Stephen F. Austin State University
DeWitt School of Nursing
ASSESSMENT ACROSS THE LIFESPAN
Course Number: NUR 307
Section Number(s): 001 – 008
Clinical Section(s): 010 – 017
Spring 2020

Course Coordinator
Angela D. Jones, DNP, RN

Clinical Instructors
Angela D. Jones, DNP, RN
Regina L. Brown, 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.
Faculty Contact Information:  *Brightspace (D2L) is the primary form of communication for this course;* use the SFA email address only if Brightspace (D2L) is unavailable.

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Class meeting time and place

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>0800-0900</td>
<td>0800-1600</td>
<td>1230-1630</td>
<td>0800-1200</td>
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<tr>
<td>Clinical</td>
<td>0900-1030</td>
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<tr>
<td>Lab</td>
<td>1030-1200</td>
<td>1300-1430</td>
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<td>1600-1730</td>
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</tbody>
</table>

Textbooks and Materials


****(digital content on the Evolve/Elsevier website, access code required)***

Shadow Health. (2017). Digital Clinical Experience (Version 5.0) [Software].

***You may also purchase from the university bookstore.***

Required Supplies:
Health Assessment Kit: Will be handed out on the 1st day of clinical lab.
Stethoscope: Littmann is preferred, (Classic II SE, or Master Classic) but not required.
Clinical Dress as per SON Dress Code Policy 3.6.
For registration and purchase of Shadow Health:
1. Registration directions: 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
2. Enter Course PIN - January2019-5738-9087-5061-7274
3. Method of payment (when purchasing online)
4. Register for a Shadow Health student introduction webinar: http://link.shadowhealth.com/Student-Orientation-Webinar
   • If you are unable to attend the webinar, then please complete the video introduction to Shadow Health at https://www.surveygizmo.com/s3/4458386/Student-Introduction-Video
5. Review your Student Handbook. Many of our Undergraduate courses offer the access to a Student Handbook. This handbook can be found in the top right corner of your “Course Overview” page.

Course Description
Two semester hours, one hour didactic and three hours of 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 credits; 1 hour didactic and 3 hours clinical per week: This course typically meets once a week in 1 hour segments for 15 weeks and has an additional final week. Students have significant weekly reading assignments and are required to take major exams and a comprehensive final examination. The didactic preparation and activities average a minimum of 3 hours a week to prepare outside of classroom hours. The clinical component is composed of a total of 45 hours. It consists of virtual simulation activities, group culture presentation, weekly assignments, required weekly lab practice over a 3 hour period, and skill check-offs throughout the semester. Students are required to successfully pass the clinical component to pass the course.

Course Prerequisites and Co-requisites
Prerequisites: NUR 304, Admission to Nursing Program
Co-requisites: NUR 305, NUR 306, NUR 308

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. Value 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. Use 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 patients.
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 patient 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.
https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf

All students are responsible for the Policies and Procedures of the School of Nursing.
Please review the School of Nursing Policies located on the SFASU Nursing website. You are required to consent to, and abide by, the policies of SFASU and of the DeWitt School of Nursing while a student in this nursing program. http://www.sfasu.edu/nursing

Computer capability to use the D2L system is required.
To learn more about using D2L, visit SFA ONLINE at http://www.sfaonline.info/ and https://d2l.sfasu.edu/d2l/home where you will find instructions and video tutorials. You are responsible for being able to utilize D2L.
For assistance with technical issues, and D2L proficiency, please contact student support in the Center for Teaching and Learning (CTL) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.
For general computer support (not related to D2L), contact Information Technology Service at 936-468-HELP (4357) or at helpdesk@sfasu.edu
Course Calendar (class and clinical combined) is located at the end of the syllabus.

Course Requirements:
Computerized exams, HESI computerized comprehensive final exam, clinical check-offs, simulation activities, Shadow Health assignments, and group cultural presentations are used to determine the student’s level of performance.

Grading Policy
Evaluation is based on achievement of the course objectives. Attendance for exams is mandatory; however, in certain situations such as health, family emergencies, or student participation in approved university-sponsored events, a make-up exam may be given in accordance with SON Absence from Exams Policy 1.1 at the discretion of the course instructor.
In the event of an imminent absence, the student will:
1. Notify the lead course instructor PRIOR to the beginning of the exam;
2. Contact the lead course instructor with two (2) business days following the exam in order to make arrangements to take the exam.
If the absence is not excused (Policy 1.1), a zero (0) will be received for the exam.

