

NUR 353: Health Assessment for Practicing Nurses
ANDERSON UNIVERSITY (SC)
Syllabus

1. COURSE INFORMATION

Nursing 353 Health Assessment for Practicing Nurses: 3 hour Course

NUR 353 will enhance further development of skills and knowledge related to assessing the health status of patients for practicing nurses. Emphasis is focused on the collection of a complete history and physical exam for the practicing nurse utilizing effective communication techniques.

Pre-requisites for this class are NUR 365 and NUR 356, also prior completion of an ADN-RN program.

Relationship of Course to Mission and Program Outcomes

As a Christ-centered university in congruence with the vision of the school, the nursing school believes that God is the loving Sovereign creator of all that is. In this course, we explore the concept that all knowledge is provided by God: theoretical and empirical knowledge from the nursing, biological and social sciences and the humanities are synthesized in the utilization of the nursing process.

Meeting Place/Time

Health Assessment for Practicing Nurses is a fully online course, starting on Monday, _____ & ending on _____. Posted in Canvas are the due dates for assignments, papers, and discussions. Make sure to check in and participate in our course site. Daily log-in is required to keep up with newly posted information and updates.

The clinical portion of the course includes virtual assignments that are to be completed in Shadow Health.

2. INSTRUCTOR INFORMATION

_____, _____, School of Nursing

Cell: _____

_____ (Preferred method of communication)

Library Resource:

3. COURSE PURPOSE, GOALS, AND SPECIFIC LEARNING OUTCOMES

Course Purpose:

The purpose of Health Assessment for Practicing Nurses is to examine the principles and techniques of nursing assessments and apply those findings to make clinical decisions and provide patient education

Overarching Goals:

1. Define health and health assessment.
2. Utilize critical thinking to evaluate health history and physical assessment findings.
3. Discuss cultural issues in nursing.
4. Describe the role, components, and importance of a health assessment.

Learning Outcomes:

1. Utilize critical reasoning and assessment skills to determine normal and abnormal findings for physical, psychological, intellectual, sociocultural, developmental, and spiritual aspects of the individual.
2. Obtain a health history, including subjective and objective data using techniques of interview, inspection, palpation, auscultation, and percussion.
3. Construct and report patient data systematically and holistically.
4. Evaluate the collected data and assist the client in attaining or maintaining an optimal state of health and wellness.
5. Maintain awareness of legal, technical, and ethical responsibilities and implications in obtaining and recording the health assessment of an individual.
6. Appraise own personal growth and actions based upon Christian values.

Assignment Name	Learning Outcomes	BSN Essentials Met QSEN Competencies Met	Due Date
1. Discussion #1	1. Obtain a health history, including subjective and objective data using techniques of interview, inspection, palpation, auscultation, and percussion.	BSN Essential: I, II, IV, VI, VII, VIII	1. ____
2. S.H- Health History		QSEN Competency:	2. ____
<i>Clinical Experience: 2 hours</i>	2. Appraise own personal growth and actions based upon Christian values.	Patient Centered Care Quality Improvement	
1. Discussion #2		BSN Essential:	
2. Testing your Knowledge	1. Maintain awareness of legal, technical, and ethical responsibilities and implications in obtaining and recording the health assessment of an individual.	III, IV, VI, X	1. ____
3. S.H- Neurological and Musculoskeletal Assessment	2. Evaluate the collected data and assist the client in attaining or maintaining an optimal state of health and wellness.	QSEN Competency: Teamwork & Collaboration	2. ____ 3. ____
<i>Clinical Experience: 2 hours 30 minutes</i>		Evidence-based Practice	
1. Discussion #3	1. Evaluate the collected data and assist the client in attaining or maintaining an optimal state of health and wellness.	BSN Essential: I, II, VI, VII, IX, X	1. ____ 2. ____

2. S.H- Cardiovascular, Respiratory & Focused Assessments

Clinical Experience:
5 hours

2. Utilize critical reasoning and assessment skills to determine normal and abnormal findings for physical, psychological, intellectual, sociocultural, developmental, and spiritual aspects of the individual.

