Stephen F. Austin State University
DeWitt School of Nursing
RN-BSN HEALTH ASSESSMENT
Course Number: NUR 437
Spring 2019

Course Instructors:
Ms. Shelley Hunt, MSN, RN

ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS.

IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THEREWITH.

EACH STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for informational purposes only.
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Office Hours: Thursday: 9:00-12:00, 1:00-3:00
            Friday: 1:00-4:00
            Other times, call for an appointment.

Class Meeting Time and Place
Online.

Course Description
Two semester hours, one hour didactic and three hours clinical practicum. Acquisition and application of nursing assessment skills for clients throughout the lifespan to provide a basis for critical thinking and nursing practice decisions.

Unabridged Course Description
This course builds on a prerequisite knowledge base from the humanities, arts, sciences, and previous and concurrent nursing courses to provide students with an opportunity for the acquisition and application of nursing assessment skills for clients across the lifespan. The course emphasizes normal assessment findings, professional communication skills, and the nursing process to provide a basis for critical thinking and decision making in the holistic care of clients of diverse spiritual, socio-economic, and ethno-cultural backgrounds and beginning collaboration with interdisciplinary healthcare team members.

Number of Credit Hours
2 credit hours (1 lecture/3 clinical practicum)

Course Prerequisites and Co-requisites
Prerequisites: RN license, Admission to the RN-BSN Program

Program Learning Outcomes
Graduates of the program will:

1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence based practice.
2. Deliver nursing care within established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assume responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Demonstrate continuing competence, growth, and development in the profession of nursing.
General Education Core Curriculum Outcomes
None

Student Learning Outcomes
The student will:

1. Relate concepts and principles of the arts, sciences, humanities, and nursing assessment as sources for making nursing practice decisions.
2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
3. Identify moral, ethical, economic, and legal issues affecting nursing assessment.
4. Utilize the nursing process when assessing clients of diverse developmental levels, spiritual, socio-economic, and ethno-cultural backgrounds.
5. Develop principle elements of nursing assessment skills.
6. Distinguish normal from abnormal findings in the assessment of clients.
7. Document assessment findings clearly and succinctly.
8. Interact with interdisciplinary healthcare team members to integrate socio-economic, spiritual, and ethno-cultural factors for holistic client assessment and care.
9. Relate research findings to history taking and assessment.

Differentiated Essential Competencies (DEC’s)

The Richard and Lucille DeWitt School of Nursing prepares graduates to demonstrate the Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors (DECs). The competencies are based upon the preparation in the program of study. In nursing education, the DEC’s serve as a guideline and tool for curriculum development and revision, a tool for benchmarking and evaluation of the program, and statewide standard to ensure graduates will enter practice as safe and competent nurses. The DECs are incorporated into every course in the SON to ensure uniformity and continuity of standards.

Please refer to the Texas BON website for additional information

http://www.bon.texas.gov/about/pdfs/delc-2010.pdf

Textbooks and Materials


Course Requirements

Overview of Didactic Component:

- In the D2L content, you will see modules. Each module contains required reading material from your handbook, module content, and assignment(s). Module content is similar to lectures you would have in a face to face class. For the majority of the modules, after you complete each one, you will take a quiz.
The quizzes are short, but you should give complete attention to them, because these will comprise your didactic grade.

Course Calendar

All assignments listed here in italics are due the last day (Sunday) of the assigned week by 2355.

