

# Syllabus

Academic Semester(s) Fall & Winter 2017-18

Course Title/Number	Health Assessment NRS 119 (All Sections)
Credits/Contact Hours	3 Credits: Theory/Lecture: 37.5 hours & 15 hours of laboratory, Total Course 52.5 hours
Instructor:	Ms. Jennifer Wheeler MSN/Ed, RN
Office Hours:	<b>Online Hours:</b> <u>Weekdays:</u> Mon-Fri 9am-4pm <u>Weekend Hours:</u> Sat-5am-12pm <b>In Office Hours:</b> TBA in class- *See JetNet course home page **Meetings can be scheduled during non-office hours with instructor approval**
Cell Phone:	517.262.4979 (Please use cell first for emergencies* texting is acceptable*)
Office Phone:	517.796.8555
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Course Materials Name and Author Available for Purchase	<b>REQUIRED:</b> Health Assessment in Nursing, 5th ed. (Hardcover Textbook) Author(s): Janet R Weber RN, EdD, Jane H Kelley RN, PhD ISBN: 9781451142808 <ul style="list-style-type: none"><li>• <b>Text Book Zero:</b> This text (or material) is available in a digital format from: <a href="http://thepoint.lww.com/Book/Show/375201">http://thepoint.lww.com/Book/Show/375201</a></li></ul> <b>Shadow Health.</b> (2017). Digital Clinical Experience (Version 4.0) [Software]. Available from <a href="http://www.shadowhealth.com">http://www.shadowhealth.com</a> (Online or JC Bookstore)  <b>SimChart</b> (2017) Registration and access to electronic health record (EHR) [Software] Program Access / Course ID number: (Will be handed out by instructor)

## Course Description

**NRS 119:** This course prepares students to conduct evidenced based, client-centered health assessments. Using a systematic and culturally responsive approach, the student will demonstrate safe assessment techniques and electronic health record documentation according to evidence-based practice. Classroom, laboratory and simulation experiences foster the development of clinical reasoning, a spirit of inquiry, and teamwork in preparation for the clinical experience.

**Teaching Methods:** The instructional design of Health Assessment is multimodal blend of classroom learning techniques such as: traditional lecture, practicum (hands-on) learning, combined with state of the art nursing informatics associated with electronic health records (EHR) and digital simulation teaching technologies. Laboratory, lecture, audio visual and physical examination simulations will be used to provide the nursing student with the tools needed to conduct developmentally appropriate and skillful health assessments, while accurately electronically documenting client findings in a practice clinical setting.

## Course Outcomes

### Human Flourishing:

Upon successful completion of the course, the student will:

Integrate principles from the physical and behavioral sciences into the development of physical assessment competencies essential to holistic client care.

### Nursing Judgement:

Upon successful completion of the course, the student will:

- a. Utilize clinical reasoning and the nursing process to perform a safe, quality, client-centered health assessment.
- b. Apply principles used in electronic recording of client care information and document health assessment data in accordance with legal and ethical practice guidelines.

### Professional Identity:

Upon successful completion of the course, the student will:

Explore the nursing role in assuring coordination, integration, and continuity of care.

### Spirit of Inquiry:

Upon successful completion of the course, the student will:

Describe the concepts of evidence-based practice in relationship to physical assessment techniques.

## Behavioral Objectives

### Human Flourishing:

Upon successful completion of the course, the student will:

Utilize client-centered health assessment techniques in the promotion of optimal wellness to culturally diverse client populations across the lifespan.

### Nursing Judgement:

Upon successful completion of the course, the student will:

- a. Demonstrate data collection and health assessment techniques to evaluate clients throughout the lifespan.
- b. Utilize information technologies to create a common data base for inter-professional communication to support safe processes of care.

### Professional Identity:

Upon successful completion of the course, the student will:

Recognize the importance of collaboration as it relates to integration of health promotion and disease prevention in nursing care.