Rounding as per SON Grades Policy 1.7:
1. Rounding is confined to the final course grade.
   Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook (D2L) in their original form without rounding.
2. Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole number. If the final course grade is not a whole number, the following rounding rules apply:
   a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86)
   b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).
3. The grading schedule for all Nursing Courses is as follows:
   90-100 = A
   80-89  = B
   75-79  = C
   Less than 75 = F
Grade Distribution

Exam #1 15%
Exam #2 15%
Exam #3 15%
Exam #4 15%
Final Exam (HESI -comprehensive) 15%
Shadow Health: Weekly concept labs/system exams 10% (1% each x10)
(These 5 exams and the weekly Shadow Health: SSE/CL = 85% of total course grade)

Cultural Presentation 5%
Clinical 10%
(The cultural presentation and clinical grades = the remaining 15% of the total course grade. See clinical grading distribution in clinical section)

In order to pass the course, you must:
1. Have a weighted mean exam score of 75%, or better (based on percentages above for Exams 1, 2, 3, 4, Final Exam (HESI), and the Shadow Health: Weekly concept labs/system exams);
2. Have an overall course grade of 75%, or better;
3. Pass the clinical portion of the course. (Please refer to your student handbook, clinical requirements in syllabus for details, and SON Policy 3.16).

Classroom: Absence, Late Work, Testing, & Electronic Devices

Lecture & Exams - Attendance is strongly encouraged. Attending the lecture will increase the student’s successful completion of the course. Makeup work for absences is usually not acceptable and will be at the discretion of the instructor. No late assignments will be given or accepted without prior notification of lead instructor.

Testing Expectations - Because of the testing classroom environment, if you need a larger font, you must seek accommodations through Disability Services. Changing the font size during an exam is not allowed. Changing the font size requires a two-click process; therefore, it is a blatant violation of testing expectations and this will result in a ZERO on the exam. Testing is never a joint effort. Students may only have earplugs and a pen/pencil. One piece of paper may be supplied by instructor(s) only. NO hats, caps, hoodies, drinks/food, calculators, sunglasses, electronic devices (including smart watches), note cards/paper with information on content are allowed. Backpacks and keys will be placed in designated area in testing room. Cell phones will be turned off and left at the front of the room.

Late to Class - The doors to the classroom will be secured (locked) at the beginning of class. Please tend to your personal needs prior to class, or during lecture breaks. If you are late to class, you may wait in the hallway and only enter the room during lecture breaks given by the instructor. Do not attempt to have another student open the door from the inside; this is disruptive to the class and you will not be allowed to enter the classroom.

Cell Phones - Class norms determined by the class at the beginning of the semester; however, the instructor is responsible for maintaining an environment conducive to learning for all students. Therefore, disruptive use of cell phones may result in a student being asked to leave class.

Electronic Devices - Computers, notebooks, or electronic tablets may be used in the back rows of the classroom. Students are responsible for using technology in a professional manner. Instructors retain the right to limit or restrict the use of technology at any time without prior notice.
Academic Integrity & Academic Dishonesty

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor will have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Academic Integrity
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 (SFASU Policy 4.1 Student Academic Dishonesty)
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials on any class assignment or exam; (2) falsifying or inventing of any information, including citations, on an assignment; and/or (3) helping or attempting to help other student(s) 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 include, but are not limited to (1) submitting an assignment as one's own work when it is at least partly the work of another person; (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 credit.
(Taken from SFASU 4.1 Student Academic Dishonesty Policy)

In accordance with University policy, cases of suspected cheating and plagiarism to the BSN Coordinator and/or Director of the School of Nursing or the designee.

Withheld Grades (SFASU Policy 5.5 Course Grades)
At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, 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/.
Unit Objectives

Unit 1
History, Interviewing & Recording Information
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 affecting the interview process.
4. Describe and implement techniques to facilitate an interview.
5. Adapt the interview process to meet the individual needs of the patient.
6. Identify the different types of health histories.
7. Identify the components of the complete health history.
8. Describe how to assess the characteristics of a chief complaint.
9. Describe rationale for maintaining clear and accurate records.
10. Organize and document data according to a clinical history outline.