<table>
<thead>
<tr>
<th>Date</th>
<th>Modules in D2L Content to Cover</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/21</td>
<td>MLK Holiday</td>
</tr>
<tr>
<td>1/22</td>
<td>Classes start</td>
</tr>
</tbody>
</table>
| 1/22-1/27 | Getting Started  
Shadow Health Digital Clinical Experience Orientation                                 |
| 1/28-2/3 | Module 1: History, Vital Signs, Pain, and Documentation  
Shadow Health Conversation Concept Lab  
Shadow Health – Pre-Test – Spend ~30 minutes in this assignment  
Discussion |
| 2/4-2/10 | Module 1: Continued  
Shadow Health Health History  
Dropbox Pocket Card |
| 2/11-2/17 | Module 2: Abdomen  
Shadow Health Abdominal Concept Lab  
Shadow Health Abdominal Quiz |
| 2/18-2/24 | Module 3: Chest and Lungs  
Shadow Health Respiratory Concept Lab  
Shadow Health Respiratory |
| 2/25-3/3 | Module 3: Continued - Heart, & Blood Vessels  
Concept Lab Cardiovascular Tina Jones  
Shadow Health Cardiovascular  
Videoed Assessment Checkoff #1  
Quiz |
| 3/4-3/10 | Module 4: Neurologic System and Mental Status  
Shadow Health Neurological Quiz |
| 3/11-3/17 | Module 5: Musculoskeletal System  
Shadow Health Musculoskeletal Quiz |
3/16-3/24  Spring Break

3/25-3/31  Module 6: Head, Eyes, Ears, Nose, Throat (HEENT) and Lymphatic System
  *Shadow Health HEENT Quiz*

3/27  Last day to drop courses

4/1-4/7  Module 7: Female Genitourinary, Breasts, Axillae
  *Quiz*

4/8-4/14  Module 8: Male, Genitalia, Anus, Rectum, and Prostate
  *Quiz*

4/15/-4/21  *Videoed Assessment Checkoff #2*

4/18-4/21  Easter Break

4/22-4/28  Module 9: Skin, Hair, and Nails
  *Shadow Health Skin, Hair, Nails Quiz*

4/29-5/5  Module 10: Final Clinical Week
  *Shadow Health Post Test – Spend ~30 minutes in this assignment*
  *Clinical Hour Practice Log Due*

5/6-5/12  Wrap Up
  Typhon Evaluations
  Clinical Evaluations
  *HESI Testing*

5/18  Pinning

5/19  Graduation

**Grading Policy:**

To pass this class you must
  1. Receive a mean quiz/test grade of 75% or better.
  2. Receive an overall course grade of 75% or better.
  3. Receive a clinical grade of 75% or better.

It is necessary to obtain a WEIGHTED MEAN TEST SCORE OF 75 in the class exam grades to pass this course. A weighted mean test score below 75 or a class average below 75 constitutes failure and will result in a grade of “F” on the transcript. Grades are rounded from the nearest tenth. (For example: A 74.5 would be passing, and a 74.4 would be an F.) You must pass both the class and clinical in order to pass NUR 437. (Nursing Policy No. 25)
**Didactic Grading:**

<table>
<thead>
<tr>
<th>Module Quizzes</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESI Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Clinical (see clinical syllabus below)</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Module Quizzes**

All quizzes are timed. Therefore, extensive reading and studying should be completed before quiz time. Quizzes will be taken in D2L. Each student is expected to maintain academic honesty and integrity when taking quizzes/test. No late quizzes will be given or accepted without prior notification of instructor.

**HESI Exam**

The HESI is given after all content has been covered, studied, and practiced. It will be given online through the ProctorU service which is free to students. An Evolve account should be set up for access to the HESI as well. Visit evolve.elsevier.com, sign in, create account. Use your Jacks email for the email address. Only a scratch sheet of paper and pencil can be used during this exam. If you are unable to test on the assigned date and time, notify your instructor ahead of time.

**ProctorU Overview**

**Where Do I Start?**

To begin, follow these steps:

1. Register for your ProctorU account.
2. At least 72 hours in advance of the exam, login to ProctorU and schedule your exam. (You are free to schedule less than 72 hours in advance but will incur an additional fee from ProctorU for doing so.)
3. Well in advance of your exam, review this video on what to expect during your exam session, as well as the system requirements. Most notably, be sure to test your equipment.

