



NRS ~ 119

HEALTH ASSESSMENT

2019 ~ 2020
Course Syllabus

Syllabus

Academic Semester: Fall 2019

Course Title/Number	Health Assessment NRS 119 (All Sections)
Credits/Contact Hours	3 Credits: Theory/Lab: 37.5 hours (2.5 BCH) Theory & 22.5 hours (1.5 BCH) laboratory
Instructor:	Assistant Professor Jennifer Wheeler MSN, Ed, RN
Office Hours:	Online Hours: <u>Weekdays:</u> Mon-Fri 9am-4pm <u>Weekend Hours:</u> Sat-5am-12pm In Office Hours: 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
E-Mail:	wheelerjennifea@jccmi.edu
Course Materials Name and Author Available for Purchase	REQUIRED: Health Assessment in Nursing, 6th ed. (Hardcover Textbook) Author(s): Janet R Weber RN, EdD, Jane H Kelley RN, PhD ISBN: 978-1-4963-4438-0 Text Book Zero: This text (or material) is available in a digital format from: http://thepoint.lww.com/Book/Show/718035 and may be purchased in the bookstore. Shadow Health. (2019). Digital Clinical Experience (Version 4.0) [Software]. Available from http://www.shadowhealth.com (Online or JC Bookstore) SimChart (2019) Registration and access to electronic health record (EHR) [Software] Program Access / Course ID number: (Will be handed out by instructor) <hr/> OTHER REFERENCES: Ackley, B; Ladwig, G. (2014) Nursing Diagnosis Handbook 10th Edition ISBN: 978-0323085496 Nurses' Handbook of Health Assessment, Eighth Edition Weber, J., and Kelley, J. 2014 ISBN: 978-1451142822

Jackson College JetNet Course Technology Support

For technical assistance, please contact the Jackson College Solution Center. All technical work requests are initiated through the following venues:

Home / Information Technology / [Information Technology | Solution Center](#)

E-mail: jcsolutioncenter@jccmi.edu

Phone: 517.796.8639

Walk-in: Atkinson Hall, Room 203



Tutorials in the use of JetNet are located online by signing into JetNet and clicking on the **Jet Ready** icon.

Students are required to use their JC email address for all college related communication and when registering for all course/program web-based educational tools and assessment programs.

Course Description, Program, Level and Student Learning Outcomes

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: active participation 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 practicums 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.

First Level/First Semester Outcomes:

Program Learning Outcome	Level Learning Outcome	Student Learning Outcome
<p>Upon successful completion of the program, the graduate will:</p> <p>Human Flourishing: Advocate for culturally diverse clients, families, significant others, and members of the healthcare team in ways that promote self-determination, integrity, and ongoing growth as human beings to reach their maximum potential in various healthcare environments throughout the lifespan.</p> <p>Nursing Judgment: a. Make judgments in practice, substantiated with evidence, that integrate nursing science into the provision of safe and quality care that promotes the health of clients throughout the lifespan.</p> <p>b. Demonstrate competency in nursing health care technology and informatics to communicate, manage knowledge, mitigate error, and support organizational reimbursement.</p> <p>Professional Identity: Implement one's role as a nurse in ways that reflect integrity, responsibility, legal and ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy and safe quality care for culturally diverse clients throughout the lifespan.</p>	<p>Upon successful completion of the level, the student will:</p> <p>Human Flourishing: Advocate for stable, culturally diverse adult clients through the provision of evidence-based care in ways that promote self-determination, integrity, and ongoing growth.</p> <p>Nursing Judgment: Prioritizes and provides safe, quality client-centered care for stable clients utilizing Maslow's Hierarchy and the nursing process.</p> <p>Professional Identity: Apply legal, ethical, and practice standards while evolving within a professional nursing environment.</p>	<p>Upon successful completion of the course, the student will:</p> <p>Human Flourishing: Integrate principles from the physical and behavioral sciences into the development of physical assessment competencies essential to holistic client care.</p> <p>Nursing Judgment: a. Utilize clinical reasoning and the nursing process to perform a safe, quality, client-centered health assessment.</p> <p>b. Apply principles used in electronic recording of client care information and document health assessment data in accordance with legal and ethical practice guidelines.</p> <p>Professional Identity: Explore the nursing role in assuring coordination, integration, and continuity of care.</p>