Unit 2
Examination Techniques, General Assessment & Vital Signs
1. Describe how to maintain standard precautions during the physical assessment.
2. Describe initial assessment observations and their importance.
3. Describe purpose and use equipment needed to perform complete physical assessment.
4. Correctly obtain and document baseline data (vital signs, height and weight).
5. Identify abnormal vital signs & associated factors affecting respiratory rate, pulse, body temperature and blood pressure.
6. Describe and document how to perform inspection, palpation, percussion, and auscultation, and which areas of the body are assessed with each technique.
7. Identify expected and abnormal findings related to inspection, palpation, percussion, and auscultation in the clinical setting.
8. Describe and use tools used to assess growth and developmental achievement.

Unit 3
Abdominal
1. Describe the physiological function of the normal abdominal anatomic organs.
2. Discuss the system-specific history for the abdomen.
3. Identify and describe common abnormalities found in the physical assessment of the abdomen and discuss the pathophysiology of these problems.
4. Demonstrate and document the physical assessment for the abdomen.
5. Identify appropriate nursing interventions based on assessment of the abdomen.
6. Describe changes in the physical assessment findings for different age groups.

Unit 4
Cardiovascular & Peripheral Vascular
1. Identify the anatomic landmarks of the chest and periphery.
2. Describe the characteristics of the most common cardiovascular chief complaints.
3. Discuss the system-specific history for cardio and peripheral vascular.
4. Identify and describe common abnormalities found in the physical assessment of the cardiovascular system and discuss the pathophysiology of these problems.
5. Demonstrate and document a cardiovascular assessment.
6. Identify appropriate nursing interventions based on assessment of the cardiovascular system.
7. Describe changes in the physical assessment findings for different age groups.
Unit 5
Respiratory
1. Describe the anatomic landmarks of the thorax.
2. Discuss the system-specific history for the respiratory system.
3. Describe the characteristics of the most common respiratory chief complaints.
4. Identify and describe common abnormalities found in the physical assessment of the respiratory system and discuss the pathophysiology of these problems.
5. Demonstrate and document a respiratory assessment.
6. Identify appropriate nursing interventions based on assessment of the respiratory system.
7. Describe changes in the physical assessment findings for different age groups.

Unit 6
Neurological System
1. Identify and describe the anatomical structures of the neurological system and their functions.
2. Describe the characteristics of the most common neurological complaints
3. Discuss the system specific history as it relates to the neurological system.
4. Demonstrate and document a neurological assessment in a systematic manner.
5. Identify and describe common abnormalities found in the neurologic assessment and discuss the pathophysiology of these problems.
6. Identify appropriate nursing interventions based on assessment of the neurological system.
7. Describe changes in the physical assessment findings for different age groups.

Unit 7
Musculoskeletal
1. Identify the anatomic structures of the musculoskeletal system.
2. Describe the characteristics of the most common musculoskeletal chief complaints.
3. Discuss the system-specific history for musculoskeletal system.
4. Identify and describe common abnormalities found in the physical assessment of the musculoskeletal system and discuss the pathophysiology of these problems.
5. Demonstrate and document a musculoskeletal assessment.
6. Identify appropriate nursing interventions based on assessment of the musculoskeletal system.
7. Describe changes in the physical assessment findings for different age groups related to the musculoskeletal system.

Unit 8
Head, Ear, Eyes, Nose & Throat
1. Identify the anatomic structures of the HEENT including lymph nodes.
2. Describe the characteristics of the most common HEENT chief complaints.
3. Discuss the system-specific history for the HEENT.
4. Demonstrate and document the physical assessment of the HEENT.
5. Describe normal findings in the physical assessment of the HEENT.
6. Identify and describe common abnormalities found in the physical assessment of the HEENT systems and discuss the pathophysiology of these problems.
7. Identify appropriate nursing interventions based on assessment of the HEENT systems.
8. Describe the changes in the physical assessment findings for different age groups.
Unit 9
Male & Female Genitalia
1. Identify and describe the anatomy and physiology of the male and female genitalia, including age relevant transformations.
2. Discuss the system-specific history for the reproductive organs.
3. Describe the characteristics of the most common reproductive system chief complaints.
5. Identify and describe common abnormalities found in the physical assessment of male and female genitalia and discuss the pathophysiology of these problems.
6. Identify appropriate nursing interventions based on assessment of the reproductive system.
7. Describe changes that occur in the reproductive system for different age groups.