**What Will I Need?**

In order to take your proctored exam, you will need the following items:

- a webcam
  - This can be a camera built into the device (e.g. laptop) with which you will take your exam or added (e.g. USB webcam pulled into your device). Note that the proctor will require you to use the webcam to do a 360° panorama of the room. So, if you plan to use a large monitor with a built in webcam (as is the case on many Mac desktops), you need to be able to rotate the monitor 360°.
- a microphone
  - This can also be built into the device or added.
- some form of photo identification (e.g. student ID, driver’s license, passport, etc.)
- some sort of reflective surface (e.g. mirror, back of a CD or DVD) or reversible camera (e.g. smartphone, iPad, etc.)
  - This reflective surface will be used by the proctor to make sure there is no material (such as sticky notes) on the monitor. (The student holds the reflective surface facing the monitor and the proctor sees the reflection of the monitor via the webcam.)
How Will I Take My Exam?

Prior to logging into ProctorU for your exam, collect the materials mentioned above as well as any materials authorized for use by your instructor (scratch paper, pencil, etc.) Check with your instructor or refer to your syllabus to determine what materials you will be allowed to use. Your proctor will also have that information available the day of your exam.

Shortly before the time you scheduled, login to ProctorU. After clicking the Start button, you will be taken to the online proctoring room, where you will go through the following steps:

1. Connect to a proctor
   You will connect with a live proctor via your web camera. The proctor will help you through the exam process and will be available during the exam if technical difficulties arise. Be sure you are in a well-lit, quiet, and private room. The lighting of your room must be daylight quality, and overhead lighting is preferred. If overhead lighting is not possible, please make sure that your light source is not directly behind you, as that will make it difficult for your proctor to see you.

2. Connect your screen
   You will connect your screen to the proctor. This allows the proctor to see your computer screen.

3. Authentication
   The proctor will need to verify your identity by showing a photo ID. Once that is completed, you will answer a few questions about yourself to further verify your identity. These questions are generated from a public information database.

4. Begin
   You will log into Evolve and the proctor will enter the necessary information to help you begin your exam. Note that the timer for the exam does not begin until the proctor opens the exam. Good luck!

Should you encounter technical issues at any time, use the LiveChat feature at the bottom of the screen to connect to ProctorU support.

Attendance Policy
This is an online class. Students are not required to come to campus. However, checking your D2L email twice a day is imperative.

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Academic Integrity Note
The Academic Integrity University policy outlines cheating, plagiarism, and student discipline. The policy summaries do not specifically address assignments in detail so N437 expectations are listed here. Classwork and assignments must be of your own effort. We understand discussions about approaches to a problem have educational value and are acceptable among peers. We are not discouraging group discussions however the following applies:

**Acceptable:**
- Clarifying what an assignment is requiring.
- Helping someone find information or collaborating on clinical documents such as medication cards. This does not include turning in another’s work as your own.

**Unacceptable:**
- Turning in any portion of someone's work without crediting the author of that work, if the source of that work is not the course text.
- Writing for or with another student any course assignment and/or case study.
- Receiving from another person any course assignment and/or case study.
- Helping another person complete any course assignment and/or case study.
- Logging into computer programs and/or signing for another on computer or on roster.

You must abide by these expectations in addition to those expressed in the [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

In accordance with University policy, we will submit cases of suspected cheating and plagiarism to the Level One Coordinator and/or Director of the School of Nursing or the designee

**Withheld Grades (Semester Grades Policy A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Learning Objectives**

**Module 1**

**History, Vital Signs, Pain, and Documentation**

1. Recognize ethical considerations in patient-examiner relationships.
2. Describe an environment suitable for conducting an interview and physical assessment.
3. Recognize personal perceptions and behaviors that facilitate or hinder the interview process.
4. Describe and utilize techniques to facilitate an interview.
5. Adapt the interview process for the patient with special needs.
6. Identify the components of the complete health history
7. Describe how to assess the characteristics of a chief complaint.
8. Describe reasons for maintaining clear and accurate records.
9. Organize and document data according to a clinical history outline.
10. Describe how to maintain standard precautions during the physical assessment.
11. Describe initial assessment observations and their importance.
12. Correctly obtain baseline data (vital signs, height and weight).
13. Discuss factors affecting respiratory rate, pulse, body temperature and blood pressure.