3. Obtain a health history, including subjective and objective data using techniques of interview, inspection, palpation, auscultation, and percussion.

QSEN Competency:

Patient Centered
Care

Teamwork &
Collaboration

1. Discussion #4

BSN Essential: 1. ____

IV, V, VI, VII, VIII

2. ____

2. S.H- Integumentary, Abdominal & Focused Assessment

Clinical Experience:
3 hours 45 minutes

1. Maintain awareness of legal and ethical responsibilities and implications in obtaining and recording the health assessment of an individual.

QSEN Competency:

Evidence-based
Practice

Safety

1. Discussion #5

BSN Essential:

IV, VI, IX 1. ____

2. S.H- Comprehensive Assessment

Clinical Experience
3 hours

1. Utilize critical reasoning and assessment skills to determine normal and abnormal findings for physical, psychological, intellectual, sociocultural, developmental, and spiritual aspects of the individual.

QSEN Competency: 2. ____

Teamwork &
Collaboration

2. Construct and report patient Safety
data in a systematic and holistic
manner.

Informatics

4. METHOD(S) OF ASSESSING ACHIEVEMENT OF LEARNING OBJECTIVES

Evaluation of student achievement and learning is met through completion of activities found in Canvas with grades assigned by the course instructor based on student work. Please refer to section 5 for grading policies and procedures.

Clinical Guidelines

Shadow Health Labs will be graded each week based on the student's participation and dedication to learning proper assessment techniques related to each body system. All Clinical lab assessments must be performed satisfactorily in Shadow Health with a minimum of 75% or 150 points earned for a student to pass the course.

Assessments will be performed on a virtual patient in Shadow Health. The assessment will include neurological systems, musculoskeletal, cardiovascular system, respiratory system, chest pain focused assessment, cough focused assessment, focused abdominal assessment, integumentary focused assessment, and a comprehensive final assessment.

5. STUDENT FEEDBACK AND GRADING POLICIES AND PROCEDURES

Required Course Evaluations

The AUSON requires an evaluation of the course. These evaluations are implemented through the IDEA process that is utilized at Anderson University. Evaluation of the course, clinical site, and clinical faculty are of utmost importance for two reasons: (1) to implement quality improvement within our course, processes, and policies; (2) to provide the evidence required by our nursing approval and accrediting agencies that standards are being met. The student must provide evaluations, and conversely, the AUSON must provide nursing knowledge and content at the appropriate level for the preparation of the professional nurse.

Grades

Late work will not be accepted during this course. Extenuating circumstances may be, but do not have to be, considered by the course faculty on a case-by-case basis. Technology issues are not considered extenuating circumstances.

Grades are calculated from an accumulation of points. Points will be added and then converted to a % to form the final grade.

All graded assignments must be submitted with proper format, grammar, spelling, punctuation, faculty, and references according to the Publication Manual of the American Psychological Association (APA), most recent edition (see “APA format guidelines” later in this document). Written assignments are due by the due date and time set by the instructor. The end of the day for this class is 11:59 p.m., Eastern Time.

Anderson University School of Nursing Grading Scale

92 – 100	A
84 – 91	B
75 – 83	C
< 74	F

A letter grade of “C” is required for passing all nursing courses. Please refer to the BSN Student Handbook.

Graded Assignments for this course

Activity Types	Points Possible
Discussion Board Questions (5)	500
Shadow Health Weekly Assessments (4)- clinical experience	200
Shadow Health Comprehensive Assessment (1)- clinical experience	200
Shadow Health Focused Assessments (3)- clinical experience	300
Assignment Questions (1)	50
Total Possible Points	1250

Un-Graded Assignments for this course

Reading assignments which may include: textbook readings, website readings, journal articles discussion forums, workbook exercises, and virtual simulation exercises.

