



**NURS 3414: Health Assessment across the Lifespan  
BSN Program  
Syllabus**

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## **COURSE INFORMATION**

### **Materials- Textbooks, Readings, Supplementary Readings:**

#### **Textbook(s) Required:**

Jarvis, C. (2011) *Physical examination & health assessment* (6th Ed.). St. Louis: Saunders (ISBN-10: 1437701515).

Jarvis, C. (2011) Student *Laboratory Manual for Physical Examination & Health Assessment*. (6th Ed.) St. Louis: Saunders. (ISBN: 1437714455)

*Prentice Hall Real Nursing Skills: Physical and Health Assessment.* (2006) Prentice Hall. (CD-ROM boxed set) ISBN: (0-13-191525-8).

#### **Textbooks (Recommended):**

Purdue OWL (Online Writing Lab): <http://owl.english.purdue.edu/owl/resource/560/01/>

Jarvis, C. (2011). *Pocket Companion for Physical examination & health assessment* (6th Ed.). St. Louis: Saunders (ISBN-10: 1437714420)

## **COURSE DESCRIPTION (4 credit hours)**

Concepts and principles underlying assessment of the health status of individuals are presented with emphasis placed on interviewing skills, health histories, and the physical and psychosocial findings in the well person. Communication and assessment skills are developed. Students obtain health histories, perform physical and psychosocial assessments, establish a database, and formulate initial nursing plans using the nursing process.

### **Student Learning Outcomes:**

1. Identify principles of history taking in the assessment process of individuals.
2. Conduct a health history, including environmental exposure and a family history that recognizes genetic risks, to identify current and future health problems.
3. Demonstrate physical examination skills including focused physical, behavioral, psychological, socioeconomic, and environmental assessments of health and illness parameters in patients, using developmentally and culturally appropriate approaches and according to established criteria.
4. Document problems and needs in individuals from data discovered during the health history and physical examination.
5. Compare and contrast the roles and responsibilities of the nurse in the process of health assessment and health promotion.
6. Demonstrate responsibility for independent learning.

## **COURSE REQUIREMENTS**

### **Learning Experiences and Teaching Methods:**

This is a blended course without lecture requiring students to complete online activities and independent study to be successful. Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include seminar, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids, return demonstration and check-off of appropriate skills and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

## **Grading**

Grades will be determined as follows:

Exams (3) 15% each	45%
Chapter Quizzes (12) 1% each	12%
Complete Health History	13%
Skills competency check-off #1	15%
Skills competency check-off #2	15%

## **Grading Scale**

A = 90-100

B = 80-89

C = 75-79

D = 67-74

F = 66 and Below

**Unit exams:** Three Unit exams are scheduled for the course. See the course schedule for the date, time and content of each exam. Exams are NOT comprehensive, are taken in the computer lab on a computer, and are timed.

**Chapter Quizzes:** Short, 10-question multiple choice quizzes will be given at the beginning of each weekly class over the assigned textbook chapters for that week. See the course schedule for the chapter quizzes.

**Complete Health History:** Two complete health histories will be done during the semester.

**Skills Competency Check-off:** A two-part skills and documentation check-off will be administered during the course of the semester, one-half at mid-term and one-half at the end of the semester (See the Performance Evaluation Skills Competency Check-Off for systems covered). In order to pass the course, the student must receive a score of **75%** on each check-off demonstrating competency in the performance of the exam. Documentation of the findings must be completed as well and turned in via dropbox by 5p on the day after the check-off. The health history must be completed on the person chosen for the check-off and must be turned in on the day of the check-off. The same person will be used for Check-off #2 and a second health history will be completed and turned in validated at that check-off as well.

In the event that the competency check-off is failed (that is, an overall score of <75% is earned) remediation will be prescribed to improve the student's skills in areas which were not competently performed or documented. After the remediation, a complete repeat of the check-off will be done, with the highest earned grade possible of a 75.

1. Remediation of a failed skills competency check-off must be completed **before** the last day of classes.
2. When a student fails a check-off, and then undergoes remediation, the highest possible grade to be achieved will be a 75.
3. Remediation may be undertaken **ONLY** if a skills competency check-off is failed, **NOT** to improve a passing check-off grade.

During the semester students may practice skills without supervision when the lab is available. The lab is completely unavailable on Wednesdays, except for the scheduled class.

## **TECHNOLOGY REQUIREMENTS**

This course will be enhanced using eCollege, the Learning Management System used by Texas A&M University-Commerce. To login to the course, go to: <http://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu)

The following hardware and software are necessary to use eCollege.

-*Internet access/connection-high speed recommended (not dial up)*

-*Word Processor (MS Word, or Word Perfect)*

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP, Vista, or 7) and a recent version of Microsoft Internet Explorer (6.0, 7.0, 8.0, or 9.0).