Module 2
Abdomen
1. Describe the physiological function of the normal gastrointestinal anatomic organs.
2. Discuss the system-specific history for the gastrointestinal tract.
3. Describe common abnormalities found in the physical assessment of the gastrointestinal tract and discuss the pathophysiology of these problems.
4. Demonstrate the physical assessment for the gastrointestinal system.
5. Document the findings for your assessment of the GI system.
6. Describe changes in the physical assessment findings for different age groups.

Module 3
Chest and Lungs, Heart, & Blood Vessels
1. Identify the anatomic landmarks of the thorax.
2. Describe the characteristics of the most common cardiovascular and respiratory chief complaints
3. Discuss the system-specific history for cardio, respiratory, lymphatic and peripheral vascular.
4. Perform a cardiovascular and respiratory assessment on a healthy adult in a clinical setting.
5. Describe common abnormalities found in the physical assessment of heart, respiratory, lymphatic and peripheral vessels and discuss the pathophysiology of these problems.
6. Document the findings of a cardiovascular and respiratory assessment.

Module 4
Neurologic System and Mental Status
1. Describe the divisions of the nervous system and their functions.
2. Identify the anatomical structures of the neurological system.
3. Describe the characteristics of the most common neurological complaints
4. Document a health history as it relates to the neurological system.
5. Perform a mental status assessment.
6. Assess the neurological system in a systematic manner.
7. Describe common abnormalities found in the neuro-assessment and explain the pathophysiology of each

Module 5
Musculoskeletal System
1. Describe the anatomic structures of the musculoskeletal system
2. Discuss the system-specific history for musculoskeletal
3. Perform inspection and palpation of the musculoskeletal system
4. Perform ROM movements on the major skeletal joints.
5. Assess muscle strength of the upper and lower extremities.
6. Document the findings of a musculoskeletal assessment
7. Perform and complete musculoskeletal assessment on an adult in the clinical setting.

Module 6
Head and Neck, Eyes, Ears, Nose, Throat, & Lymphatic System

1. Identify the anatomic structures of the HEENT.
2. Discuss the system-specific history for the HEENT.
3. Locate lymph nodes of the head and neck.
4. Demonstrate the physical assessment of the HEENT.
5. Describe normal findings in the physical assessment of the HEENT.
6. Describe common abnormalities found in the physical assessment of the HEENT and discuss the pathophysiology for these problems.
7. Document the findings of a HEENT assessment.

Module 7
Female Genitourinary, Breasts, and Axillae

1. Describe the anatomy and physiology of the female genitourinary and reproductive systems, including age relevant transformations.
2. Discuss the techniques necessary for assessment of the female genitalia.
3. Identify normal findings as well as atypical findings.
4. Describe procedures for smears and cultures.
5. Describe the characteristics of the most common genital complaints.
6. Document genital findings.
7. Describe changes that occur in the reproductive system with the aging process.
8. Discuss the system-specific history for the reproductive organs

Module 8
Male Genitourinary, Anus, Rectum, and Prostate

1. Describe the anatomy and physiology of the male genitourinary and reproductive systems, including age relevant transformations.
2. Discuss the techniques necessary for assessment of the male genitalia.
3. Identify normal findings as well as atypical findings.
4. Describe procedures for smears and cultures.
5. Describe the characteristics of the most common genital complaints.
6. Document genital findings.
7. Describe changes that occur in the reproductive system with the aging process.
8. Discuss the system-specific history for the reproductive organs

Module 9
Skin, Hair, and Nails

1. Describe the anatomy and physiology of the integumentary system
2. Explain the process of describing and classifying skin lesions
3. Identify common skin lesions
4. State the warning signs of carcinoma in skin lesions
5. Describe the elements of a comprehensive wound assessment.
7. Document the findings of an integumentary assessment

Cross Unit
Developmental and Cultural Considerations

1. Describe necessary modifications to obtain accurate history, physical examination according to age, developmental status, culture, language, and anxiety level of the newborn, pediatric, adolescent, gerontologic, and pregnant patient.
2. Demonstrate the elements of critical thinking relative to the client’s health status in social/cultural/spiritual systems.

