accountability Act (HIPAA). Protected Health Information is any information about health status, provision of health care, or location of health care.

Reporting: Nursing students, faculty, and preceptors have a duty to report nursing students who violate the PDA policy. Any policy infractions and or abuse should be sent to the Director of Associate Degree of Nursing.

Disciplinary actions: PDA's must not be used for communication in any manner inconsistent with the cell phone policy or social media policy. Failure to follow this policy and its condition may result in disciplinary action up to and including termination from the nursing program

Attendance Policy

Students are expected to attend class regularly. Attendance will be recorded using a "sign-in" sheet. Excessive absences will be grounds for disciplinary action, and will be determined on a case-by-case basis. If you are more than 5 minutes late to class or leave class early without notifying the instructor, this will count as an absence. **Please be timely for lab. It is very important that you see the demonstration of the assessment at the beginning of class. If you come in late this can be disruptive to other students and it places you at a disadvantage with learning and being successful in this class.**

AVID

This course has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the legal program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

Grading Policy

Quality work and active participation is expected and not to be negotiated. As a general policy, grades will be taken in class. Any written assignments or tests will be graded outside of class. You can expect feedback on assignments within a week's time. Grading for this course is letter grade and based on a 75 or greater percentage. Please be aware that you have one week after your test to schedule a time to go over, after one week all test will no longer be available.

EVALUATION AND GRADING

Final Exam has 3 components: return demonstration, Write up and the final exam.

Return Demonstration (head to toe final check-off) = 25% **(one attempt)** (passing =75 or >)

Demonstration Write-up = 5% **(one attempt)**

Grading Scale:

90—100=A

80-89=B

75—79=C

60-74.99=D
59 or below=F

Grade Inquiry Policy

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

Communication Plan

The best way to communicate with the course instructor is via email through Blackboard. Also, check in Blackboard regularly for announcements, including any changes in the course schedule due to instructor illness or conference attendance. Appointments with the instructor may also be scheduled.

General Course Requirements

1. Attend class and participate.
2. Contribute and cooperate with civility.
3. Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed at the instructor's discretion.
4. Please be prepared with a copy of the appropriate lab sheets for that day. (print them all so you will have a copy when you need it.)

Incomplete Policy

An 'Incomplete' grade may be given only if:

1. The student has passed all completed work
2. If he/she has completed a minimum of **75%** of the required coursework. A grade of an "I" will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

Overview of assignments

Type of Assignment	Percentage
1. Discussion Board	10%
2. Class Participation (daily)	5%
3. Weekly Quizzes	30%
4. Return Demonstration	25%
5. Write Up (Documentation)	5%
6. Final Exam	25%

Discussion Board:

Answering the discussion board question must be done with a substantial (a short paragraph or two explaining/answering the question) or at least 4 in-depth sentences or more to be considered substantial.

Copying and pasting is not acceptable = (0) points.

A substantial posting/reply to 2 classmates, with citing of resources = 25 points each = 50 points

Answering the discussion board question and 2 classmates and citing 3 sources = Weekly total = 100 pts.

Answering question with a substantial posting without citing resources = -5 points each.

Non-substantial posting = 0 points. Examples: I agree. I like your postings. That is cool. Neat posting. Etc.

No postings = 0 points (**all postings must be done prior to class time**)

Once the time is up the discussion board will be closed to future postings. If there is a complication on the school's behalf, extra time will be allotted and an email or announcement will be sent out.

LABORATORY COMPONENT:

The laboratory component is designed to give each student the opportunity to practice the data collection methods, assessment techniques and skills and the documentation procedure that are taught in the didactic portion of the course. This laboratory component is graded on a Satisfactory or Unsatisfactory basis. There will be instructor generated work sheets to guide the laboratory learning experiences. If you do not complete all lab work sheets **COMPLETELY** and receive an unsatisfactory it must be corrected and resubmitted. Failure to complete all of the laboratory work sheets will result in a grade of "I" (incomplete) for the course. You must turn in all of the **COMPLETED** worksheets in order to receive a grade for the course. The laboratory instructor will post times for open practice. Students are encouraged to utilize opportunities to practice skills and or ask questions. The student should follow instructions provided by the course instructors. **All missed labs will have to be made up with a partner and the presence of an instructor. You will have to make an appointment with the laboratory instructor. The practice check-offs are mandatory- there is no make-up. You and a student partner will sign- up for the final assessment check-off. You are expected to be present at this important part of your evaluation. Rescheduling is not available due to limited time and space for final check-offs. You must have a stethoscope and penlight. You must give the instructor your final evaluation forms for the check-off and the written portion before you begin. You will be allowed to use your assessment cards during your return demonstration. This is optional. You may not need the cards. They are to be used for reference only. Failure to use as a reference only will result in a lower grade. If your cue cards do not meet the stated criteria, you will proceed with your check off without the card.**