<p>Spirit of Inquiry: Evaluate evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for clients throughout the lifespan.</p>	<p>Spirit of Inquiry: Describe evidence-based practice in nursing including the rationale for its use.</p>	<p>Spirit of Inquiry: Describe the concepts of evidence-based practice in relationship to physical assessment techniques.</p>
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First level/Fist Semester Outcomes:	
Student Learning Outcomes	Behavioral Competencies
<p>Upon successful completion of the course, the student will:</p> <p>Human Flourishing:</p> <ul style="list-style-type: none"> Integrate principles from the physical and behavioral sciences into the development of physical assessment competencies essential to holistic client care. <p>Nursing Judgment:</p> <ul style="list-style-type: none"> Utilize clinical reasoning and the nursing process to perform a safe, quality, client-centered health assessment. Apply principles used in electronic recording of client care information and document health assessment data in accordance with legal and ethical practice guidelines. <p>Professional Identity:</p> <ul style="list-style-type: none"> Explore the nursing role in assuring coordination, integration, and continuity of care. <p>Spirit of Inquiry:</p> <ul style="list-style-type: none"> Describe the concepts of evidence-based practice in relationship to physical assessment techniques. 	<p>Human Flourishing:</p> <ul style="list-style-type: none"> Utilize client-centered health assessment techniques in the promotion of optimal wellness to culturally diverse client populations across the lifespan. <p>Nursing Judgment:</p> <ul style="list-style-type: none"> Demonstrate data collection and health assessment techniques to evaluate clients throughout the lifespan. Utilize information technologies to create a common data base for inter-professional communication to support safe processes of care. <p>Professional Identity:</p> <ul style="list-style-type: none"> Recognize the importance of collaboration as it relates to integration of health promotion and disease prevention in nursing care. <p>Spirit of Inquiry:</p> <ul style="list-style-type: none"> Identify the rationale for physical assessment techniques that improve quality outcomes.

Academic Requirements & Learning Resources

PRE-REQUISTIES:

- 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” (See the JC AAS-N Student Handbook | located on the JC Website: Home / Nursing).

NURSING PROGRESSION POLICY:

Failure of a First Level NRS Course (NRS 110, 111, or 119 and 116):

- Students in the AAS-N program who earn less than 2.0 (78% average) in either of the 1st level courses (NRS 119 Health Assessment, NRS 111 Skills Lab) in the first 7 weeks will not be allowed to progress in NRS 110, however, are expected to continue in NRS 116 through its completion. Following successful completion of the remainder of the semester, students may elect to follow the readmission process for the next admission cycle dependent on space availability. Failure to achieve at least a 2.0 (78% average) in a 1st level course is considered a nursing course failure with option to return. (See the JC AAS-N Student Handbook | Re-Admission Exclusions | located on the JC Website: Home / Nursing)

MAKE UP POLICY:

- See the AAS-N Nursing Handbook regarding this policy. Students who are achieving a 78% or higher but are unable to complete a nursing course for nonacademic reasons, must inform the Assistant Dean for Health Professions/Nursing Department Chair of the intent to withdraw. The student will be referred to and should contact their student Navigator for guidance on withdrawing from the nursing program prior to taking any action.

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 online for your reference. (See NRS 119 course home page on JetNet)
- 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.
- Please see me as early as possible if you are someone who believes you can benefit these services. Faculty contact/office hours are available and on your JetNet NRS 119 course home screen and posted on my office door (JW 235). Open communication is key to your success in this course and throughout the program.

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 assignments.** Class attendance is taken each theory and lab session.
- 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 to perform any type of unauthorized reproduction of course materials. Failure to abide by this policy may result in dismissal from the course. (See the JC AAS-N Student Handbook located on the JC Website: Home / Nursing)

Student Learning Outcomes

The objective of the Health Assessment theory and digital clinical experiences are for the student to develop a foundational level of competence in understanding Human Flourishing, Professional Identity and Spirit of Inquiry as it relates to nursing practice. Through hands-on instructor guided active participation and digital standardized patient simulation in this course the student will:

Human Flourishing:

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

- Utilize client-centered health assessment techniques in the promotion of optimal wellness to culturally diverse client populations across the lifespan. (Practicum Examinations, Shadow Health)

Professional Identity:

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

- Recognize the importance of collaboration as it relates to integration of health promotion and disease prevention in nursing care. (Shadow Health, SimChart)

Spirit of Inquiry:

- Identify the rationale for physical assessment techniques that improve quality outcomes. (Shadow Health)