### Spirit of Inquiry:

Upon successful completion of the course, the student will:

Identify the rationale for physical assessment techniques that improve quality outcomes.

## Student Responsibilities

### Requirement:

- Attendance in class is not required, but is **HIGHLY** recommended. If a student must be absent, it is the student's responsibility to obtain all lecture notes and other information shared in class **PRIOR** to returning to the class. **Tardiness to class may mean missing updates/clarifications of work assignments.**
- All students are required to participate in three body system practicums, EHR clinical lab documentation and all Digital Clinical Experience (DCE) graded assignments.
- All types of electronic devices may not be appropriate at certain times within this course. **It is not permissible to take photos of any course PowerPoints, or any other form of lecture materials without expressed permission from the instructor. Failure to abide by this policy may result in dismissal from the course. No exceptions!!**

## Course Practicum Requirements

### Body Systems Practicum Graded Assignments (2):

Practicum Examination(s) will include individualized peer client assessments combined with accurate EHR documentation assigned with each encounter:

Each student will be required to perform two skilled physical examinations (See NRS 119 Handbook; course-pack) that progressively build upon the development of evidence based client-centered assessment skills learned in class and implemented in the clinical practice lab setting.

- Skilled exams are worth **25 points each** and will be related to specific body systems:
  - System #1: HEENT (Head, Eyes, Ears, Nose, Mouth & Throat)**
  - System #2 Personal Choice of 2 (Abdomen, Cardiac, Peripheral Vascular, Respiratory)**
- One SimChart exercise is required along with body systems assessments for each of these two practicums. Documentation instructional handouts are provided in the NRS 119 Practicum Handbook (course-pack).
  - To receive full credit for Systems #2, application of newly learned knowledge related to skills practicum must be apparent throughout assignment including EHR. A 5% total deduction may be applied from the overall score if concepts of knowledge building are not evident in either practicum skill demonstration and/or SimChart e-Documentation.

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### Final Comprehensive Head to Toe Physical Exam (1):

There will be one final assessment practicum exam evaluating individual competency in the development of comprehensive nursing assessment skills learned in the course. NRS 119 Practicum Handbook (course-pack)

- The nursing student will demonstrate **ONE** comprehensive FINAL physical examination. This final exam will be on a peer enrolled in the course using appropriate communication, equipment and technique.
- Students will be required to demonstrate competency in the foundations of speaking clearly, concisely and intelligibly while carrying out a comprehensive physical assessment. **\*As a matter of patient safety, any student who does NOT pass the Final Head to Toe Practicum with a 78% or higher will be required to retest and meet competency before entering the clinical environment assigned in NRS 110\***
- This assignment determines clinical readiness to progress safely into the live clinical environment.

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## SimChart Educational Health Record (EHR) Program

### SimChart Challenger EHR Orientation Required Exercise:

This required assignment orients each student to SimChart® a state of the art electronic health record (EHR) program. After completing the registration process to Elsevier, students are to access their course and become familiar with the SimChart® Student Resources/**Getting Started** section including watching the 24-minute video: > **Watch: Student Orientation**

Other required resources provided in the **Getting Started** section include:

- **Quick Tips for Students.pdf**
- **Finding Your Saved Work.pdf**
- **Accessing Grades and Instructor Feedback.pdf**

*\*These resources may be accessed in the NRS 119 Practicum Handbook (course-pack), JetNet & Elsevier SimChart program online and then saved to your desktop, or printed for reference according to your learning preference.*

**Upon completion of this assignment the student will:**

- Demonstrate the technical skills necessary to access an EHR system trouble-shoot and resolve access difficulties.
- Navigate essential information viewing areas of the SimChart® medical charting program.
- Understand where to go to view, submit, and receive instructor feedback within the program.
- Demonstrate how to access and use reference tools and materials associated with an educational EHR.