PRACTICE ASSESSMENTS

Each student will be required to do **2 complete assessments** from head-to-toe and write them up to be turned in. You will be given a copy of the assessment check sheet to use with each one of these assessments. Students will be permitted to check off other students, however, the instructors will be circulating in the room in order to monitor the assessments and to offer suggestions and or corrections wherever required. Students will use a different partner for each of the assessments. Failure to do each of these practice assessments will result in an **INCOMPLETE** for the course. **The practice assessments MUST be performed during laboratory time with laboratory instructors present. The practice assessments must be completed before the final assessment check-off is performed. All students will wear hospital gowns during lab time with shorts underneath the gowns.**

COURSE CALENDAR: The course calendar will be provided at the beginning of the course

Schedule (Tentative and Subject to Change) All quizzes due Friday by Midnight

Week	Topic	Assignments
Aug. 26 Week #1 Module #1 Introduction & Read Chap 4 ,8	complete Hx. , Assessment Techniques review BB read Syllabus & sign contract BB=Blackboard DB= Discussion Board	Aug. 30 DB: Intro, health Hx Assessment Tech Day #1 Quiz #1

Sept.1 Week #2 Mod #2 Chap 9 & 10	General survey/	Sept. 6 DB: Gen. survey/Pain Quiz #2
Sept. 8 Week #3 Module # 3 Chap 12	Skin	Sept. 13 DB: Skin Quiz #3
Sept.15 Week #4 Module# 4 Chap 13 & 14 Head, Face, Neck Lymphatics & Eyes	Practice/Prepare for Lymphatic PERRLA Ck Offs	20 DB: Head, Face, Neck , Eyes & Lymphatics Quiz #4 Day #2
Sept. 22 Week #5 Mod #5 Chap 15, 16 Ears, Nose/Mouth/throat	Ears Nose mouth throat	27 DB: Ears, Nose/Mouth/throat Quiz #5
Sept. 29 Week #6 Mod. #6 Breast & Regional Lymphs	Ck Offs	4 DB: Breast & Regional Lymphs Quiz #6
Oct. 6 Week #7 Mod #7 Chap 18 & 21 Thorax & Abdomen	Thorax & Abdomen Practice	11 DB: Thorax & Abdomen Quiz #7
Oct. 13 Week #8 Mod #8 Chap 19 & 20	Heart & Peripheral Vascular Practice	18 DB: Heart & Peripheral Vascular Quiz #8
Oct. 20 Week #9 Mod. #9 Chap 22 Musculoskeletal System	Musculoskeletal System Ck Offs	25 Musculoskeletal System Quiz #9 Day #3
October 27 Week #10 Mod. #10 Chap 23	Neurological CK Off Cranial Nerves	DB: Neurologic Quiz #10
3 Week #11 Mod. 11 Chap 24/25/26 Male/Female Genitalia/Anus Genitalia/Anus	Male and Female Genitalia/Anus Mandatory Practice CK-Offs Practice	8 DB Male/Female Genitalia/Anus Quiz #11 Day #4 Practice
Nov. 10 Week #12 Submit all lab sheets /Write ups	Mandatory Practice CK-Offs	15 DB: Putting it all together
Nov. 17 Week #13	Practice	
Nov. 24 Thanksgiving Holiday	Practice	Practice
Dec. 1 Week #14	Final CK Offs	Final CK Offs Day #5

Dec. 8 Week #15 Final Exams	9am -11am online class Day #6 Final Online 3-5pm Wed. sec. 6 --1pm -2:30 Tue. 6-8pm Lab 216	Have a nice Christmas Holiday
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ICO#: 2,2,4,1,1,5,2

Course Objectives:

UNIT ONE

Chapter One

1. Contrast medical diagnosis with nursing diagnosis.
2. Discuss the expanded concept of health and relate it to the process of data collection.
3. Relate the patient situation to the amount of data collected.
4. Relate the patient age and health status to the frequency of health assessment.
5. Consider life cycle and transcultural factors when performing a health assessment.
6. Discuss the importance of assessment skills.

Chapter Two

1. Describe expected physical, psychosocial, cognitive, and behavioural milestones of a patient based on developmental age.
2. Differentiate developmental stages for each group.
3. Consider growth and developmental stage when evaluating health data.

Chapter Three

1. Describe the basic characteristics of culture, cultural competence, and the cultural assessment.
2. Discuss areas of potential cultural conflicts between nurses and patients of different ethnic groups.
3. Discuss components of the health belief system and their influence on health practices and illness expressions.
4. Provide care that reflects an acceptance of the patient as a unique individual.

