

SAM HOUSTON STATE UNIVERSITY
College of Health Sciences
School of Nursing
NURS 3410: Health Assessment

Course description:

This course covers concepts, principles, and practical clinical skills that are used in the assessment of the health status of individuals. Emphasis is placed on interviewing skills, taking health histories, and reviewing physical systems and psychosocial findings in the well person. Students examine the nursing process by obtaining health histories, performing physical and psychosocial assessments, establishing a baseline database, and formulating initial nursing plans. Also, an introduction to beginning nursing skills will familiarize students with basic documentation and communication tools.

Semester/Year: Fall 2017

Class meeting times: **Didactic**, Wednesday 0800-1050

Class meeting place: **Huntsville** – Bank Building, Room 302
TWC – Room 135

Faculty:

TWC Didactic Instructor & Course Coordinator	HV Didactic Instructor
Melissa Vander Stucken, MSN, RN Office: Bank Building, Room 290A Office Phone: 936-294-2599 Email : mmv008@shsu.edu Office hours: By appointment	Judy Upshaw, MSN, RN Office: TWC, Room 435C Office Phone: 936-202-5124 Email : jcu002@shsu.edu Office hours: By appointment

Lab meeting times: **Wednesday AM** – (sections 02, 04, 11,13) 1130-1420;
PM – (sections 03, 12) 1430-1720

Lab meeting place: **Huntsville** – Bank Building, 320A and 350G
TWC – Room 439 & 455

TWC Lab Instructors	HV Lab Instructors
Judy Upshaw, MSN, RN Office: TWC, 435C Office Phone: 936-202-5124 Email : jcu002@shsu.edu Office hours: By appointment	Melissa Vander Stucken, MSN, RN Office: Bank Building, Room 290A Office Phone: 936-294-2599 Email : mmv008@shsu.edu Office hours: By appointment
Chelsea Arrington, MSN, RN Office: Phone: 662-392-3111 Email : cla054@shsu.edu Office hours: By appointment	Rob Harmon, MSN, CRNA Office: TWC, Room 440 Office Phone: 936-443-2313 Email: rgh012@shsu.edu Office hours: Thursday 1200-1400; by appointment

Course Credit: 4 total credit hours; Didactic - 3 credit hours/Lab - 1 credit hour

Pre-requisites/Co-requisites: Entrance into the SHSU School of Nursing and Concurrent enrollment in or prior credit for NURS 3430 (or NURS 3460) and NURS 3420.

Course Objectives:

Didactic:

Objective/s	Activities/Assignments	Measurement	Standards Alignment (if applicable)
Utilize the concepts, models, and theories of nursing, the humanities and the natural, psychology, and sociological sciences as the foundation for professional nursing practice.	Required reading and lecture; in-class activities; skills practice and return demonstration in lab setting.	Cultural Presentation	
Compare results of a complete assessment to established norms.	Required reading and lecture; in-class activities; skills practice and return demonstration in lab setting.	Exams; Skill check-offs	Outcomes: 2, 6; DEC: II-B, II-C; AACN Essential IX
Use the findings of an assessment and the nursing process to describe nursing care.	Practice and return demonstration in lab setting; role-play in class; digital clinical experience	Shadow Health DCE	Outcomes: 2, 6; DEC: II-B, II-C; AACN Essential IX
Discuss human behavior that is affected by culture, race, religion, gender, lifestyle and age in order to formulate goals for care.	Required reading and lecture; in-class activities;	Cultural Presentation; Exam #; Final Exam	Outcomes: 1, 2, 3; DEC: II-B, II-D; AACN Essential VII, IX
Discuss skills of inquiry, analysis, and information literacy to address holistic assessment of individuals.	Required reading and lecture; in-class activities; skills practice and return demonstration in lab setting.	Skills check-off	Outcomes: 1, 6; DEC: IV-D, II-A; AACN Essential VII, IX
Identify evidence-based practices to plan patient-centered care.	Required reading and lecture; Health People 2020 Paper	Exams; Health People 2020 Paper	Outcomes: 6; DEC: IV-D, II-A; AACN Essential III
Recognize the effect of the global environment upon health care	Required reading and lecture; Health People 2020 Paper	Health People 2020 Paper; Cultural Presentation	Outcomes: 7; DEC: IV-A, IV-D; AACN Essential VII
Use proper medical and nursing terminology	Required reading and lecture; in-class activities; skills practice and return demonstration in lab setting.	Medical Terminology Quizzes; Exams;	Outcomes: 6; DEC: IV-A, IV-D; AACN Essential IX

Describe how information and communication technologies can enhance the assessment process of individuals across the lifespan	Required reading and lecture; in-class activities.	Exams	Outcomes: 9; DEC: II-H, IV-E; AACN Essential IV
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Lab:

Objective/s	Activities/Assignments	Measurement	Standards Alignment (if applicable)
Perform basic nursing assessment, including review of systems, in the laboratory/ simulation setting within 2 attempts	Skills practice and return demonstration.	Skills check-off	Outcomes: 2, 6; DEC: II-B, II-C, III-B; AACN Essential IX
Identify pertinent laboratory findings related to assessment of specific physiologic needs, including oxygenation, nutrition, circulation, elimination, activity, comfort, rest, and sleep.	Skills practice and return demonstration.	Skills check-off	Outcomes: 4; DEC: II-B; AACN Essential IX
Using therapeutic communication, solicit a patient's history during the assessment process.	Skills practice and return demonstration.	Skills check-off	Outcomes: 4; DEC: IV-A; AACN Essential VI
Accurately record the patient's history and physical findings in the appropriate format.	Skills practice and return demonstration; EHR documentation.	Skills check-off; EHR documentation	Outcomes: 3, 2; DEC: IV-A, IV-D; AACN Essential VI
Use data from all relevant sources, including technology to inform care	Skills practice and return demonstration.	Skills check-off	Outcomes: 6, 9; DEC: II-B; AACN Essential IV

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system.)

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learn to apply course material (to improve thinking, problem solving, and decisions)

Instructional Strategies:

Teaching/learning strategies will include lecture, classroom discussion, Blackboard discussion, multimedia resources, gaming, group work, oral presentations, practice and return demonstration of nursing skills.

Learning Activities:

Study guide completion; required weekly reading; Shadow Health activities; participation in class discussion; case scenarios; demonstration; practice and return demonstration in skills lab; simulation; and other activities as specified by course coordinator.

Evaluation Methods:

<i>Didactic:</i>		<i>Lab:</i>
Exam 1	10%	Lab participation includes: *ATI skills module assignments *Shadow Health DCE assignments (you must have a minimum DCE score of 74.5%) *Medical Terminology Quizzes (you must have an average 74.5% medical terminology quiz grade) *Assessment Checkoffs (you must successfully pass the Assessment Checkoffs). Lab is a Pass/Fail
Exam 2	15%	
Exam 3	15%	
Quizzes (average)	5%	
Final Exam (comprehensive)	20%	
Cultural Presentation	20%	
Healthy People Paper	<u>15%</u>	
Total 100%		

School of Nursing Grading Scale:

	Percentage	
A	89.5-100	Passing
B	79.5-89.4	
C	74.5-79.4	
D	69.5-74.4	Not Passing
F	69.4 and below	

Calculation of Course Grade:

- In order to progress in nursing, students are expected to pass all nursing courses with at least a “C”.
- Didactic and clinical/laboratory components of nursing courses shall be taken concurrently.
- All clinical and classroom assignments must be satisfactorily completed in order to pass the course.
- Exam 1, Exam 2, Exam 3, Final, and Quizzes make up the weighted **exam average**; exam average must be minimum of 74.5 (rounds to 75 per policy; 74.499 DOES NOT) in order to pass the course.
- Failure for exam average or failure in the lab portion will necessitate repeating the entire course, including clinical or lab.
- All exams and quizzes are timed. Students will be allowed 75 minutes for unit exams and 113 minutes for the final exam.
- Lab skills test (checkoffs) must be successfully passed to progress. Second attempt will be scheduled with a different instructor. Failure to pass the checkoff in two attempts will result in failure in lab and failure in the course.
- During each semester with clinical practice opportunities, students must take and pass a level-adjusted drug dosage and calculation test per Sam Houston State University School of Nursing Student Handbook Dosages and Calculations Competency Policy. Please see the policy for further information about the test. For the J1 semester, the dosage and calculations exams are proctored and given in a classroom setting. Any student who fails will need to withdraw from NURS 3410, NURS 3420, and NURS 3430.

First Alert Program

Students who are in academic jeopardy (e.g., demonstrate poor academic performance, poor clinical performance, have frequent or unexcused absences) will be referred to the First Alert team in Academic Support Services. First Alert is a referral system that enables Sam Houston State University faculty and staff to refer students whose in- or out-of-class performance demonstrates a need for academic support to the academic mentors at the SAM Center.

Additional information on the First Alert Program can be accessed from

<http://www.shsu.edu/centers/sam-center/mentoring/firstalert>.

Required Text(s)/Material:

Brooks, M.L. & Brooks, D.L. (2015). *Basic Medical Language* (5th ed.). Mosby. ISBN: 9780323290487

Ogden, S.J., Fluharty, L.K. (2015). *Calculation of Drug Dosages* (10th ed.). St. Louis, MO: Mosby.

ISBN: 978032331069-7

Shadow Health Digital Clinical Experience (DCE): Health Assessment ISBN: 9780989788816

PIN: August2017-3358-0730-6870-7681

Weber, J. & Kelley, J. (2014). *Health Assessment in Nursing* (5th ed.). Lippincott Williams & Wilkins.

ISBN: 9781451142808

Optional Text(s):

Zerwekh, J, & Gaglione, T. (2011). *Mosby's Assessment memory notecards* (2nd ed.). Maryland Heights,

MO: Elsevier Mosby. ISBN: 9780323067454

Course Calendar with Content Outline:

IMPORTANT: During lab activities and exams/quizzes, students will be required to store their belongings in open bins and/or shelving. These dates are clearly spelled out on the class schedule. Please plan accordingly in order to properly store your valuables.