Your courses will also work with Macintosh OS X or better along with a recent version of Safari (5.1 is now available). Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows, and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to eCollege, click on the “myCourses” tab, and then select the “Browser Test” link under Support Services.

### **COMMUNICATION AND SUPPORT**

Communication between faculty and students is important and taken seriously. Preferred communication methods are through individualized faculty office hours, email, or office phone. If a phone call is not answered, please leave a message and send an e-mail using the direct e-mail link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

The Americans with Disability Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library 132**

**Phone (903) 468-8148**

**Fax (903) 468-8148**

[\*\*StudentDisabilityServices@tamuc.edu\*\*](mailto:StudentDisabilityServices@tamuc.edu)

#### **Student Conduct Code – Refer to the BSN Student Guide**

Students must adhere to standards of professional and academic conduct Academic misconduct involves any activity that tends to compromise the academic integrity of the University, or subvert the educational process, including, but not limited to, cheating, plagiarism, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student or the attempt to commit such an act. Students are responsible for their own academic honesty and for reporting violations of academic honesty by others.

### **CLASS**

1. Class Cancellation: In the event that a class is canceled, the student is expected to do the readings and complete the objectives for that day. The content will still be included on examinations. The material in this syllabus and dates identified in the Course Calendar are subject to change.
2. Class attendance is expected. The students should notify course faculty in advance of any absence.

3. Exam dates are listed in each course syllabus, and the student is expected to be present for exams. In the event that the student will be absent, the course instructor must be notified in advance. Failure to do so will result in the student receiving a zero for the missed exam or quiz.
4. As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to class and for being prepared to participate in discussions over the assigned material. It should not be expected that all material will be covered in class. Students are expected to come to class prepared.
4. Assignments must be handed in on time. Assignments submitted late without prior arrangement with the classroom instructor will receive a zero.

#### Classroom Behavior

Students must refrain from classroom distractions (e.g. talking to each other, eating, texting, using phones, entering late or moving excessively during class). Children are not allowed in the classroom at any time. Students causing distractions will be asked to leave the classroom and may be subject to disciplinary action. Cell phones must be placed on vibrate or turned off.

#### Use of Electronic Devices

The use of electronic devices, including laptops and voice recorders, must be approved by the course faculty prior to class. Laptops not being used to take notes should be closed. The use of any unapproved electronic devices during a test/quiz or test/quiz review will result in the student receiving a zero for that test/quiz.

#### Student Dress

Refer to Student Guide for additional information. While in the lab, students will be expected to dress in the prescribed BSN program uniform after Spring Break. Prior to that time, students should be dressed appropriately without body piercings, tattoos covered, no nail polish, and attired in nothing suggestive. Gum chewing is never allowed in the lab.



## COURSE OUTLINE / CALENDAR

Textbook: Jarvis' *Physical Examination and Health Assessment*, 6<sup>th</sup> ed.

Week	Course Content	Reading Assignment
1 (1/15)	Assessment of the whole person; cultural competence; interviewing; completing a health history	Chapters 2, 3, 4 Sheldon and Foust Chapters 6, 7, and 13
1/20	<b>MLK Holiday</b>	
1/17	Quiz #1 (online)	Posted by 5pm
2 (1/22)	Assessment techniques-general survey, vital signs, pain, nutrition	Chapters 8, 9, 10, 11
1/24	Quiz #2 (online)	Posted by 5pm
3 (1/29)	<i>Quiz #3</i> Skin, hair, and nails Head, Face, and neck	Chapters 12, 13
2/3	<b>Exam 1 (Chapters 2, 3, 4, 8, 9, 10, 11)</b>	
4 (2/5)	<i>Quiz #4</i> Eyes	Chapter 14
5 (2/12)	<i>Quiz #5</i> Ears, nose, mouth, and throat	Chapters 15, 16
6 (2/19)	<i>Quiz #6</i> Breasts, regional lymphatics, thorax, and lungs	Chapters 17, 18
2/24	<b>Exam 2 (Chapters 12- 18)</b>	
7 (2/26)	<i>Quiz #7</i> Heart and neck vessels, peripheral vascular system;	Chapters 19, 20
8 (3/3-5)	<b>Check-off #1/ Health History Due</b>	
(3/10-14)	<b>Spring Break</b>	
9 (3/19)	<i>Quiz #8</i> Abdomen	Chapter 21
10(3/26)	<i>Quiz #9</i> Musculoskeletal	Chapter 22
11 (4/2)	<i>Quiz #10</i> Neurologic	Chapter 23
12 (4/9)	<i>Quiz #11</i> Male genitourinary, anus rectum and prostate	Chapters 24, 25
4/14/14	<b>Exam #3 (Chapters 19-23)</b>	
13 (4/16)	<i>Quiz #12</i> Female genitourinary	Chapters 26
14 (4/23)	Practice	
15 (4/28-30)	<b>Check-off #2 / Health History Due</b>	