Unit 10a
Integumentary System
1. Describe the anatomy and physiology of the integumentary system.
2. Explain the process of describing and classifying skin lesions.
3. Describe the characteristics of the most common integumentary chief complaints.
4. Discuss the system-specific history for the integumentary system.
5. Identify and describe common abnormalities found in the physical assessment of the integumentary system and discuss the pathophysiology of these problems along with risk factors.
7. Identify appropriate nursing interventions based on assessment of the integumentary system.
8. Describe changes in the physical assessment findings for different age groups.

Unit 10b
Cultural Awareness & Emergency Assessment
1. Describe the process of providing culturally competent nursing care.
2. Assess own cultural values, beliefs and behaviors.
3. Identify increased health risks and disorders prevalent in selected ethnic, racial, and population groups.
4. Identify health-seeking behaviors and health practices influenced by cultural values, customs, and beliefs.
5. Identify potential areas of conflict between customs and values of patients and those of health care providers.
6. Conduct and document a comprehensive cultural assessment.
7. Describe abnormalities and their characteristics for the most common life threatening conditions.
8. Discuss the health history necessary for emergent situations.
10. Describe changes in the physical assessment findings for different age groups.
11. Discuss importance of mechanism of injury when evaluating for possible injuries.
12. Discuss legal and ethical considerations in the Emergency Room.
Clinical

Clinical Activities include:
1. Clinical on campus lab with weekly assessment practice and evaluation with check offs.
2. Clinical Test/Evaluation Check Offs throughout semester (x3 total).
4. Cultural Presentation
5. Shadow Health Focused Exams (x2) and Capstone Assignment (x1), and Simulation.

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. (Must pass all 3 Clinical check offs in order to pass course)
3. Show evidence of adequate preparation for each clinical experience.
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.
7. Demonstrate application of findings as basis for decision-making.
8. Attend and be punctual for all clinical experiences.

Clinical Evaluation
Three major clinical check offs will be given throughout the semester. These tests/evaluations will be graded and will be based on the evaluation of the student’s performance as measured by mastery of the Clinical Objectives listed above and grading rubric provided to the students. The student must pass all three (3) of the major clinical check off’s in order to pass the clinical portion of the course. If a student fails the check off he/she will receive a clinical F-day. The student will then be given another chance to repeat the check off skill. If the student is unable to pass the check off on the second attempt, the student will be given a failing grade for the check off and will therefore, fail the course. The student’s clinical performance will also be graded on additional required clinical assignments as listed above. If the student fails to pass the clinical portion of the course with 75% or better or fail one of the 3 clinical check-off’s, the student will fail the entire course. The instructors will provide feedback on clinical performance each week throughout the course.

Clinical Grading Policy
Evaluation is based on achievement of the clinical learning outcomes.

Clinical Grade Distribution

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<tr>
<th>Activity</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Genogram</td>
<td>5%</td>
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<tr>
<td>Check-Off #1</td>
<td>15%</td>
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<tr>
<td>Check-Off #2</td>
<td>20%</td>
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<tr>
<td>Check-Off #3</td>
<td>20%</td>
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<tr>
<td>Shadow Health: Focused Exams</td>
<td>20%</td>
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<tr>
<td>Shadow Health: Capstone Assessment</td>
<td>10%</td>
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<tr>
<td>(10% each: “Esther” &amp; “Brian”)</td>
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</tr>
<tr>
<td>Weekly Lab/Clinical Check-Offs</td>
<td>10%</td>
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</tbody>
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Cultural Presentation
Students will be placed in groups for work on the cultural presentation. Each group will be responsible for putting together a PowerPoint presentation on their assigned culture, five multiple choice questions on the cultural group for use on a test and two food items from their culture. Questions should be submitted using Microsoft Word and e-mailed to lead instructor one week prior to presentation by 5:00pm through D2L. Failure to turn this in by deadline OR in the wrong format will result in points being deducted from the presentation grade. This project will requires teamwork and collaboration. Look for resources ASAP in your community, at the library, and credible internet resources. You may use audio visual aids, etc. Be creative! This is a presentation – you may dress in your uniform, business casual or as your culture but everyone must do the same thing. A copy of your presentation and your peer evaluation are due on the day of the presentation. The presentation should be NO LONGER than 15 minutes in length and should address the following topics:

- Communication, Space & Time Orientation
- Religious Organization
- Biological Variations and Health Concerns
- Nursing Implications: (Using the above information, how does this influence your nursing care?)
- Dietary Practices
- Family Structure and Leadership
- Special Customs Related to Birth, Death, Marriage, etc.