Didactic Calendar

Week/Date	Topics	Readings	Assignment
1 8/23	Syllabus, Assignments, Calendar Review, & Class expectations	Syllabus in BB	Sign Syllabus Acknowledgement
2 8/30	Nurses Role in Health Assessment; Interview & Health History; Physical Exam; Documentation; General Status & Vital Signs	Weber & Kelly (W&K) Ch. 1, 2, 3, 4, & 8	Healthy People Assignment due 10/21
3 9/6	Critical thinking; Nursing Process; Concept mapping	W&K p. 3-4; Ch. 5 Concept Map video in Blackboard	
4 9/13	Pain; Violence; Culture	W&K Ch 9, 10, 11	Culture group assignment
5 9/20	Skin, Hair, & Nails	W&K Ch 14	Exam #1 (Ch 1-5, 8-11)
6 9/27	Nutrition; Musculoskeletal	W&K Ch 13, 24	Skin Quiz Nutrition Assignment (take to lab)
7 10/4	Development; Spirituality; Children & Adolescents	W&K Ch 7, 12, 31	
8 10/11	Thorax & Lungs Older Adult	W&K Ch 19, 32	Complete Shadow Health Respiratory Concept Lab <u>prior</u> to class; Culture Assignment <u>due</u> (all groups) 10/10 at 2300 Class presentations (<i>Groups 1-4</i>)
9 10/18	Peripheral Vascular	W&K Ch 22, p. 398	Exam #2 (Ch 7, 12-14, 19, 24, 31-32) Class presentations (<i>Groups 5-8</i>) Healthy People Assignment due 10/21 at 2300
10 10/25	Peripheral Vascular (con't) Heart & Neck Vessels	W&K Ch 21	Complete Shadow Health Cardiovascular Concept Lab <u>prior</u> to class
11 11/1	Breasts & Lymphatic; Abdomen; Genitalia (male & female)	W&K Ch 20, 23, 26, & 27	Complete Shadow Health Abdominal Concept Lab <u>prior</u> to class
12 11/8	Mental Status; Neurologic (cranial nerves)	W&K Ch 6, 25	Exam #3 (Ch 20-23, 26-27)
13 11/15	Head & Neck; Eyes; Ears; Mouth, Throat, Nose & Sinuses (HEENT)	W&K Ch 15, 16, 17, & 18	Neuro Quiz
14 11/22	Happy Thanksgiving		
15 11/29	Families; Communities	W&K Ch 33, 34	Final Quiz
16 12/6	Comprehensive Final Exam Time: TBA		Final Exam (all chapters)

***Late work will have a 10% per day deduction in points per instructor discretion.**

Lab Calendar

Week/ Date	Lab Content	Required Lab Supplies	Assignment
1 8/23	Health Assessment (HA) Lab Orientation: Medical Terminology Shadow Health DEC	Laptop	Medical Terminology (MT): Lesson 1 & 2; Shadow Health (SH): <i>Conversation skills</i> DEC: <i>Orientation</i> ATI Tutorial & Skills Modules: <i>Vital Signs</i> Pre- & Post-test due by 8/29 @ 2300
2 8/30	Interviewing pts; HA equipment; VS (measuring BP, respirations, pulse, temperature); Documentation	BP cuff, stethoscope	Weber Assessment Procedure/Guide: <i>Guide 3-1: Stethoscope</i> <i>Vital Signs (p. 130-136)</i> <i>Guide 8-1: Blood Pressure</i> MT: Appendix A, B (p. 368-371) SH: Health History VS assignment due start of lab 9/20
3 9/6	MT Quiz #1 (Lesson 1 & 2) Interviewing Skills Documentation	BP cuff, stethoscope	MT: Appendix B (p. 362-367) ATI: NurseLogic – Knowledge & Clinical Judgement
4 9/13	MT Quiz #2 (Appendix A & B) Review general status; Pain; Violence Assessment; Documentation	BP cuff, Stethoscope, Check-off rubric	Weber Assessment Procedure/Guide: <i>Guide 9-1: Pain</i> <i>General Survey (p. 169-171)</i> <i>Tool 10-1 & 10-2</i> MT: Lesson 3
5 9/20	Check off #1	<i>Vital Sign assignment due</i>	MT: Lesson 12 SH: Skin, Hair, & Nails
6 9/27	MT Quiz #3 (Lesson 3 & 12) Skin/wound staging	Picture of wound	Weber Assessment Procedure/Guide: <i>Skin (p. 249-253)</i> <i>Scalp & Hair (p. 254-257)</i> <i>Tool 14-1 & 14-2</i> MT: Lesson 10 SH: Musculoskeletal
7 10/4	Musculoskeletal; Nutrition	<i>Nutrition assignment due</i>	Weber Assessment Procedure/Guide: <i>Tool 13-1, 13-2, & 13-3</i> <i>Anthropometric Measurements, Hydration</i> <i>(p. 226-233)</i> <i>Guide 24-1: Pain</i> <i>Gait, Joints (p. 519-537)</i> MT: Lesson 4
8 10/11	MT Quiz #4 (Lesson 4 & 10) Respiratory Assessment Practice for check-off #2		Weber Assessment Procedure/Guide: <i>Respiratory (p. 380-388)</i> MT: Lesson 7 SH: Respiratory & Focused Exam-Cough