*Students Are to Complete the EHR Orientation Challenger Exercise Prior to the Second Lecture Session.*

Elsevier SimChart® 24/7 TECHNICAL SUPPORT [evolvesupport.elsevier.com](https://evolvesupport.elsevier.com)

### Shadow Health Digital Clinical Experience (DCE)

Welcome to our course in Shadow Health! Students will be interacting with Digital Standardized Patients™ to improve their communication, documentation and clinical reasoning skills. There are a few things to complete on/before the first day to ensure everyone has the smoothest experience possible. Please follow the steps below.

**What is the Shadow Health Digital Clinical Experience™ (DCE)?**

Shadow Health provides a clinical simulation designed to improve your health assessment skills in a safe learning environment. You will examine digital patients throughout the course that are accessible online 24/7. Once you register, you will have lifetime access to the technology.

**Technical requirements**

- Review requirements: <https://shadow.desk.com/customer/portal/articles/963290-dce-recommended-system-specifications>
- Tablets and mobile devices are not currently supported.
- Recommended web browser is Google Chrome.
- Shadow Health recommends using Chrome and Firefox to access your work. However, there are many browsers that you can use to access your assignments in Shadow Health.

For a complete list of supported browsers and system specifications, visit this link:

[https://shadow.desk.com/customer/portal/articles/963290-dce-recommended-system-specifications?b\\_id=242](https://shadow.desk.com/customer/portal/articles/963290-dce-recommended-system-specifications?b_id=242)

**Registration and Purchase**

To register in Shadow Health, please visit <https://app.shadowhealth.com/> and click “Register for a Student Account.” Then enter your PIN from your instructor. You will be prompted to fill in information, create a username and password, and enter payment information.

- Registration directions: <https://shadow.desk.com/customer/portal/articles/980991-how-to-register-with-shadow-health>
- Enter Course PIN - **(Instructor provides in orientation)**\_\*Unique to this course section only do not share\*
- Students may purchase access code from the JC Follett Bookstore, or directly from Shadow Health (\$99.00) by simply following the link in the first bullet point above and using a credit card for payment.

**Shadow Health Support:**

- Contact Shadow Health with any questions or technical issues regarding Shadow Health before contacting your instructor.
- Support is available at <http://support.shadowhealth.com>.
- Live Chat Hours: Mon-Fri 9a-9p EST / Sat 11a - 8p EST
- Call Toll Free: 800.860.3241
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**Visit the Help Desk for other useful articles.**

If you want more information on using Shadow Health, visit the yellow Help Desk link near your name at the top of your course. This will bring you to the Learner Support Center, which is home to a wealth of articles and useful tips and tricks.

However, do not ever feel the need to hunt down an answer to a pressing question. If you have any questions or encounter any technical issues, Shadow Health has a dedicated team of helpful and knowledgeable Support specialists who will patiently assist you.

Please visit the Support page at <http://support.shadowhealth.com/> for contact information. You may also email the Support team directly at [support@shadowhealth.com](mailto:support@shadowhealth.com) at any time.

## Shadow Health DCE Assignments

### Digital Clinical Experience Orientation [Students spend, on average 20 min. to complete]

- Learn to navigate the Shadow Health Digital Clinical Experience. **This assignment is individually worth 5 points.**

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### Conversation Concept Lab [Students spend, on average 40 min. to complete]

- The exercises in the Conversation Concept Lab will help you structure interviews by asking open and closed questions. **This assignment is individually worth 10 points.**

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### Health History Summary Report /Graded Assignment

[Students spend, on average, 2 ½ hr. on this assignment.]

Each student will be required to submit one **comprehensive electronic subjective Health History Assessment** using the Shadow Health DEC program. This assignment is a comprehensive interview of your first Digital Standardized Patient, Tina Jones. Document her comprehensive health history, and complete post-exam activities bulleted below.