Policies for Clinical
Students must abide by School of Nursing Policies and Procedures. These policies include, but are not limited to, current compliance with drug screening, criminal background checks, medical insurance, immunizations, TB screens, confidentiality, dress code, and infection control. The student is responsible for current compliance and may not attend class/clinical until requirements are fulfilled.

Student Dress Code and Behavior in the Clinical Area
Students are required to wear SFA scrubs to clinical lab. Review the SON Dress Code Policy 3.6 for details.

- Watch with a second hand must be worn.
- Student nametag must be worn at all times.
- Assessment equipment must be brought to lab each week.
- No smoking/tobacco or chewing gum during clinical.
- Cell phones are NOT permitted.

Failure to follow the dress code and clinical guidelines will result in an F day and the student may be sent home from the Clinical Site.

Absence from Clinical Policy
To be an excused absence the student must be excused directly by the clinical instructor. The student must bring a written excuse from a health provider. Students must inform the clinical instructor prior to the beginning of the clinical day if unable to attend or if late (<5 min.).

Unexcused absences and late arrivals (≥5 min.) will result in a clinical F Day. Unexcused absences are defined as any absence that was not cleared with the instructor prior to the clinical experience, or any absence not directly related to illness of self or death of immediate family member. Late arrival is defined as arriving to class/clinical >5 minutes after assigned time.

Any student who is absent from or late (≥5 min.) to lab will receive a clinical counseling form and a failing grade for that clinical lab day. Two late arrivals (<5 min.) for the labs will result in one unexcused absence.

Students will receive credit for clinical or class attendance if they are present for the entire class or clinical period. Students will not receive credit for any of the class or clinical period if they leave early unless given permission to leave early by the instructor.
Absence from the clinical area exceeding 10% will result in a clinical failure regardless of the reasons. (See SON Clinical Absences Policy 3.3 on the DeWitt School of Nursing website.) Students are responsible for compliance with all School of Nursing policies.

Clinical F Days
Three clinical F days will result in clinical failure of the course. See Nursing Student Policies for specific polices and procedures. Clinical F days may be assigned for the following reasons:

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

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.

Shadow Health

Weekly Single System Exams/Concept Labs Policy
Each week students will be required to complete the assigned Shadow Health: Single System Exam/Concept Lab(s) that correlates with the content being presented as defined on the course calendar. This activity supports your clinical learning; however, the grade will be calculated along with the exams (see page 6 Grade Distribution). Late assignments will not be accepted. Please note, failure to complete the weekly Shadow Health Single System Exams/Concept Labs prior to class/lecture will result in a zero being recorded in the gradebook.

As for calculating the weekly Shadow Health Single System Exams in course grade, the percentage score generated by the program (DCE Score) will be entered into the gradebook. The two assigned Concept Labs do not generate a DCE score; therefore, the SPI score will be used. The due dates are outlined on the course calendar. These assignments must be completed by the posted deadline or a grade of zero will be entered in the gradebook. Late assignments will not be accepted. These exams may be taken only once for course credit. Repeated attempts will not be considered for a grade.

Focused Exams (“Esther” and “Brian”)/Capstone Comprehensive Assessment Policy
There are two focused exams and one capstone comprehensive assessment scheduled in the course. The due dates are outlined on the course calendar. These exams must be completed by the posted deadline or a grade of zero will be entered in the gradebook. Late assignments will not be accepted. These exams may be taken only once for course credit. Repeated attempts will not be considered for a grade.
Shadow Health Information

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

Technical requirements
1. Review requirements: http://link.shadowhealth.com/Minimum-System-Specifications
2. Tablets and mobile devices are not currently supported.
3. To use Speech-to-Text, you must complete assignments in Google Chrome.