3. Apply knowledge and principles of anatomy and physiology when interpreting normal and abnormal health assessment data when assessing women during pregnancy.

Clinical Syllabus

Overview of Clinical Component: Evaluation is based on achievement of the clinical course objectives. The clinical component will be comprised of the Shadow Health Assignments listed below, dropbox assignments, discussions, videoed assessments and documentation, and clinical practice log hours.

Clinical Grading:

Shadow Health Assignments 50%

- Concept Labs
  - Conversation Concept Lab
  - Abdominal Concept Lab
  - Respiratory Concept Lab
  - Cardiovascular Concept Lab
- Pre-test Brain Foster
- Tina Jones DCEs
  - Health History
  - Abdominal
  - Respiratory
  - Cardiovascular
  - Neurological
  - Musculoskeletal
  - HEENT
  - Skin, Hair, Nails
- Post-test Brian Foster

Discussion 5%

Dropbox Pocket Card 10%

Videoed Assessments 20%

Clinical Hour Practice Log 15%

Clinical Hour Breakdown: (42 hours total)

- Shadow Health Assignments - 15 hours
- Discussion - 2 hours
- Dropbox Pocket Card - 4 hours
- Videoed Assessments and Documentation - 6 hours
- Clinical Hour Practice Log – 15 hours

Shadow Health

The concept labs and pre-test will be completion grades. The scores received on the Digital Clinical Experiences (DCEs) will be averaged. Students may retake all DCEs until a score of 80 is met. The post-test cannot be retaken. The grade received on that assignment is final.

What is the Shadow Health Digital Clinical Experience™ (DCE)?
Shadow Health provides a clinical simulation designed to improve your assessment skills in a safe learning environment. You will examine digital patients throughout the course that are accessible online 24/7.

Our Digital Clinical Experience is free of many of the constraints and interruptions you face in a hospital or clinical setting. This unique simulation experience allows you to conduct in-depth patient exams and interviews at your own pace. Because the exams are in-depth, these assignments will often take over an hour to complete, so it is important to plan enough time to complete your assignments each week.

Login page: [http://app.shadowhealth.com](http://app.shadowhealth.com)

For registration and purchase
1. Registration directions: [http://link.shadowhealth.com/How-To-Register](http://link.shadowhealth.com/How-To-Register)
   - If you already have a Shadow Health account, you do not need to register for an additional student account. To add a course to your existing account log in and follow these instructions: [http://link.shadowhealth.com/How-To-Add-A-Course](http://link.shadowhealth.com/How-To-Add-A-Course)
2. Enter Course PIN - **Spring2019-9011-4862-5777-9802**

Technical requirements
2. Tablets and mobile devices are not currently supported.

Shadow Health Support:
1. Contact Shadow Health with any questions or technical issues regarding Shadow Health **before** contacting your instructor.
2. Support is available at [http://support.shadowhealth.com](http://support.shadowhealth.com).

**Discussions**

You will be assigned one discussion board assignment. Specific instructions for discussions can be found on D2L. See the rubric provided on D2L and included here (Guidelines for Grading Discussion Board Postings). You are required to respond to at least one peer in the discussion to obtain full credit for the assignment. Your post and response must be completed by the due date. Please post your discussion promptly the week it is assigned so that your classmates have something to comment on in the discussion. The due dates are indicated on the calendar. No late work will be accepted.

**Dropbox Pocket Card**

You will be assigned one dropbox assignment. Specific instructions for the assignment can be found on D2L. The due date is indicated on the calendar. No late work will be accepted.