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 JetNet course home page & 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

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://support.shadowhealth.com/hc/en-us/articles/360004558353-DCE-Minimum-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://support.shadowhealth.com/hc/en-us/articles/360004558353-DCE-Minimum-System-Specifications>

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://support.shadowhealth.com/hc/en-us/articles/360004579173-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

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 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.**

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.**

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 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.**
-

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 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.
 - Complete post-exam activity **Self-Reflection**
 - **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.**
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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.**
-

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.
 - During the **Client Hand-Off**, you'll meet 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' 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.
 - Complete post-exam activity **Self-Reflection**
 - **This assignment is individually worth 15 points.**
-

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.

- During the **Client Hand-Off**, you'll meet 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' 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.
- Complete post-exam activity **Self-Reflection**
- **This assignment is individually worth 15 points.**

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.
- During the **Client Hand-Off**, you'll meet 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' 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.
- Complete post-exam activity **Self-Reflection**
- **This assignment is individually worth 15 points.**

Grading of Shadow Health DCE Assignments

Developing competency and skills of critical thinking through physical assessment at the outset of nursing practice is dependent upon learning-by-doing in an instructor facilitated self-directed active participation format. Through active participation in the Digital Clinical Environment (DCE), students build knowledge of how to apply the evidenced-based skilled techniques of **Subjective** and **Objective** assessments along with documentation and information processing according to the Nursing Process.

- Students will have the opportunity to develop their personal practice of nursing assessment in the Shadow Health DCE environment and live practicum events. Both methods of learning are equally important and should be valued as such.

The previously listed 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**)

Shadow Health assessment assignments are weighted in the JetNet gradebook to equal 22% of a 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.

Earning the Grade:

- A score of 78% must be achieved to receive points for each assignment. Failure to earn at least a 78% on a DCE assignment will result in a score of 0 points.
- All assignments **MUST be turned in by the due dates** programed in Shadow Health, listed on the course rubric and displayed on the JetNet course home page 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 is not 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 syllabus Civility, Academic Honesty Policy from the JC AAS-N Student Handbook located on the JC Website: Home / Nursing)

Laboratory Guide and Student Learning Outcomes

The objective of the Health Assessment laboratory experience is for the student to develop a foundational level of competence in Nursing Judgment through hands-on instructor guided skills practice and examination.

Upon completion of this course the student will:

Nursing Judgment:

Utilize clinical reasoning and the nursing process to perform a safe, quality, client-centered health assessment.

- Demonstrate data collection and health assessment techniques to evaluate clients throughout the lifespan.

Apply principles used in electronic recording of client care information and document health assessment data in accordance with legal and ethical practice guidelines.

- Utilize information technologies to create a common data base for inter-professional communication to support safe processes of care.

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- It is the responsibility of the student to sign in/out of their scheduled lab 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. 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. Attendance is taken.
 - 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. No Chewing Gum!! Practicum examinations total 78% of the overall score in this course.
 - Each student will perform online self-scheduling for 3 practicums check off examinations according to his/her preference (See course Weekly Schedule 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/LAB ON NON-TESTING DAYS.**
 - Students are to consider live-lab practicum check-off assessments and DCE assignments as actual clinical experiences (**one must behave as if he/she is in a live medical clinical setting**).
 - Any unprofessional behaviors such as chewing gum, 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.
 - Any inappropriate references to one's peer or DCE simulation client during any of the exercises will result in a written warning notice for unprofessional behavior. (See the JC AAS-N Student Handbook located on the JC Website: Home / Nursing | Clinical Expectations)

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 systems practicum examinations (See NRS 119 course home page on JetNet) that progressively build upon the development of evidence-based client-centered assessment skills learned in class.

- 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 course home page on JetNet.
 - This semester is a critical period of nursing skill development. Growth is achieved by reviewing and applying faculty suggestions for behavioral modification to improve personal practice.
 - **To receive full credit for the Systems #2 practicum, application of instructor feedback must be apparent throughout the assignment including EHR. A 5%-point deduction will be applied to the overall practicum score if evidence of knowledge building is not demonstrated in either practicum skill demonstration and/or SimChart e-Documentation.**

Final Comprehensive Head to Toe Physical Exam (1):

There will be one final practicum examination. Students will be evaluated for the development of individual competency in achieving student learning outcomes for the course. (See outcomes tables and NRS 119 course home page on JetNet).