9	10/18	Peripheral Vascular & Lymphatic assessment		Weber Assessment Procedure/Guide: <i>Arms & Legs (p. 456-467)</i> MT: Lesson 6 SH: Focused Exam- <i>Chest Pain</i>
10	10/25	MT Quiz #5 (Lesson 6 & 7) Cardiac assessment Practice for check-off #2	Check-off rubrics	Weber Assessment Procedure/Guide: <i>Guide 21-1: Auscultating Heart Sounds</i> <i>Neck Vessels & Heart (p. 430-436)</i> MT: Lesson 5, 8 SH: Cardiovascular
11	11/1	Check off #2	A Positive Attitude	MT: Lesson 11 SH: Abdomen & Focused Exam-Abdominal Pain
12	11/8	MT Quiz #6 (Lesson 5 & 8) Abdomen/GI assessment Neuro assessment	Penlight GI complaint	Weber Assessment Procedure/Guide: <i>Guide 23-1: Abdominal Structures</i> <i>Guide 23-2: Abdominal Girth</i> <i>Abdomen & Appendicitis (p. 485-499)</i> <i>Guide 25-1: Reflex Hammer</i> MT: Lesson 9 SH: Neuro
13	11/15	MT Quiz #7 (Lesson 9 & 11) Neuro assessment (con't) HEENT assessment	Penlight	Weber Assessment Procedure/Guide: <i>Cranial Nerves, Motor & Cerebellar Systems,</i> <i>Sensory Systems, Reflexes, Meningeal</i> <i>Irritation/Inflammation (p. 558-573)</i> <i>Head & Face, Neck, Lymph Nodes (p. 281-288)</i> <i>Guide 16-1: Vision</i> <i>Eyes (p. 308-318)</i> <i>Ears (p. 336-340)</i> <i>Mouth, Nose, Sinuses (p. 354-362)</i> SH: HEENT
14	11/22	NO Lab – Happy Thanksgiving		
15	11/29	Rapid HTT Assessment Time TBD	A Positive Attitude	
16	12/6	NO Lab Finals week		

Assignment Instructions & Grading Rubrics/Evaluation

Didactic Assignments

Healthy People 2020 Paper

Students will be randomly be assigned a Healthy People 2020 topic from the <http://www.healthypeople.gov/2020/topics-objectives> website. The student will then select a specific objective for that topic identified by Healthy People 2020 to use as the basis for this assignment. Students should use the grading rubric (*see Appendix A*) as a guide. Faculty will use this grading rubric as the basis for each student's grade.

Assignment Instructions:

1. Students will review the topic information on the Healthy People 2020 website then select a specific objective for the assigned topic to research, develop, and submit a scholarly paper. Students will find two, recent (within the last 5 years) peer-reviewed, evidence-based research journal articles related to the specific objective. We strongly encourage the use of the SHSU Librarians to assist in the journal article and supporting data search. They are linked within the Blackboard course.
2. The paper must be no longer than 4 pages (not including title and reference page) and needs to include:
 - a. Introduction
 - b. Summary of the **assigned Healthy People 2020** topic.
 - c. Summary of the **specific objective** including data showing the importance of the topic nationwide **and** in Texas. Resources for finding Texas-related data include the State Department of Health & Human Services (<https://www.dshs.state.tx.us/chs/>) and RWJF's County Health Rankings websites (<http://www.countyhealthrankings.org/>).
 - d. Explanation of how the journal article relates to the specific issue.
 - e. How will the topic and specific issue **change the behavior** of a nurse at the bedside?
3. Faculty will not review papers or portions of the paper prior to submission for grading. This is considered "pre-grading". However, if you have a specific question about part of the assignment, please ask.
4. Students are required to visit the Writing Center and have them review the drafted paper. The draft will be submitted in the dropbox along with the final paper for grading.
5. The final paper and the draft paper will be submitted in Blackboard using a dropbox in the assignment section by the due date provided on the course calendar.

Cultural Group Presentation

Students will be randomly divided into groups and assigned a specific cultural group. The group will provide a Powerpoint presentation of the assigned cultural group and provide a brief role play/presentation on a general status/interview assessment on the assigned culture group.

Students should use the grading rubric (*see Appendix A*) as a guide during presentation development. Faculty will use this grading rubric as the basis for each student's grade. The group will receive the same "project grade" (possible 90%), however, each student's grade may be different based on the peer evaluations. Honest peer evaluation feedback/comments are expected.

Assignment Instructions:

1. Students will work together to determine roles for the assigned culture to research and develop into a group presentation. Students will use credible sources to support their research. We strongly encourage the use of the SHSU Librarians to assist in the supporting data research. They are linked within the Blackboard course.