**Videoed Assessments and Documentation**

- For Checkoff #1, each student will perform a focused assessment of the cardio, respiratory, and GI systems.
- For Checkoff #2, each student will be assigned one of the following systems: Neuro, Musculo, or HEENT. See D2L for assignments.
- See the folders labeled Focused System Assessments for the key elements to be performed for each body system and supplies needed. Video yourself performing the assessment on someone and upload it to Google Drive.
  - Go to google.com and open a new Drive account. Click add account, create new account, use my current
email address instead, and sign up using your Jacks email.

- There is also a written assignment to document your assessment. See D2L and the end of the syllabus for the rubric and further instructions. Both are due by 2355 on the assigned date. See course calendar for due date.

Clinical Hour Practice Log

Practice makes perfect, right? You may find yourself spending a lot of your time practicing your assessments, re-watching concept labs, and re-doing Shadow Health assignments to get that score of 80. You will certainly want to practice performing your videoed assessments prior to videoing. Complete the practice log found on D2L. You should have at minimum 15 hours of practice.

Clinical Learning Outcomes

1. Demonstrate beginning skills in obtaining a client health history, via the client, support system and other available resources.
2. Demonstrate a beginning competency in the correct application of psychomotor skills in the performance of a physical examination.
4. Display behaviors in accordance with the policies and procedures of the School of Nursing.
5. At all times, display safe clinical patient care.
6. Display ethical and professional behavior in clinical experience.
7. Demonstrate application of findings as basis for decision-making.

Clinical Students are responsible for compliance with all School of Nursing policies

Clinical F Days

More than two clinical F days will result in clinical failure of the course. See Nursing Student Policies for specific policies and procedures. Clinical F days may be assigned for the following reasons:

1. Failure to provide safe & effective care.
2. Failure to assume professional accountability to include preparation for clinical lab experience.
3. Failure to follow directions of the clinical instructor.

Clinical F days may be assigned for other reasons in accordance with current nursing standards, the Nurse Practice Act for the state of Texas, and the School of Nursing Student Policies, at the discretion of the clinical faculty.
Stephen F. Austin State University
Richard and Lucille DeWitt School of Nursing
Clinical Evaluation Tool
NUR 437: RN-BSN Health Assessment

Student: _______________________ Date ______________ Fall/Spring: _______
Instructor(s): ______________________________

Evaluation Criteria: S = Satisfactory U= Unsatisfactory

Ongoing clinical feedback will be provided in individual student-faculty conferences throughout the clinical rotation and will be documented on page 3.

Clinical objectives for evaluation are listed on page 2.

By the end of the clinical rotation, the student must satisfactorily demonstrate all behaviors described in the clinical objectives to pass the clinical portion of the course.

<table>
<thead>
<tr>
<th>Final Clinical Grade: (Pass or Fail)</th>
<th>Final Instructor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Signature</td>
<td>Final Student Comments</td>
</tr>
<tr>
<td>Student Signature:</td>
<td></td>
</tr>
<tr>
<td>Date: ______________________________</td>
<td></td>
</tr>
</tbody>
</table>
Clinical Outcomes