- The nursing student will demonstrate **ONE** comprehensive FINAL physical examination. This final exam will be performed on a peer enrolled in the course using appropriate communication, equipment and technique.
- **Students are required to demonstrate the professional practice of a novice nurse who employs the foundations of critical thinking and clinical preparedness. This assignment determines clinical readiness to progress safely into the live clinical environment.**
 - **A 10% course grade deduction will be applied to students who score less than 78% on this assignment.**

Civility, Academic Integrity and Honesty Policy

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

- **Civility:** Students will always maintain program civility and respect. This includes the classroom, clinical environments, lab, and anytime outside the learning environment such as individual advising, email, social media, etc.

- **Academic integrity and honesty** are expected behaviors 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 as outlined in the Jackson College AAS-N Student Handbook and Jackson College Academic Honesty Policy. Corrective action may include receiving a maximum grade of 1.5 for the course in mention or possible permanent removal from the program.

CHEATING and serious violation of responsible technology use 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, 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.
- Plagiarism is another form of cheating. Plagiarism may involve but is not limited to submitting a paper written by someone else (obtained from the web or a fellow student) or using direct quotes from any source without crediting the source.
- Additional areas of concern specific to nursing include but are not limited to:
 - Covering up or not reporting a clinical error.
 - Charting something complete that was not done.
 - Altering any legal documents.
 - Deviation from an accepted Standard of Care or Standard of Practice.
 - Any form of lying/misrepresentation to faculty, health team members or others.

If a student is unsure if a practice might be considered cheating, he or she is advised to check with an instructor and/or do not engage in that practice. (See the JC AAS-N Student Handbook located on the JC Website: Home / Nursing | Social Media/Simulation Lab Policy)

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	
	Total Points	145	
SimChart Elsevier EHR			
EHR SIMCHART ORIENTATION	*REQUIRED*	5	
Digital Assessment and Charting Assignments are weighted totaling 22% of the overall score			
Practicum Examinations (Live Clinical Lab Environment Check-Offs)			
TWO BODY SYSTEM EXAMINATIONS <i><u>*Including EHR Documentation in SimChart web-based program*</u></i>	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>*A 10% course grade deduction will be applied to students who score less than 78% on this assignment.</i>	50	
Practicum Examinations are weighted totaling 78% of the overall score			
TOTAL POINTS POSSIBLE FOR COURSE NRS 119		250	

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

Passing Grades
 94 - 100% = 4.0
 90 - 93% = 3.5
 86 - 89% = 3.0
 82 - 85% = 2.5
 78 - 81% = 2.0

Non-Passing Grades
 74 - 77% = 1.5
 70 - 73% = 1.0
 66 - 69% = 0.5
 < 66% = 0.0

The final grade is given for course work but is contingent upon satisfactory completion of the laboratory and/or clinical experience, when applicable. At times, content from previous courses will be tested in subsequent courses. When computing final grades, a percentage will be calculated.

If the percentage includes a decimal, 0.5 or more the grade will be rounded up to the next whole number (e.g. 83.5=84). If a decimal grade of 0.4 or less is calculated the grade will be rounded down to the nearest whole number (e.g. 83.4 = 83).

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.

Weekly Course Layout

(Reference Handout & JetNet Course Rubric of 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 JUDGMENT: e-DOCUMENTATION

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 JUDGMENT: e-DOCUMENTATION

Classroom Planner Week Three:

HEENT SYSTEMS (1) PRACTICUM

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 JUDGMENT: e-DOCUMENTATION

Classroom Planner Week Five:

SYSTEMS (2) PRACTICUM

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 JUDGMENT: e-DOCUMENTATION

Classroom Planner Week Seven:

FINAL HEAD TO TOE PRACT

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, and 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 assignments and course requirements and understand that referencing JetNet combined with frequently accessing my textbook for studying will give me the best chance for a positive outcome in this course.
- I have reviewed the JC Nursing AAS-N Student Handbook Simulation & Social Media Policy as it relates to this course. I will always adhere to the guidelines for Responsible Use of Technology at Jackson College while I am a student in the nursing program. **I understand if I violate these policies I may be dismissed from the course/and or/ nursing program.**
- I have received my Health Assessment nursing 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 to perform any type of unauthorized reproduction of course materials. Failure to abide by this policy may result in dismissal from the course. (See the JC AAS-N Student Handbook located on the JC Website: Home / Nursing)
- 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.]