- This assignment will be graded electronically
- Each student will have the flexible turn in option with re-opening availability
- Complete post-exam activity **Client Hand-Off**: Each student will meet three people to communicate with after he/she leaves Tina Jones' room. Students should type a response to each person to practice his/her communication skills.
- Complete post-exam activity **Self-Reflection**: These prompts help you think more deeply about your performance in the assignment. Reflective writing develops your clinical reasoning skills as you grow and improve as a clinician, and gives your instructor insight into your learning process. The more detail and depth you provide in your responses, the more you will benefit from this activity.
- **This assignment is individually worth 50 points.**

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### HEENT Skills Exam [Students spend, on average, 100 min. on this assignment.]

In this assignment students will:

- Assess the HEENT system of Tina Jones, a Digital Standardized Patient. Interview and examine the patient, and document your findings.
- During the **Client Hand-Off**, you'll meet three people to communicate with after you leave Tina Jones' room. You should type a response to each person to practice your communication skills.
- After completing Tina Jones' HEENT exam, you will answer questions about other age populations in Shadow General Hospital.
- These review questions address your knowledge of physical examination techniques and findings. There are three multiple choice questions and three open-ended questions for you to answer.
- **This assignment is individually worth 20 points.**

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### Respiratory Concept Lab [Students spend, on average, 25 min. on this assignment.]

In this assignment students learn about the differences between normal and abnormal lung sounds.

- **This assignment is individually worth 5 points.**

**Cardiovascular Concept Lab [Students spend, on average, 25 min. on this assignment.]**

In this assignment students learn about the differences between normal and abnormal heart sounds.

- This assignment is individually worth 5 points.

**Abdominal Concept Lab [Students spend, on average, 25 min. on this assignment.]**

In this assignment students learn about the elements of an abdominal exam with the Abdominal Concept Lab.

- This assignment is individually worth 5 points.

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**Neurological Skills Exam [Students spend, on average, 75 min. on this assignment.]**

In this assignment students will:

- Assess the Neurological system of Tina Jones. Interview and examine the patient, and document your findings.
- After completing Tina Jones' Neurological exam, you will answer questions about other age populations in Shadow General Hospital.
- These review questions address your knowledge of physical examination techniques and findings. There are three multiple choice questions and three open-ended questions for you to answer.
- This assignment is individually worth 15 points.

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**Musculoskeletal Skills Exam [Students spend, on average, 75 min. on this assignment.]**

In this assignment students will:

- Assess the Musculoskeletal system of Tina Jones. Interview and examine the patient, and document your findings.
- After completing Tina Jones' Musculoskeletal exam, you will answer questions about other age populations in Shadow General Hospital.
- These review questions address your knowledge of physical examination techniques and findings. There are three multiple choice questions and three open-ended questions for you to answer.
- This assignment is individually worth 15 points.

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**Skin, Hair, and Nails Skills Exam [Students spend, on average, 75 min. on this assignment.]**

In this assignment students will:

- Assess the skin, hair, and nails system of Tina Jones. Interview and examine the patient, and document your findings.
- After completing Tina Jones' skin, hair, and nails exam, you will answer questions about other age populations in Shadow General Hospital.
- These review questions address your knowledge of physical examination techniques and findings.
- This assignment is individually worth 15 points.

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**Grading of Shadow Health DCE Assignments**

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Shadow Health digital simulations empower students by learning essential assessments skills necessary to move forward into the live-clinical environment and perform the practicum assessments associated with this course in a safe, non-threatening digital clinical environment. Students should understand that the tools and processes of Subjective and Objective assessments along with documentation and information processing are essential steps to developing the skills of critical reasoning at the outset of their learning. The art of physical assessment is dependent upon learning-by-doing in an active participation format. In this course, students will have the opportunity to develop their personal practice of assessment in the Shadow Health DCE environment and the live practicum events. Both methods of learning are equally important and should be prioritized as such.