Chapter Four

1. Demonstrate the ability to establish the parameters for a health interview.
2. State facilitators and blockers of effective communication.
3. Use the outlined communication techniques appropriately to gather data.
4. State the ten traps of interviewing.
5. Discuss the meaning of common nonverbal modes of communication.
6. Modify communication techniques as indicated by each patient's developmental stage, special needs, or cultural practices.

Chapter Five

1. State the purpose of the complete health history.
2. List the categories of information contained in a health history.
3. Describe the data or information that must be gathered for each category of a health history.
4. Describe the eight characteristics included in the summary of each patient symptom.
5. Relate the developmental considerations to be addressed during a health history for an older adult.

Chapter Six

1. Identify current statistics related to alcohol use and abuse.
2. Identify risk factors associated with increased alcohol use.
3. Identify current statistics related to drug and abuse.

4. Incorporate the use of alcohol and drug abuse tools into the assessment of patients in the health care environment.
- 5.** Identify and assess substance abuse in individuals across the life span.

Chapter Seven

1. Recognize health care professionals as mandatory reporters of abuse.
2. Discuss the health effects of violence.
3. Describe the use of the Abuse Assessment Screen (AAS) when one is screening for intimate partner violence.
4. Discuss the importance and procedures for both written and photographic documentation of intimate partner violence and elder abuse.

Chapter Eight

1. Describe the use of inspection, palpation, percussion, and auscultation as physical assessment techniques.
2. Differentiate between light, deep, and bimanual palpation.
3. Discuss appropriate infection control measures used to prevent spread of infection.
4. Describe direct and indirect percussion.

Chapter Nine

1. List the information considered in each of the four areas of a general survey: physical appearance, body structure, mobility, and behaviour.
2. Discuss physical measurements of weight and height.
3. Describe various route of temperature measurement and special considerations for each route.
4. Describe rate and rhythm when assessing pulses.
5. Describe appropriate procedure for assessing normal respirations.
6. Describe the relationships among the terms blood pressure, systolic pressure, diastolic pressure, and pulse pressure.
7. List factors that affect blood pressure.
8. Relate the use of a blood pressure cuff of improper size to the possible findings that may be obtained.

Chapter Ten

1. Define pain.
2. Compare acute and chronic pain.
3. Describe the initial pain assessment.
4. Compare available pain assessment tools
5. Compare acute and chronic pain behaviours.

Chapter Eleven

1. Define nutritional status
2. State the purpose of a nutritional assessment.
3. Describe the components of a nutritional assessment.
4. Use anthropometric measures and laboratory data to assess the nutritional status of patients.

Chapter Twelve

1. Relate the anatomical structures of the skin to its functions.
2. Describe the differentiation between normal and abnormal skin color for various ethnic groups.
3. State the significance of skin tone changes.
4. Complete an assessment of hair, skin, and nails, using appropriate technique.
5. Describe the ways of documenting clinical findings of the skin examination.
6. Discuss important information to obtain during the review of systems and the significance of the information.

UNIT TWO

Chapter Thirteen

1. Describe the significant features of the head.

2. Identify the structures and landmarks of the neck.
3. List the names of the lymph nodes of the neck and their locations.
4. Describe the assessment that would follow the palpation of an abnormal lymph node.
5. Complete an assessment of the head and neck using appropriate technique.
6. Describe the ways of documenting the head and neck examination.
7. Discuss important information to obtain during the review of systems and the significance of the information

Chapter Fourteen

1. Identify the external anatomical features of the eye.
2. Define pupillary light reflex, accommodation, and external ocular movements.
3. Perform a visual acuity examination using the Snellen eye chart.
4. Describe and complete an assessment of the eye using appropriate technique.
5. Describe the ways of documenting clinical findings for the eye examination.
6. Discuss important information to obtain during the review of systems and the significance of the information

Chapter Fifteen

1. List the anatomical landmarks of the ear.
2. Describe the tympanic membrane and its anatomical landmarks.
3. List the functions of the middle ear.
4. State the functions of the middle ear that can be assessed.
5. Describe the whisper, Rinne, and Weber tests.
6. Complete an assessment of the ears using appropriate technique.
7. Describe the ways of documenting clinical findings for the ear.
8. Discuss important information to obtain during the review of systems and the significance of the information

Chapter Sixteen

1. Name the functions of the nose, mouth, and throat.
2. Describe the nasal cavity.
3. Name the paranasal sinuses and their functions.
4. Describe the examination of the nose, throat and mouth.
5. Complete an assessment of the nose, throat, and mouth.
6. Describe the ways of documenting clinical findings for the nose, mouth and throat.