Shadow Health Support:
1. Contact Shadow Health with any questions or technical issues regarding Shadow Health before contacting your instructor.
2. If at any time you have any questions or encounter any technical issues regarding the Digital Clinical Experience, please contact the Shadow Health support specialists by visiting the Learner Support Page at http://support.shadowhealth.com for contact information and hours. You may email the Learner Support team directly at support@shadowhealth.com at any time or by calling 800.860.3241.
Stephen F. Austin State University  
Richard and Lucille DeWitt School of Nursing  
Clinical Evaluation Tool  
NUR 307: Assessment across the Lifespan

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.

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

*The student will:*

<table>
<thead>
<tr>
<th>A. MEMBER OF THE PROFESSION</th>
<th>DEC</th>
<th>C. PATIENT SAFETY ADVOCATE</th>
</tr>
</thead>
</table>
| 1. Adhere to legal and ethical standards of the profession. | IA  
IAA  
IIIE | 1. Maintain safety of self and others. | IIIB  
IIC |
| 2. Assume responsibility and accountability for quality of nursing care. | IB | 2. Maintain strict infection control measures in clinical setting. | IIIB |
| 3. Display behaviors in accordance with the policies and procedures of the School of Nursing. | IA  
IIIA  
IIIE | 3. Understand knowledge of medications when discussing client health history. | IIIC |
| 4. Identify own strengths and weaknesses and utilize feedback for professional growth. | ID | D. MEMBER OF THE HEALTH CARE TEAM |
| 5. Demonstrate evidence of adequate preparation for each clinical experience. | IB  
IIIB | 1. Establish effective working relationships with clients, faculty, staff, and peers. | IVD |

<table>
<thead>
<tr>
<th>B. PROVIDER OF PATIENT-CENTERED CARE</th>
<th>DEC</th>
<th>C. PATIENT SAFETY ADVOCATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relate applicable knowledge, concepts, and theories to clinical practice.</td>
<td>IIA</td>
<td>3. Identify community resources and referrals in the provision of nursing care.</td>
</tr>
<tr>
<td>2. Demonstrate a beginning competency in the correct application of psychomotor skills in the performance of a physical examination.</td>
<td>IIB</td>
<td>4. Identify role as advocate in health assessment.</td>
</tr>
<tr>
<td>4. Communicate therapeutically maintaining professional boundaries</td>
<td>IIE</td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate beginning skills in obtaining a client health history via the client, support system and other available resources.</td>
<td>IIB</td>
<td></td>
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<tr>
<td>6. Demonstrate application of findings as basis for decision-making.</td>
<td>IIA</td>
<td></td>
</tr>
<tr>
<td>7. Utilize nursing process in provision of care to clients.</td>
<td>IIE</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Title</td>
<td>Reading by Chapter</td>
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<td>--------------</td>
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</tbody>
</table>
| Thurs., 01/16/20 | Unit 1: History, Interviewing, & Recording Information                | 1 & 5              | Concept Labs: Conversation (40 min.) **Concept labs & Single system exams are due prior to the beginning of class.** | 1. Head to Toe Assessment  
2. Communication #1: [https://www.youtube.com/watch?v=NnBbE1RoBSU](https://www.youtube.com/watch?v=NnBbE1RoBSU)  
3. Communication #2: [https://www.youtube.com/watch?v=f4qCP_NEYYU](https://www.youtube.com/watch?v=f4qCP_NEYYU) |
| Wed., 01/22/20   | Unit 2: Examination Techniques, General Assessment, & Vital Signs      | 3, 6, & 8          | Single-system Exams: Health History (95 min.) | 1. Percussion: [https://www.youtube.com/watch?v=P4Ryk5IKf_4](https://www.youtube.com/watch?v=P4Ryk5IKf_4)  
2. Obtaining BP by the one-step method  
3. Assessing rate, rhythm & effort  
4. Assessing radial pulse  
5. Taking temperatures  
6. Measuring height & weight  
7. Assessing pain |
| Monday, 01/27/20 | Unit 3: Abdominal                                                      | 18 & 21            | Single-system Exams: Abdominal (75 min.) | 1. Assessing the abdomen  
2. Assessing the male genitourinary, rectum & prostate |
| Monday, 02/03/20 | Lecture: Exam #1 (Units 1-3) 0800-0930                                  |                    | Lab: Family Genogram DUE          | Lab: Vital Sign Practice DUE; Physical Assessment Evaluation GI  
Lab: Clinical Check-Off #1 – Vital Signs – Begins at 0930, schedule TBA |
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Reading by Chapter</th>
<th>Shadow Health Assignments (Due at 0800 every Monday.)</th>
<th>Evolve Clinical Skills Essential Collection &amp; YouTube Videos with Lab Assignments (Due at the beginning of your designated lab time.)</th>
</tr>
</thead>
</table>
| 02/10/20  | Unit 4: Cardiovascular & Peripheral Vascular (Assign Cultural Groups) | 15 & 16            | Concept Labs: Cardiovascular (25 min.) & Single-system Exams: Cardiovascular (75 min.) | 1. Assessing radial pulse  
2. Assessing apical pulse  
3. Assessing apical/radial pulse  
4. Assessing the heart & neck vessels  
5. Assessing the peripheral vascular system  