2. The presentation will be submitted in Blackboard using a dropbox in the assignment section by 10/10/17 at 2300. The presentation will include 4 - 8 slides:
 - a. Introduction
 - b. Summary of the assigned culture.
 - c. Explanation of how this culture views healthcare and healthcare practices.
 - d. How will this information change your behavior as a nurse at the bedside?
3. Presentation format and suggestions:
 - a. Students are expected to use APA formatting for citations and the reference list.
 - b. Select a design theme and font style/color that is easy for the audience to see content.
 - c. Don't overload and put a lot of information on the slides. Use bullet points.
 - d. Use professional presentation guidelines. Don't read from your slides.
 - e. Use graphics as appropriate to supplement or enhance the information included (do not have to be on every slide).
 - f. Each group will be given a maximum of 10 minutes for presentation of their cultural assessment. One role that will be important during the presentation is that of timekeeper. The group may choose a group member or a peer in the audience to act as their timekeeper.
 - g. The role play presentation will be a maximum of 5 minutes and is separate from the Powerpoint presentation.
 - h. Each member of the group will be an active participant in the presentation.
4. Students (*in the audience*) will complete a one-page evaluation (*see Appendix A*) after each presentation for each of the other groups on their campus. Students are responsible for bringing a copy of the form for use in class. Students not completing the Audience Evaluation for each peer group presentation will have 5 points deducted from their group project grade. Audience names do not have to be included on the evaluation form. Audience evaluators are expected to answer all questions and provide positive AND constructive feedback to the presenters. After faculty reviews the audience evaluations, they will be provided to the presenting group.
5. As part of the group process, students are expected to complete a peer evaluation (*see Appendix A*) assessing group members regarding the group process and team work. **This evaluation is due by 10 pm on the assigned presentation date. The form will be submitted via Blackboard dropbox and will be confidential.** However, if the group experiences teamwork issues, they need to address and resolve the issues within the group. Faculty will get involved if necessary. Students not completing an appropriate peer evaluation or submitting peer evaluation after the deadline will have points deducted from the group project grade.

Lab Assignments

Medical Terminology

Each week students will learn the terminology used by healthcare professionals. In order to assess mastery of this content, quizzes will be given periodically at the beginning of lab. During the quizzes, students are expected to spell each word correctly and write its definition. Students should "put their best foot forward" with these quizzes. If it's determined that this is not occurring, the 75% examination/quiz policy will be implemented. Students may be asked to complete assignments within the online resources each week as admission ticket into lab.

Lab Participation

The primary purpose of this lab is to gain "hands on" practice and experience of material/content learned in Health Assessment. Students are expected to actively participate in weekly lab assignments including but not limited to role play, simulation, and demonstration. Faculty will post case studies and/or

instructions regarding lab preparation on Blackboard. Students are expected to arrive to class with assignments completed and/or lab guide/worksheets printed. Lab assignments will receive feedback from faculty and students may be asked to resubmit revised assignments per instructor discretion.

Once scrub uniforms are received, students are expected to wear their scrub uniform to class each week and are expected to abide by the Uniform Policy described in the SHSU School of Nursing Student Handbook. Students who are not active and/or unprepared for lab per instructions, without proper equipment, arrive late, do not follow the Uniform Policy, submit incomplete assignments, or demonstrate unprofessional/uncivil behavior will be counseled and a counseling form added to their file.

Documentation

Students are expected to demonstrate progression and improvement in various documentation formats throughout the semester. Weekly documentation will be part of lab activities. Students are expected to use correct terminology and descriptions from previous weeks. Points will be deducted for incorrect spelling, incorrect terms, and incomplete work.

Shadow Health Digital Clinical Experience (DCE)

Shadow Health provides a clinical simulation designed to improve your health assessment skills in a safe learning environment. Students will examine digital patients throughout the course that are accessible online 24/7 and will have lifetime access to the technology. Assignments compliment the weekly topic and activities as listed on the course calendar. Students are expected to complete the assignments by the due date. Students are allowed to make multiple attempts on the assignment and are responsible for submitting their best attempt for grading by the assignment deadline. Faculty may reopen assignments for students and assignments may be used as part of a remediation plan.

Assessment Check-offs

There will be Three (3) Assessment Checkoffs that students will be expected to satisfactorily demonstrate proper assessment techniques. The following are performance expectations for each checkoff:

- Demonstrate preparation for Assessment Checkoffs.
- Performs skill in proper sequence and time frame.
- Demonstrates appropriate professional, therapeutic communication with patient.
- Demonstrate principles of safety while performing skills.
- Maintains comfort of patient.
- Performs overall procedure satisfactorily with excellent or satisfactory per Rapid Head-to-Toe Assessment Guidelines and resources.
- Documents actions appropriately or satisfactorily provides SBAR (Verbal) Report.

Students are encouraged to visit open skills lab to practice assessment procedures prior to the scheduled checkoff.

Assessment performance/evaluation criteria for Assessment Checkoffs 1 and 2 will be provided at least one (1) week prior to the scheduled assessment checkoff. During these sessions, all other students are expected to utilize lab time or assignments as instructed.

Rapid Head-to-Toe Assessment

At the end of the semester, students will be required to perform a rapid head-to-toe assessment checkoff. The following criteria/expectations are in addition to those noted above:

- The Assessment Check-off will be performed with simulation manikins. Faculty will assign students to the manikins and give a case scenario.
- Students will be given 10 minutes to complete the Assessment.