Shadow Health assessment assignments are weighted in the JetNet gradebook to equal half (50%) of the grade in this course. It's imperative that all students take a proactive approach to the assignments in this web-based program and plan time accordingly. The previous assignment descriptions suggest an average amount of time students will typically spend on each, but these times are not predictive of an individual's actual time spent and students must be aware that some exercises will take longer, while others may not.

The time listings are **only suggestions** and each individual student will need to plan on spending at least what has been listed and should also realize, that until concepts become more familiar through course learning, it could take longer. (**Procrastination IS NOT recommended**)

#### Earning the Grade:

- All assignments **MUST** be turned in by the due date listed on the course rubric to receive full points possible.
- Any assignment turned in after the due date is only eligible for ½ the original points possible.
- Any assignment not turned in by the last week of lecture will not be eligible for any points.
- Any student found to be manipulating the program by any means, to achieve points, without putting forth equitable and honest effort will receive a grade of 0 points for the assignment(s) in question. There are no exceptions, as this behavior is considered a form of cheating. Any student found cheating on Shadow Health will be held accountable for such actions including possible dismissal from the course and/or program (See first level progression guidelines listed in this syllabus and the JC Nursing Handbook found online within the Nursing section of the JC website).

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### Laboratory Guide: 15 hours total (Two hours each week)

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It is the responsibility of the student to sign in/out of their scheduled lab (two hours/week) for this course to further assimilate knowledge and practice identified physical assessment techniques. The laboratory component of this course provides each student with a structured setting for valuable individualized feedback while developing the required psychomotor skills to practice safely in the live clinical environment.

- Each student will practice health assessment skills in partnership with a peer client concurrently enrolled in NRS 119 within the laboratory setting. Course lab times are flexible according to the student's testing schedule for NRS 110. Students may attend any lab session offered on his/her scheduled lecture day for the two-hour timeframe without penalty. Any student who does not attend at least one two-hour session each week, will significantly risk his/her ability to pass this course and progress on to the NRS 110 clinical rotation.
- Each student will demonstrate active participation in the preparation for **TWO** systems focused and **ONE** comprehensive physical examination on a peer client using appropriate communication, equipment and techniques, and demonstrate accurate e-Progress Note documentation within SimChart® of the events as assigned. During each event, the student will promote a positive nurse/client relationship, while providing for the client's unique individual needs, and **display professional behavior, both verbal and non-verbal at all times.**
- Each student will perform online self-scheduling for 3 practicum check off examinations according to his/her preference (See Rubric). The student will arrive no later than 30 minutes prior to each scheduled event ready for the examination. *\*If tardy another group will be called and student's risk being placed at the end of the schedule\**. Each student is required to follow the JC student nursing uniform policy for practicum events only. **DO NOT WEAR YOUR UNIFORM TO CLASS ON NON-TESTING DAYS; NO GUM!**
- Students are to consider lab practicum check-off assessments as a simulation of an actual clinical experience (**one must behave as if he/she is in a live medical clinical setting**).
- Any unprofessional behaviors such as gum chewing, excessive joking, incomplete uniform attire/unprofessional personal appearance, and/or inappropriate references to the peer client during the check-off will result in a 5% overall score reduction for the practicum.

## Academic Integrity and Honesty Policy

Nurses are highly regarded as trusted professionals. We are committed to the ideals that honesty and integrity are essential qualities for the profession of nursing. Here at Jackson College each of us has a personal responsibility to strive for veracity, integrity, and trust in our work and relationships.

Academic integrity and honesty is expected of all students. Any student found to be cheating on an exam, quiz, or other assessment will be subjected to corrective action in accordance with the level of infraction outlined in the JC Nursing Handbook and JC Academic Honesty Policy. Corrective action may include receiving a maximum grade of 1.5 for the course in mention or possibly permanent removal from the program.