Technology expectations and needs

Students should have a reliable computer and the Internet to access course materials and complete assignments. Since this course is web-based, there are some expectations as to technical skills, which include uploading, downloading, and general computer skills. Instructors may require additional software or hardware. Having technology or Internet problems is not a valid excuse for not turning in an assignment or taking a test on time.

Computer labs are located in Vandiver (first floor) and Bunton (Thrift Library basement)

The following are the required technology needs for the RN- BSN program

- A working computer with wireless technology (PC or MAC recommended to be no less than two years old)
- Microsoft office
- Acrobat Reader
- Adobe Media Player or another computer media player
- Internet access
- Ability to view YouTube videos and other required educational programs
- Access to the Canvas learning environment

If you encounter problems in your online or blended course are beyond technical issues, contact the Center for Innovation and Digital Learning (CIDL). The CIDL manages online and blended learning at AU. The following issues are valid reasons to contact the CIDL immediately:

- An online exam or assignment is supposed to be open or made available, and it is not (contact the instructor first)
- Instructor fails to respond to student questions more than four days
- Instructor has not provided any grades or feedback 2+ weeks past the submission deadline
- The instructor is not participating in the course at all.

CIDL website: <http://aumobile.andersonuniversity.edu/auonline>

CIDL Phone: (864) 231-2199

Shadow Health: Advanced Technical Support Hours

Monday- Friday 9:00a.m – 9:00p.m ET

Saturday 11:00a.m – 8:00p.m ET

Call support number: 1-800-860-324

Class attendance, online time expectations, and participation

- Students must be present (by making an online posting) in the online classroom 4 out of 7 days each week in the course without missing more than two consecutive days.
- Students not participating in the first week of class by Day 3 (_____ at 3 pm EST) will be reported to the Registrar as a No Show. Being a class, No Show does not constitute Withdrawal from the course or the University.
- Students are required to have active weekly participation in each course. Students are responsible for following the specific participation requirements outlined below. In this course, in addition to their initial posting (response to the question), students are required to respond substantively (see “class discussions” later in this document) to at least two peers’ postings for each discussion question (DQ).
- In college classes, there is a general expectation that learners will need to spend two hours out of class for every hour in the classroom. Therefore, in an online 16-week class, you should expect to work on your course for a minimum of 9 hours each week. For an online 5-week class, you should expect to work on your course for a minimum of 14 hours each week.
- Students are to post assignments to the week of the current study. If a student chooses to work ahead of the current week, the student is not to post assignment, papers or discussions until the week the assignment is due.

Learner expectations

By the act of enrollment: The student is responsible for all course work and expected to participate in class regularly and substantively (as explained later in this section).

In your online and blended courses, you are expected to be an active participant in the course. Even though you may not see your classmates and instructor, AU online and blended courses are designed to include discussion and other forms of collaboration and communication. You should be willing and ready to communicate with classmates and instructors online regularly. You will participate in weekly activities in your courses. You will need to log into your course and check your official Anderson University email account daily. Doing so will allow you to view announcements, participate in class activities, assignments, online discussions, and complete assessments. You are expected to complete all assignments, quizzes, tests, and any other activities by the due date.

Do not hesitate to ask questions. You are strongly encouraged to contact your instructor if you have course-related questions regarding course concepts, assignments, and feedback provided to you. It is recommended that you contact your instructor well in advance of the due date. Also, your instructors have set aside specific times to be available for phone conferences or chat sessions if you need additional

course-related support. When you email questions one of your instructors, refer to the course syllabus to view their policy on response time.