- Coaching by faculty during return demonstration is not provided.
- Student performance during the demonstration may be videotaped.
- After completion of the Rapid Head-to-Toe Assessment, students will debrief with faculty.

Performance/Evaluation criteria for the Rapid Head-to-Toe Assessment Checkoff will be provided no later than Week 14. This checkoff will be done during the week prior to finals. Lab faculty will schedule students and will provide that at least one (1) week prior to the checkoff. Students are expected to arrive at least 15 minutes prior to their scheduled checkoff time and will be required to remain in the lab until after they have completed all documentation and simulation and/or course surveys. If a student does not successfully pass the rapid head to toe assessment in the first attempt, an additional attempt is allowed and will be performed with a different instructor. The second attempt must be completed prior to the final exam.

Course Policies/Expectations

Classroom Conduct and Civility: The instructor will conduct this class in an atmosphere of mutual respect. The instructor encourages active participation in class discussions. We may have strongly differing opinions on the various topics of class discussions. Conflicting ideas are encouraged and welcome. The orderly questioning of the ideas of others, including the instructor, is similarly welcome. Faculty will manage the discussions so that the exchange of ideas can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect, you will not be permitted to participate further.

Cell Phones: Use of laptop computers and cell phones is encouraged when related to classroom activities **only**. Use of electronic devices during class or clinical are restricted to class-or clinical-related learning activities. Students found using electronic devices for other purposes (i.e. checking email/Facebook, shopping, etc.) will be asked to leave the class or clinical setting

Faculty/Student Communication: Course faculty often communicate important course updates using the SHSU email system. Students are expected to check their SHSU email account daily and reply, as appropriate, to faculty, using their SHSU email account. Students may text faculty when the faculty member has indicated that this as an acceptable means of communication. Students must include their name in the text message. In addition, students are to abide by texting guidelines set forth by the faculty member (ie: no phone calls/texts after 9pm or on the weekend).

Refer to the *Faculty/Student Communication Policy* in the Student Handbook for further guidance.

Group Assignments: Group dynamics and the group process are important learning outcomes for the School of Nursing graduates. Many opportunities for learning these skills are integrated into the curriculum. Characteristics of successful groups are:

1. Members identify goals and objectives.
2. Members set deadlines for completion of tasks.
3. Members distribute equitable assignments and complete them in a timely fashion.
4. Members report back at scheduled meeting times.
5. If problems arise in a group, members attempt to resolve the problems internally.
6. If unable to resolve group dynamic problems, consult course faculty for direction in problem resolution.

Late Work: All assignments will be assigned a due date which is considered the last day it will be accepted. Any assignment submitted after the assigned deadline will generally receive a “0”. There may

be circumstances in which the instructor may allow a student to hand in an assignment and still receive up to full credit. This remains at the discretion of the instructor.

Recording lectures: Students who wish to record lectures must request permission to do so from the faculty member(s) teaching the course.

School of Nursing Policies

Absence Policy

Presence at lectures, clinical rotations, and other events are an important part of the student learning experience in the Sam Houston State University (SHSU) School of Nursing (SON). Absences are obstructive to this process and are strongly discouraged.

There are two kinds of absences recognized by SHSU SON: an absence given with prior notice and a no-call/no-show absence. An *absence given with prior notice* is one in which the professor or clinical instructor was directly spoken with by phone call or in person before the scheduled class/clinical start time.

A *no-call/no-show absence* is an absence in which the student does not attend the class or clinical rotation and has not directly spoken with the instructor/professor before the scheduled class/clinical start time.

An absence “occurrence” is defined as any absence, regardless of the reason, and will begin the first absent day and end the last absent day, so multiple days can comprise a single absence occurrence.

ATTENDANCE AT ALL SCHEDULED CLINICAL EXPERIENCES (INCLUDING SIMULATION, SKILLS LAB, OR OTHER EXPERIENCE) IS MANDATORY FOR ALL

STUDENTS. Any student who is experiencing symptoms of an infectious process (ie: fever, vomiting, diarrhea, etc.) should contact faculty at least one hour prior to scheduled clinical start time to advise of symptoms. Depending on the assigned clinical experience, students may be required to notify appropriate clinical agency personnel. Clinical make-up assignments will be required.

Due to the importance of clinical experiences for the student’s learning, any absence from clinical may prohibit the student from meeting course outcomes which may result in clinical/course failure.

The following absence guidelines apply:

- Two no-call/no-show absences may result in dismissal from SON.
- Two or more didactic (course) absence occurrences in a single semester may result in failure of the course.
- One absence from clinical may prohibit the student from meeting course outcomes which may result in clinical/course failure.
- Six absence “occurrences” while the student is enrolled and engaged in coursework within the SON may result in dismissal from the SON.

Any occurrence lasting two days or more will require documentation (SHSU Student Health Center or healthcare provider’s note, etc.) to be submitted to the faculty member of each course/clinical rotation missed. The healthcare providers note is submitted in addition to a completed Form 8: Student Absence/Tardy Form.