CHEATING and serious violation of responsible technology use (see the Social Media/Simulation Lab Policy) can take on many forms. These may include but are not limited to:

- Bringing an answer source to the testing site. This could be a cheat sheet, your cell phone, smart watch etc.
- Copying answers or work from another student's test or project.
- Making copies or taking cell phone pictures of test or course materials including PowerPoint presentations.
- Changing an answer or work after submission.
- Sharing test information, test answers and content with someone who has not yet taken the test.
- Uploading prohibited course materials to any internet site or facilitating others to do so. Periodic audits of the internet are performed. All course materials have been specifically prohibited for distribution by instructors unless specifically indicated otherwise. This includes but is not limited to graded quizzes and exams, group work answers, etc., along with any questions that are or might be intended for future quizzes and exams.
- Unauthorized possession or disposition of academic materials includes the unauthorized selling or purchasing of exams, quizzes, midterm projects, or other academic work; stealing or using another student's work; using information from or possessing exams/quizzes that a faculty member did not authorize for release to students.
- Facilitation of any act of academic misconduct includes knowingly assisting another to commit an act of misconduct; providing others with course materials to be uploaded digitally or to be shared manually.
- Taking quizzes with another student. Quizzes are to be done individually - do not share answers with others in person, through e-mail or on the phone. Sharing answers is considered cheating and will be treated as such.

Additional areas of concern specific to nursing include but are not limited to:

- Any form of lying/misrepresentation to faculty, health team members or others.
  - **Lie (\*lying):** 1. A false statement deliberately presented as being true; a falsehood. 2. Something meant to deceive or give a wrong impression. 3. To present false information with the intention of deceiving. 4. To convey a false image or impression. 5. To cause to be in a specific condition or affect in a specific way by telling falsehoods.

The American Heritage Dictionary of the English Language, Fourth Edition. Copyright ©2011 by Houghton Mifflin Harcourt Publishing Company. Definition. Retrieved from <http://ahdictionary.com/word/search.html?q=lying>

\*If you are unsure if a practice might be considered cheating or plagiarism, please check with the instructor and/or do not engage in that practice. \*Remember that failing a course because of cheating/lying may mean permanent dismissal from the program.

**THE BEST POLICY IS ALWAYS HONESTY AND INTEGRITY**



## Academic Requirements & Learning Resources

### PRE-REQUISITES:

- Admission to the nursing program.
- Current health data **MUST** be submitted and on file in the nursing office by the end of the second week of the semester. “Failure to comply with the program health care requirements...at both the time of admission and for each semester throughout the program will result in a 3% deduction in the final course grade” (JC Nursing Handbook, online).

### NURSING PROGRESSION POLICY:

#### **Failure of a First Level NRS Course (NRS 110, NRS 119):**

- Students in the AAS-N program who earn less than 2.0 (78% average) for a first level nursing course (NRS 110 or NRS 119) will not be allowed to repeat the course and will be dismissed from the program with no re-admission option. Any student failing NRS 119 is dismissed from the program immediately. Once dismissed, the student would not be allowed to continue in NRS 110. If a student is unable to complete NRS 110 due to a dismissal, a grade of 1.5 will be recorded.
- AAS-N students can elect to apply to the PN Program if failure occurs in any of the first level courses. Admission into the PN program is not guaranteed.  
*\*See AAS-N Nursing Handbook for further information related to progression policies\**

### MAKE UP POLICY:

- See the AAS-N Nursing Handbook regarding this policy. Students who withdraw (**MUST BE PASSING**) or fails the course will not be allowed to progress to the next level. If the student wishes to repeat the course related to withdraw status, he/she must be in good standing in the course at the time of departure from the course, write a letter to the Department Chairperson of Nursing and request a “space available” placement while detailing a plan to ensure their success in the program.

### LEARNING SERVICES:

- Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Office of Learning Support Services as soon as possible to ensure that such accommodations are implemented in a timely fashion.
- The Nursing Laboratory is staffed by faculty that can assist your learning. The hours change each semester but are posted. Tutors are available through Center for Student Success in Bert Walker Hall. See your instructor if you feel this would be helpful for you. The Center for Student Success can help students with academic and personal issues. If you feel the need to talk with the faculty, their office hours are available and posted on their office doors. Keeping communication open assists both student and faculty.