Academic Integrity

Academic misconduct is taken very seriously and can be represented by such acts as:

- Plagiarism
- Cheating
- Unethical use or sharing of texts and teaching-learning resources including, but not limited to, those purchased by another
- To give or receive information before, during or after examinations- including previous test information, copying actual exams or quizzes, or possession and use of unauthorized instructor materials (test banks associated with texts utilized in the course)
- To turn in assignments which are the result of another's work (fabrication)
- Acting disrespectfully toward patients, visitors, faculty or clinical faculty
- Falsifying clinical documents
- Duplicating and disbursing in any format copyrighted national certification exam questions
- Sharing or discussing information or details regarding simulations scenarios/clinical experiences that represent a HIPAA violation.

6. APA FORMATTING GUIDELINES

The Anderson University School of Nursing uses the Publication Manual of the American Psychology Association (APA), latest edition, to give credit where credit is due and to offer guidelines for standards in expression and formatting of formal written work. Students at the Anderson University School of Nursing should use APA style in all their assignments.

Faculty do not want to diminish the importance of content by placing undue focus on APA formatting during the grading process. However, faculty believe that competence in APA format in professional writing is an essential skill for graduates of AU. Key items that faculty members will consider for APA style when reviewing assignments submitted in Canvas include the following:

- Title page
- Running head, header
- Double-spaced
- In-text citations
- Reference sheet, alphabetized and formatted correctly
- Indented paragraphs
- Properly formatted quotations
- Font size/type

- Third person narrative
- Margins

Using the correct APA format is equally important when the assignment is submitted directly into a discussion thread. The purpose of the discussion threads is to foster and encourage interaction between classmates and the instructor. Students do not need to write in the third person in discussion threads. Students may relate personal experiences if they are relevant to the discussion. However, it is also expected that students will support their assertions with literature support. Therefore, citing outside sources (when used) and providing a complete reference at the end of the discussion entry is a requirement in each course.

The faculty determine penalties for APA formatting non-compliance. The assignment grading rubric, provided by your instructor, indicates potential points given for APA format. Faculty will determine a penalty for the first incidence of incorrect APA format (for example, incorrect margins), according to the rubric. Students should be aware that repeated APA infractions for the same problem (for example, repeatedly using incorrect margins) can result in increased assignment penalties, up to receiving a zero (0) for the assignment.

7. DISCUSSION BOARD (DQ) POSTING GUIDELINES

- Successful online learning requires active and meaningful participation in the discussion area.
- A 350-word minimum substantive response and a 250-word minimum response to peers are required of all discussion postings (unless otherwise specified by the course instructor).
- Responses must be based on the course content, theory, or personal experiences—not mere opinion.
- Discussion postings should add value to the discussion topic and motivate other students to respond.
- Late Posting of Discussion Boards will not be accepted, and no points will be awarded for those areas on the rubric.
- Initial Discussion board post is due by Day 3 (Wednesday) at 11:59 p.m. and two response posts are due by Day 7 (Sunday) at 11:59 p.m. each week, unless otherwise noted.
- If a DQ initial posting is posted past the due date, a grade of zero (0) will be given for that DQ (points may be awarded for responses to classmates, at the discretion of the instructor).
- The use of two (2) scholarly articles from peer-reviewed journals less than five (5) years are required in addition to the required text for any discussion post.
- Each response should include at minimum one (1) scholarly article from a peer-reviewed journal less than five (5) years that is different from those used in the original post or other response.

- The objective of an online discussion is to be collaborative, not combative. Please, proofread your responses carefully before you post them to make sure that they will not be offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your classmates can ask questions, express opinions, revise opinions, and take positions just as you would in a more “traditional” classroom setting.

Substantive postings in the DQ

Substantive feedback adds new information, challenges a position (respectfully), and improves learning and understanding. Substantive postings should be grounded in relevant, recent literature of the subject matter. Although experience is a great teacher, it should not be the only rationale for the feedback given. Stating one’s opinion does not constitute a substantive post unless backed up by theory, content, or relevant references. Examples of substantive participation do not include posting assignments or a question a student might have for the facilitator or the group. Substantive participation does include responses to discussion questions as well as the discourse between students related to the subject matter. A simple “I agree” or “Great job!” will not count. Substantive responses should also include appropriate documentation/citation. The participation point value in the learning experience is defined within each assignment as presented in the assignment pages associated with each course and/or as directed by the instructor.