UNIT THREE

Chapter Seventeen

1. Identify breast anatomy.
2. Describe the composition of breast glandular tissue.
3. Relate the changes that occur in Cooper's ligaments with cancer.
4. Describe the ways of documenting clinical findings from a breast examination.
5. Describe the anatomy of the breast lymphatic system.
6. Describe the procedure for teaching breast self-examination.
7. Describe the procedure for performing breast examination.
8. Discuss important information to obtain during the review of systems and the significance of the information

Chapter Eighteen

1. Name the components of the thoracic cage.
2. Describe the surface landmarks on the thorax.
3. List the contents of the mediastinum.
4. Describe the borders of the lung.
5. Describe the anatomic demarcation of the five lobes of the lungs.
6. Describe the pleura and its function.
7. Describe correct inspection, auscultation, percussion and palpation techniques for the lung assessment.

8. Describe how to assess anterior posterior to transverse diameter.
9. Describe the ways of documenting clinical findings for the lung examination.
10. Discuss important information to obtain during the review of systems and the significance of the information

Chapter Nineteen

1. List the anatomical features of the heart.
2. Relate the name of the heart to the physiological cause.
3. Relate anatomical structures to the correct landmark or anatomical location.
4. Describe the characteristics of heart sounds.
5. Cite the risk factors associated with heart disease and stroke.
6. Describe correct inspection, auscultation, percussion, and palpation techniques for the heart assessment.
7. Describe the ways of documenting clinical findings for the heart assessment.
8. Discuss important information to obtain during the review of systems and the significance of the information

Chapter Twenty

1. Relate the structure and functions of arteries and veins.
2. List the pulses accessible to examination.
3. Describe the mechanisms that keep blood moving toward the heart in the venous system.
4. Relate the structure and functions of the lymph vessels.
5. Describe correct assessment techniques for the peripheral vascular system and lymphatic system.
6. Describe the ways of documenting the clinical findings for the peripheral vascular system and lymphatic system.
8. Discuss important information to obtain during the review of systems and the significance of the information

Chapter Twenty-one

1. Identify the organs located within each of the four quadrants.
2. Identify pertinent topics that must be reviewed during the abdominal part of the interview.
3. Employ measures that will enhance abdominal wall relaxation.
4. Employ the correct sequence of examining techniques.
5. Interpret findings obtained during the inspection, auscultation, percussion, and palpation portions of the examination.
6. Describe the ways of documenting the clinical findings for the abdominal examination.
7. Discuss important information to obtain during the review of systems and the significance of the information

Chapter Twenty-two

1. List the functions of the musculoskeletal system.
2. List the three types of muscles and their movements.
3. Differentiate between synovial and nonsynovial joints.
4. Describe the shape and surface landmarks of the spine.
5. Describe the location and function of the various joints in the body.
6. Discuss the developmental considerations regarding the musculoskeletal system.
7. Describe the ways of documenting the clinical findings for the musculoskeletal exam.
8. Discuss important information to obtain during the review of systems and the significance of the information

Chapter Twenty-Three

1. Name the two parts of the neurological system.
2. Describe the various functions of the central nervous system.
3. Describe the function of the peripheral nervous system.
4. Relate the name and function of each of the 12 cranial nerves to its assessment.
5. Relate the term dermatome to the spinal nerves.
6. Describe the autonomic nervous system.
7. Differentiate between the three types of neurologic examinations.
8. Describe the ways of documenting the clinical findings for the neurological system.
9. Discuss important information to obtain during the review of systems and the significance of the information

Chapter Twenty-Four

1. List the structure of the male genitals.
2. Name the major structures of the penis.
3. Discuss the importance of teaching testicular self-examination and what to teach.
4. Describe the ways of documenting the clinical findings for the male genitalia examination.
5. Discuss important information to obtain during the review of systems and the significance of the information.

Chapter Twenty-Five

1. Summarize the anatomy of the anus and rectum.
2. Describe the prostate gland.
3. Outline structures that can be examined via the rectum.
4. Describe age-related considerations for examination of anal, rectal, and prostate structures.
5. Describe the ways of documenting the clinical findings for the examination.
6. Discuss important information to obtain during the review of systems and the significance of the information.

Chapter Twenty-Six

1. List the external structures of the female genitalia.
2. Describe the structures of the internal female genitalia.
3. Describe age-related considerations for examination of anal, rectal, and prostate structures.
4. Describe the ways of documenting the clinical findings for the examination.
5. Discuss important information to obtain during the review of systems and the significance of the information.

Student Contract

I have read the course syllabus for RNSG 1215_620, RNSG 1215 _6, RNSG 1215 _103 or RNSG 1215 -104 the Odessa College Handbook, and the Nursing Department Student Handbook. I understand the requirements, grading policies and attendance policies for the theory and clinical/lab portion of this course.

I have in my possession information regarding Declaratory Orders. I understand that it is my responsibility to apply for a Declaratory Order from the Texas Board of Nursing if there is any question about my being eligible to take the NCLEX-RN Examination. I future understand that the fee required for petitioning for a Declaratory Order is subject to change.

Student's Signature _____ Date: _____

Instructor's Signature _____ Date: _____