*The student will:*

<table>
<thead>
<tr>
<th>DEC</th>
<th>Clinical Outcomes</th>
<th>DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>A. MEMBER OF THE PROFESSION</strong></td>
<td>C. PATIENT SAFETY ADVOCATE</td>
</tr>
<tr>
<td>IA</td>
<td>1. Adhere to legal and ethical standards of the profession.</td>
<td>IIIA</td>
</tr>
<tr>
<td>IIIA</td>
<td></td>
<td>IIIE</td>
</tr>
<tr>
<td></td>
<td>3. Maintain safety of self and others.</td>
<td>IIIB</td>
</tr>
<tr>
<td></td>
<td>2. Assume responsibility and accountability for quality of nursing care.</td>
<td>IIB</td>
</tr>
<tr>
<td></td>
<td>2. Maintain strict infection control measures in clinical setting.</td>
<td>IIIB</td>
</tr>
<tr>
<td>IIA</td>
<td>3. Display behaviors in accordance with the policies and procedures of the School of Nursing.</td>
<td>IIIC</td>
</tr>
<tr>
<td>IIIA</td>
<td>3. Understand knowledge of medications when discussing client health history.</td>
<td>IIIC</td>
</tr>
<tr>
<td>IIIE</td>
<td>4. Identify own strengths and weaknesses and utilize feedback for professional growth.</td>
<td>ID</td>
</tr>
<tr>
<td></td>
<td>D. MEMBER OF THE HEALTH CARE TEAM</td>
<td></td>
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<tr>
<td>IB</td>
<td>5. Demonstrate evidence of adequate preparation for each clinical experience.</td>
<td>IIB</td>
</tr>
<tr>
<td>IIIB</td>
<td>1. Establish effective working relationships with clients, faculty, staff, and peers.</td>
<td>IVD</td>
</tr>
<tr>
<td></td>
<td>2. Identify roles in the interdisciplinary health care team.</td>
<td>IVA</td>
</tr>
<tr>
<td>IIA</td>
<td>1. Relate applicable knowledge, concepts, and theories to clinical practice.</td>
<td>IVA</td>
</tr>
<tr>
<td>IIB</td>
<td>2. Demonstrate a beginning competency in the correct application of psychomotor skills in the performance of a physical examination.</td>
<td>IVC</td>
</tr>
<tr>
<td>IIE</td>
<td>3. Identify community resources and referrals in the provision of nursing care.</td>
<td>IVC</td>
</tr>
<tr>
<td>IIE</td>
<td>4. Identify role as advocate in health assessment.</td>
<td>IVB</td>
</tr>
<tr>
<td>IIA</td>
<td>5. Demonstrate beginning skills in obtaining a client health history via the client, support system and other available resources.</td>
<td>IIA</td>
</tr>
<tr>
<td>IIB</td>
<td>6. Demonstrate application of findings as basis for decision-making.</td>
<td>IIA</td>
</tr>
<tr>
<td>IIE</td>
<td>7. Utilize nursing process in provision of care to clients.</td>
<td>IIE</td>
</tr>
</tbody>
</table>
Stephen F. Austin State University
School of Nursing
Richard and Lucille DeWitt School of Nursing
NUR 437: RN-BSN Health Assessment
Feedback Page

_The instructor will provide individual feedback to the student about clinical performance throughout the clinical rotation._ (Feedback must be given a MINIMUM of twice per semester (Midterm and Final)).

<table>
<thead>
<tr>
<th>Date and Clinical Site:</th>
<th>Instructor Feedback:</th>
<th>Student Response:</th>
<th>Recommendations:</th>
<th>Student &amp; Faculty Initials</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
**Guidelines for Grading Discussion Board Postings**

Each student should contribute *meaningfully* at least 2 times (your own post and response to a peer) to the discussion thread. The grade received will be based on the level of discussion you contribute as summarized below.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 20 points</th>
<th>Good 17.8 points</th>
<th>Needs Improvement 15.8 points</th>
<th>Unsatisfactory 14.8 point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Post</strong></td>
<td>High level commentary with evidence of critical thinking and analysis expected of a college student. Included rationale and credited reference as needed.</td>
<td>Moderate level commentary. Did not give rationale or credit reference.</td>
<td>Low level commentary. Did not give rationale or credit reference.</td>
<td>Meaningless entries and/or inappropriate messages and/or unprofessional.</td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>Posted prior to the due date so that classmates had adequate time to respond to post.</td>
<td></td>
<td></td>
<td>Posted on due date and didn’t leave sufficient time for classmates to respond.</td>
</tr>
<tr>
<td><strong>Proofreading and Grammar</strong></td>
<td>Post proofread and does not contain errors in grammar or spelling.</td>
<td>Errors in grammar and spelling.</td>
<td>Extensive errors in grammar and spelling.</td>
<td></td>
</tr>
<tr>
<td><strong>Succinctness</strong></td>
<td>Main point stated early and clearly with logical progression of thought. Does not contain extraneous information. Stated in as few sentences as possible.</td>
<td>Main point clear with logical progression of thought. Contains unnecessary sentences.</td>
<td>Main point unclear, lacks logical progression of thought, but is not rambling. Contains many unnecessary sentences.</td>
<td>Rambling, main point unclear, contains extraneous information.</td>
</tr>
<tr>
<td><strong>Response</strong></td>
<td>Responded thoughtfully at a level expected by a college student. Demonstrated insight or critical review of posting and remained professional. Gave rationale for opinion and credited reference as needed.</td>
<td>Responded thoughtfully at a level expected by a college student. Did not demonstrate insight or critical review of posting and/or did not give rationale for opinion or credited reference as needed.</td>
<td>Responded thoughtfully at a level expected by a college student but did not include rationale or credit reference.</td>
<td>Meaningless response without giving opinion. Unprofessional response.</td>
</tr>
<tr>
<td><strong>Overall Score</strong></td>
<td><strong>Exemplary 90 or more</strong></td>
<td><strong>Good 80 or more</strong></td>
<td><strong>Needs Improvement 75 or more</strong></td>
<td><strong>Unsatisfactory 0 or more</strong></td>
</tr>
</tbody>
</table>