### PARTICIPATION REPORTING (HQV):

Student participation feedback is provided by instructors up to 3 times per course (see Participation Reporting in the JC catalog). The feedback is accessible via e-Services.

- \*V - Your instructor confirms you are participating regularly.
- \*H - Your instructor feels you would benefit from additional assistance and has referred you to the Center for Student Success for academic tutoring.
- \*Q - Your instructor believes that your lack of attendance/participation may prevent your success and has recommended to the registrar that you be dropped and/or withdrawn from the course.

### JACKSON COLLEGE’S GENERAL EDUCATION OUTCOMES (GEO) AND ESSENTIAL COMPETENCIES (EC):

General education outcomes and essential competencies assess the student’s attainment of skills obtained during their completion of a degree. These skills are determined consistent with the college mission, and dispersed across a multitude of courses in the student’s program. Health Assessment contributes to embedding GEO 2 and GEO 7.

**Grading Rubric:**

SHADOW HEALTH Digital Clinical Experience	TIME REQUIREMENT	POINT VALUE	YOUR SCORES
Digital Clinical Experience Orientation	20 min.	5	
Conversation Concept Lab	40 min.	10	
Health History Summary Report	2 ½ hr.	50	
HEENT Skills Exam	100 min.	20	
Respiratory Concept Lab	25 min.	5	
Cardiovascular Concept Lab	25 min.	5	
Abdominal Concept Lab	25 min.	5	
Neurological Skills Exam	75 min.	15	
Musculoskeletal Skills Exam	75 min.	15	
Skin, Hair, and Nails Skills Exam	75 min.	15	
	<b>Total Points</b>	<b>145</b>	
<b>SimChart Elsevier EHR</b>			
EHR SIMCHART CHALLENGER ORIENTATION	<b>*REQUIRED*</b>	5	
<b>Practicum Examinations (Live Clinical Lab Environment Check-Offs)</b>			
TWO BODY SYSTEM EXAMINATIONS <u><i>*Including EHR Documentation in SimChart web based program*</i></u>	25 POINTS EACH <i>*A 5% total score deduction applies if knowledge building is not evident Systems #2 practicum.</i>	50	
ONE-FINAL COMPREHENSIVE HEAD TO TOE PHYSICAL EXAM	50 POINTS <i>*Must score at least 78% to pass this assignment*</i>	50	
<b>TOTAL POINTS POSSIBLE FOR COURSE NRS 119</b>		<b>250</b>	

**GRADING SCALE:** *The grading scale for this course follows the AAS-N Handbook, which is as follows:*

4.0	> 94%	
3.5	90-93%	
3.0	86-89%	
2.5	82-85%	
<b>2.0</b>	<b>78-81%</b>	<b>➔ required to progress to other levels in nursing program.</b>
1.5	74-77%	
1.0	70-73%	

**Failure of a First Level NRS Course (NRS 110, NRS 119):**

Students in the AAS-N program who earn less than 2.0 (78% average) for a first level nursing course (NRS 110 or NRS 119) will not be allowed to repeat the course and will be dismissed from the program with no re-admission option.

- Any student failing NRS 119 is dismissed from the program immediately.
- Once dismissed from NRS 119, the student would not be allowed to continue in NRS 110.