**Lab:** Physical Assessment Evaluation Cardiovascular |
| 02/17/20  | Unit 5: Respiratory  
*Introduction to Cultural Presentation* | 14                 | Single-system Exams: Respiratory (75 min.) | 1. Assessing rate, rhythm & effort  
2. Assessing the thorax & lungs  

**Lab:** Physical Assessment Evaluation Respiratory |
| 02/24/20  | Lecture: Exam #2 (Units 4-5) 0800-0930  
**Lab:** Clinical Check-Off #2 – GI, Cardiac, & Resp. – Begins at 0930, schedule TBA | Focused Exam:  
“Esther”  
**Must be completed by Sunday, 03/01/20 at 2355.** | | |
| 03/02/20  | Unit 6: Neurological                               | 7 & 23             | Single-system Exams: Neurological (75 min.) | 1. Assessing the neurological system: Mental status & cranial nerves  
2. Assessing the neurological system: Motor & sensory function  

**Lab:** Physical Assessment Evaluation Neuro |
| 03/12/20  | Unit 7: Musculoskeletal                            | 22                 | Single-system Exams: Musculoskeletal (75 min.) | 1. Assessing the musculoskeletal system  
2. https://www.youtube.com/watch?v=AF4D4TyE9NM  

**Lab:** Physical Assessment Evaluation Musculoskeletal |
| 03/23/20  | Unit 8: HEENT                                      | 10, 11, 12, & 13   | Single-system Exams: HEENT (75 min.) | 1. Assessing the ears  
2. Assessing the eyes  
3. Assessing the head, neck & lymphatics  
4. Assessing the nose, mouth & throat  

**Lab:** Physical Assessment Evaluation HEENT |

**SPRING BREAK 03/07 – 03/15**
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Reading by Chapter</th>
<th>Shadow Health Assignments (Due at 0800 every Monday.)</th>
<th>Evolve Clinical Skills Essential Collection &amp; YouTube Videos with Lab Assignments (Due at the beginning of your designated lab time.)</th>
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</thead>
<tbody>
<tr>
<td>03/30/20</td>
<td>Lecture: Exam #3 (Units 6-8) 0800-0930 Lab: Clinical Check-Off #3 – Neuro, MSK, HEENT – Begins at 0930, schedule TBA</td>
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<td>Focused Exam: “Brian” <strong>Must be completed by Sunday, 04/05/20 at 2355.</strong></td>
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<tr>
<td>04/06/20</td>
<td>Unit 9: Male and Female Genitalia</td>
<td>17, 19, 20, &amp; 21 (prostate)</td>
<td>Single-system Exams: Hair, Skin, Nails (75 min.) 1. Assessing the breasts &amp; axillae 2. Assessing the female genitalia &amp; rectum 3. Assessing the male genitourinary, rectum &amp; prostate</td>
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<tr>
<td>Wed., 04/08/20</td>
<td>LAB: Clinical SIM with Nur 306 (0800-1400, schedule TBA)</td>
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<tr>
<td>04/20/20</td>
<td>Lecture: Exam #4 (Units 9-10a&amp;b) 0800-0930</td>
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<td>Clinical Evaluations (scheduled with clinical instructor)</td>
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<tr>
<td>05/04/20</td>
<td>Final Examination – HESI (comprehensive) 1000-1200</td>
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