Max score: 100 pts
## Focused Health Assessment Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>Inadequate effort (0 pts)</th>
<th>Fair (15 pts)</th>
<th>Good (17 pts)</th>
<th>Very good (20 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Exam</strong></td>
<td>Student fails to perform and/or has incorrect technique on less than 75% of the key elements</td>
<td>Student performs 75% of the key elements with correct technique</td>
<td>Student performs 90% of the key elements with correct technique</td>
<td>Student performs 100% of the key elements with correct technique</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Student fails to effectively communicate with patient</td>
<td>Significant improvement needed on interpersonal communication</td>
<td>Minor improvement needed on interpersonal communication</td>
<td>Student explains the assessment as it is performed and is able to speak in a confident and calm manner</td>
</tr>
<tr>
<td><strong>Physical Exam</strong></td>
<td>Student’s physical exam write up is inadequate with gross deficiencies and/or student documents key elements that were not performed</td>
<td>Student fails to address all elements in detail and has significant grammatical and spelling errors</td>
<td>Student addresses all key elements with minor grammatical and spelling errors</td>
<td>Student effectively and correctly addresses every key element of the physical exam with proper format and no grammatical or spelling errors</td>
</tr>
<tr>
<td><strong>Documentation</strong></td>
<td>Student fails to perform required task</td>
<td>Students provides items that involve the biographical data less than 3 items</td>
<td>Student provides 3-5 items of biographical data</td>
<td>Student includes all elements of biographical data</td>
</tr>
<tr>
<td><strong>Biographical data</strong></td>
<td>Student fails to perform required task</td>
<td>Provides a vague statement for seeking care and student fails to address all elements in detail and has significant grammatical and spelling errors</td>
<td>Provides a clearly written statement for seeking care and student addresses all key elements in narrative with minor grammatical errors, spelling or formatting errors</td>
<td>Provides a clearly written statement for seeking care including time frame and patient statement in quotations and student effectively and correctly addresses every key element of the assessment with proper format and no grammatical or spelling errors</td>
</tr>
<tr>
<td><strong>Chief Complaint</strong></td>
<td>Fails to provide a focused statement and student’s narrative is inadequate with gross deficiencies</td>
<td>Provides a vague statement for seeking care and student fails to address all elements in detail and has significant grammatical and spelling errors</td>
<td>Provides a clearly written statement for seeking care and student addresses all key elements in narrative with minor grammatical errors, spelling or formatting errors</td>
<td>Provides a clearly written statement for seeking care including time frame and patient statement in quotations and student effectively and correctly addresses every key element of the assessment with proper format and no grammatical or spelling errors</td>
</tr>
</tbody>
</table>

*You may have your “patient” make up their own biographical data and chief complaint and history of present illness. Include this in the written component submitted with your documentation.*