With each absence occurrence, the student must complete and sign the Form 8: Student Absence/Tardy Form and submit to course faculty within 24 hours upon return to classroom or clinical for the SON. All Student Absence/Tardy forms are to be signed by course faculty and submitted to the Administrative Assistant for the Director of the SHSU SON. Student Absence/Tardy forms for students assigned to The Woodlands campus (TWC) are to be submitted to the Administrative Assistant to the Assistant Director of the SON at TWC.

Tardiness Policy

Tardiness is an unprofessional behavior and is disruptive to the class and clinical environment. Thus all students are expected to arrive on time to class and clinical and are expected to return from break on time. Students arriving after the scheduled start time are considered tardy.

Tardiness may result in loss of course points and/or additional assignments per course faculty discretion. The following outlines the consequences of student tardiness.

First tardy incident = counseling of student by the Course Coordinator;

Second tardy incident = counseling of student by the Level Coordinator;

Third tardy incident = counseling of student by the Director of the School of Nursing;

Fourth tardy incident = may result in course failure

Examination Policies: When possible, test grades will be posted within 48 hours of the exam. Written exams and written assignments must be completed as scheduled. If a student is unable to complete a written (clinical or class) assignment, arrangements must be made with the instructor(s).

See [*Absence from Scheduled Examinations Policy*](#) in the SON Student Handbook for guidelines regarding absence from exams.

Cell phones must be turned off during the exam. Both cell phones and laptops not being used to test cannot be visible during testing and exam reviews. If a student has a cell phone visible, his or her test will be taken away and the student will receive a grade of zero on the test. There will be no sharing of calculators during exams.

Contact with a student taking an exam can occur by calling 936-294-2371 (Huntsville) or 936- 202-5111 (TWC) and someone will come and notify the student of an emergency.

ATI Testing Policy: As a part of coursework in the School of Nursing, standardized examinations (ATI) are mandatory to fulfill requirements of many courses. These examinations provide students with diagnostic information regarding their knowledge base for nursing practice. Students should take these standardized examinations seriously.

If the student does not achieve the acceptable passing score of proficiency level 2 or higher when tested, remediation will be required. *The student is responsible for completing any required remediation or testing.* Students must make an appointment with course faculty to discuss specific individual performance concerns. The student must retest within a specified period. If the acceptable passing score is still not achieved, the student must remediate further.

Progression Policy: In order to successfully pass a course with exams, students must achieve at least a 75% exam score. If your exam score at the end of the course is less than 75% (74.5% and higher rounds up; 74.99 does not) you will fail the course and will be required to retake the course including the clinical component, if applicable.

All clinical and classroom assignments must be completed in order to pass the course. Failure in any component will necessitate repeating the entire course. Didactic and clinical/laboratory components of nursing courses shall be taken concurrently.

In order to progress in the SHSU nursing program, students are expected to pass all nursing courses with at least a "C".

Students are expected to abide by and will be held accountable to all policies within the most current SON Student Handbook, found on the SON Nursing Cohorts page within Blackboard.

University Policies

Academic Honesty/Plagiarism: Students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

The use of unauthorized material, communication with fellow students during an examination, use of unauthorized technology during an exam, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work is unacceptable to the University. Cheating on examinations, plagiarism, improper acknowledgment of sources in essays, the use of a single essay or paper in more than one course without permission, and falsification of records or documentation are considered serious offenses and shall be grounds for disciplinary action. Students will receive a zero on the test or assignment in question and will be reported to the Director of the School of Nursing and to the Dean of the College of Health Sciences. For more information, please refer to SHSU Academic Policy Statement #810213, *Procedures in Cases of Academic Dishonesty*.

<http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

Allegations of **student misconduct**, as defined in paragraph 5.2, Chapter VI of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines*, published by the Dean of Students' Office, will be referred to the Dean of Students' Office for necessary action.

Dean of Students: <http://www.shsu.edu/dept/dean-of-students/>.

Student Absences on Religious Holy Days (AP 861001)

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20..." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

<http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

Academic Grievance Procedures for Students (AP 900823)

Academic grievances include disputes over course grades, unauthorized class absences/tardiness, suspension for academic deficiency, instructor's alleged unprofessional conduct related to academic

matters, graduate comprehensive and oral exams, theses and dissertations, and withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs.

If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), and Provost and Vice President for Academic Affairs form an opinion about the dispute and so advise the individual(s) involved.

<http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>

Students are expected to abide by and will be held accountable to all SHSU policies contained with the SHSU Student Guidelines available at <http://www.shsu.edu/students/guide/>. Please refer to this handbook for further information in regards to the following policies.

FERPA

Disruptive conduct under Dean of Students-General Conduct And Campus Regulations
Withdrawal/resignation

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then we encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how we can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities.