8. LEARNING FACILITIES AND RESOURCES FOR STUDENTS PERTINENT TO COURSES

Writing Center Help for Online Students

Online students may create a virtual appointment to have their writing reviewed and receive personalized help with writing in APA. There is no need for our RN- BSN students to come to campus for help. Please use the MYWC link to create a virtual appointment with the writing center. Students should create an account, and then an appointment. When selecting the appointment, please choose “online” appointment. From this, you will get a message instructing you when and how to login to the tutoring session at the appointed time.

The Writing Center Website: <http://www.andersonuniversity.edu/writing-center>

The MYWC link: <https://anderson.mywconline.com/>

The Center for Student Success

The Center for Student Success provides support for academic assistance, tutoring services, as well as study skills seminars. Call 864-328-1420 to contact the Center or visit their website at <http://www.andersonuniversity.edu/student-success>

Students with Special Needs

If you have a disability that may interfere with your learning, testing, or assignment completion in this course, you may be eligible to receive an academic adjustment to help provide you with an equal opportunity to participate in and benefit from this course. Please contact the staff of the Center for Student Success, who will advise you on appropriate documentation, determine reasonable adjustments, and notify me of any adjustments for which you are eligible. Once you have been approved for an academic adjustment through the Center for Student Success, please discuss with me its appropriate implementation in this course. Documentation must meet the guidelines specified by university policy, and no one else can be notified of your disability or adjustment without your written consent. This process must be repeated for every semester you are enrolled at Anderson University and wish to receive an adjustment. Academic adjustments are intended to “level the playing field” so that students with disabilities can demonstrate their true abilities in their courses. Changes cannot be made to grades earned before a student has requested an adjustment, so please attend to this early in the semester.

Virtual Library

The Anderson University library is available to all students enrolled in the BSN Program. Links to library materials such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support may be found at <http://www.andersonuniversity.edu/library/>.

Anderson University School of Nursing BSN Student Handbook

<http://www.andersonuniversity.edu/nursing/student-handbooks>

Channel of Communication

Regular feedback about course concerns from students to faculty is welcomed. Any concerns related to a specific professor should first be discussed with the professor involved. If the situation remains unresolved, the next approach is to contact the program coordinator _____ by phone at _____ or by email at _____. If the situation remains unresolved, the next approach is to contact the Undergraduate _____ by phone at _____ or by email at _____.

9. COURSE CALENDAR

The first day of class

Last day to withdraw from the course (removes the course from the transcript)

Last day to withdraw from course with grade W

Last class day

10. TEXTBOOK(S) AND SUPPLEMENTARY READINGS

Required Textbook(s) and Software

Hogan-Quigley, B., Palm, M. L., & Bickley, L. S. (2012). *Nursing Guide to Physical Examination and History Taking*. Philadelphia, PA: Lippincott Williams & Wilkins

Shadow Health Online Patient Assessment

[New Student Enrollment \(Links to an external site.\)](#)

Course Pin# June2019-4702-2621-6521-2905

Recommended Textbook(s):

Publication Manual of the American Psychological Association (6th ed.). (2010). Washington, DC: American Psychological Association.

11. SYLLABUS MODIFICATION POLICY

The course syllabus is written to provide guidance as the course progresses. The syllabus may be modified by the lead instructor to meet the needs of the program or learners. In the event modifications to the syllabus are made, students will be notified in writing.

12. GETTING STARTED

Begin by reading any important documents in Canvas, then proceed to Module 1.

There are instructions posted for each week and instructors are available to answer any questions that may arise. You may post a question in the ASK The Faculty a Question discussion forum. If it is a question you would like to ask in private, you may email, call or text your instructor. If you text, please list your name in the first part of the text, and tell the instructor which section of the class you are in.