\*If a student is unable to complete NRS 110 due to a dismissal, a grade of 1.5 will be recorded\*

## Weekly Course Layout

(See Course Section Rubric Handout for Times/Dates of All Assignments)

### Classroom Planner Week One:

**UNIT I** → COMPLETE HISTORY & INTERVIEW TECHNIQUES

**UNIT II** → PHYSICAL ASSESSMENT TECHNIQUES & DOCUMENTATION

**UNIT III** → HEAD, NECK LYMPH NODES

### Lab Planner Week One:

**SUBJECTIVE:** HEALTH HISTORY

**OBJECTIVE:** TECHNIQUES OF HEAD/NECK/CN ASSESSMENT(S)

**NURSING JUDGEMENT:** e-DOCUMENTATION

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### Classroom Planner Week Two:

**UNIT IV** → NEUROLOGIC

**UNIT V** → EYES

**UNIT VI** → EARS, MOUTH, NOSE & THROAT

### Lab Planner Week Two:

**SUBJECTIVE:** HEALTH HISTORY ~ REVIEW OF SYSTEMS

**OBJECTIVE:** TECHNIQUES OF CN, EYES, EARS, NOSE, MOUTH & THROAT ASSESSMENT(S)

**NURSING JUDGEMENT:** e-DOCUMENTATION

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### Classroom Planner Week Three:

**HEENT SYSTEMS (1) PRACTICUM**

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### Classroom Planner Week Four:

**UNIT VII** → THORAX & LUNGS

**UNIT VIII** → HEART, NECK VESSELS & PERIPHERAL VASCULAR

**UNIT IX** → ABDOMEN

### Lab Planner Week Four:

**SUBJECTIVE:** REVIEW OF SYSTEMS

**OBJECTIVE:** TECHNIQUES OF THORAX, LUNGS, HEART, PERIPHERAL VASCULAR  
ABDOMINAL ASSESSMENT(S)

**NURSING JUDGEMENT:** e-DOCUMENTATION

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### Classroom Planner Week Five:

**SYSTEMS (2) PRACTICUM**

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### Classroom Planner Week Six:

**UNIT X** → SKIN, HAIR NAILS

**UNIT XI** → MUSCULOSKELETAL

**UNIT XII** → MALE/FEMALE GENITOURINARY & RECTUM

### Lab Planner Week Six:

**SUBJECTIVE:** HEALTH HISTORY

**OBJECTIVE:** PULLING IT ALL TOGETHER

**NURSING JUDGEMENT:** e-DOCUMENTATION

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### Classroom Planner Week Seven:

**FINAL HEAD TO TOE PRACTICUM**

COURSE RESOURCE & TECHNOLOGY USE VERIFICATION FORM  
NRS 119 Health Assessment

Name (Please Print): \_\_\_\_\_ Date: \_\_\_\_\_

Please Check All That Apply:

- I have read the complete syllabus, weekly schedule and reviewed all resource materials for NRS 119 and verify that I was present during orientation when my instructor provided detailed instruction related to the documents and their use as a guiding reference for this course.
- I have successfully signed in the JetNet NRS 119 course home page and understand how to navigate through electronic resources provided as they relate to due dates of all course assignments.
- I have registered with the SimChart® EHR, Shadow Health™ DCE programs. I understand how to access online technical support through the companies first with any/every program access, and/or functionality issue(s).
- I have reviewed the NRS 119 Practicum Handbook guide and understand that referencing this resource combined with my text for studying will give me the best chance for a positive outcome in this course.
- I have reviewed, signed, and submitted the NRS 119 Filming & Social Media Policy as it relates to this course. I will adhere to the guidelines for Responsible Use of Technology at Jackson College at all times while I am a student of the nursing program.
- I have received my Health Assessment clinical kit and signed the proper form.
- I understand that all types of electronic devices may not be appropriate at certain times within this course and that it is not permissible to take photos of any course PowerPoints, or any other form of lecture/online materials without expressed permission from my instructor. Failure to abide by this policy may result in dismissal from the course. No exceptions!!
- All my questions related to course resources have been answered at this time.

I understand the information contained within the resources checked and will adhere to any additional course, JC Nursing Department and, or College policies not mentioned in this document that may apply to my status as a student in NRS 119.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

[Please sign and return to your instructor the second week of theory lecture class.]