For a complete listing of the university policy related to rights and responsibilities, see:

<http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>

APPENDIX A
Healthy People 2020 Paper Grading Rubric

Criteria/Level of Evidence	Excellent A (100-90%)	Good B (89-80%)	Fair C < 80%
Writing 20% possible	Easy to read, well-organized, smooth flow; < 3 errors in use of medical terminology, writing style, grammar. Draft included.	Minimal or minor errors in grammar, syntax, etc. 3-5 errors in use of medical terminology, writing style, grammar.	Difficult to read Major errors; > 5 errors in use of medical terminology, writing style, grammar. Draft not included.
Introduction of topic 15% possible	Includes complete and thorough introduction to the topic and objective.	Adequate introduction of the topic and objective.	Missing major parts of the introduction to the topic and objective.
Content 25% possible	Addresses all required elements: (assigned, topic) objective, relevance of journal article to topic/objective apparent; content was organized in logical, interesting sequence which reader can follow.	Explanation of assigned topic not well summarized: 1 required elements missing; reader has periodic difficulty following sequence due to lapses in organization..	Explanation of assigned topic was confusing and not summarized: 2 or more required elements missing; paper difficult to follow and content is disorganized
Critical Thought 20% possible	Clearly communicates how topic impacts or is important in Texas.	Minimal connection or limited information made with how topic impacts or is important in Texas	Connection between topic and importance/impact in Texas is missing/not clear or unrealistic.
Conclusion 15% possible	Clearly communicates how the topic and/or objective can influence the behavior of the bedside nurse or well thought out and practical practice changes.	Minimal connection made between nursing care/behavior and topic/objective; proposed changes to nursing care are limited.	Connection between bedside nursing care/behavior and topic/objective is not clear; proposed changes to nursing care are not realistic or missing.
APA 5% possible	In-text citations and references in APA format.	In-text citations and references with 1-2 errors in APA format	. In-text citations and references with >2 errors in APA format.

Culture Assessment Group Presentation Rubric

Criteria	Excellent (90-100%)	Good (80-89%)	Fair (<79%)
Introduction & Conclusion <i>10% possible</i>	Introduction clearly identifies culture; communicates purpose appropriate for type of presentation; clearly and accurately summarizes information in conclusion.	Culture identified and conclusion stated; appropriate for type of presentation.	Culture briefly addressed; conclusion may or may not be stated; inappropriate for type of presentation.
Presentation <i>20% possible</i>	Presenters appear relaxed; evidence that presentation has been rehearsed; each group member participated.	Presenters appear mostly relaxed; some evidence that presentation has been rehearsed; 1-2 group members presented; awkward transition between presenters.	Presenters uncomfortable; evidence that presentation has not been rehearsed; 1 group member presented.
Content <i>25% possible</i>	Addresses all required elements, content was organized in logical, interesting sequence which audience can follow. In-text citations and reference slide in APA format.	One required elements missing; audience has periodic difficulty following presentation due to lapses in organization. In-text citations and reference slide with 1-2 errors in APA format.	Two or more required elements missing; presentation difficult to follow content is disorganized. In-text citations and reference slide with >2 errors in APA format.
Critical Thought <i>15% possible</i>	Clearly communicates how the group will change their nursing care/behavior at the bedside by content; proposed nursing care realistic.	Minimal connection made between nursing care/behavior and content; proposed changes to nursing care are limited.	Connection between bedside nursing care/behavior and content is not clear; proposed changes to nursing care are not realistic.
Timing <i>10% possible</i>	Presentation was not rushed or hurried – does not exceed 10 min limit and presenters had a sense of time management	Parts of presentation were rushed or hurried – between 5-6 min; presenters had difficulty with time management.	Majority of presentation was rushed or hurried – less than 5 min or exceed 10 min; presentation without consideration of time management
Skit/Role Play <i>20% possible</i>	Was not rushed or hurried, clearly showed culturally sensitive nursing care. All members participated.	Was not rushed or hurried, culturally sensitive nursing care was adequate. All members participated.	Rushed, hurried or exceeded time limit, minimal culturally sensitive nursing care. All members did not participate.

Audience Evaluation form for Group Presentation

Group Topic: _____

Group Members: _____

Overall rating: **1** (poor) **2** **3** **4** **5** (great)

What did you like most about the presentation?

What did you like least about the presentation?

Recommendations for changes:

Describe **one** highlight that you learned from the presentation.

Peer Assessment for Group Process form

Presentation date: _____

Presentation topic: _

Rate yourself and each group member using the following rating scale:
1 = Needs Improvement 2 = Good 3 = Excellent

Quality: Completed all assignments at the level of quality expected by the group, Openness to others perspectives when different from their own.

Responsibility: Completed all assignments in a timely manner; did their fair share of the work.

Teamwork: Worked well with other team members, followed ground rules set by team, comments were constructive.

Contribution: Contributed to the group in an equitable fashion, Followed through and was dependable, Participated in decision making, Participated in and attended group meetings.

Attitude: Projected positive attitudes throughout group assignment.

Rate yourself and each member according to <i>Areas of Group Process Evaluation (above).</i>						
Team Member	Quality	Responsibility	Teamwork	Contribution	Attitude	Average Rating
SELF						

Comments: In this section, you must include comments for yourself and each member of your group elaborating on the score you provided them in each of the Areas of Group Process (above).