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 THEREWIT.

THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for information purposes only.
Faculty Contact Information

Name: Anne Collier, MSN, RNC-OB
Department: Nursing
Email: anne.collier@sfasu.edu
Phone: (936) 468-7708
Office: Room A113 (Annex)
Office Hours: Monday: 1:00-3:00
Tuesday: 1:00-3:00
Thursday: 11:00-12:00
Monday-Friday as needed.
Other times, email for an appointment.

Name: Della Connor, Ph.D., RN, FNP-BC, FNKF
Department: Nursing
Email: connore@sfasu.edu
Phone: (936) 468-7713
Office: Room 162
Office Hours: Monday-Friday as needed.
Other times, email for an appointment.

Name: Shelley Hunt, MSN, RN
Department: Nursing
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Phone: (936) 468-7709
Office: Room A102 (Annex)
Office Hours: Monday: 9:00-12:00
Wednesday: 1:00-3:00
Monday-Friday as needed.
Other times, email for an appointment.

Class meeting time and place
Online

Required Textbooks and Materials
Nursing Skills (open resource) accessed at https://opentextbooks.uregina.ca/nursingskills2/
The following is accessed virtually and is available for purchase and instant use at app.shadowhealth.com. Bookmark this website and save your username and password for Evolve as it will be used continuously throughout the course. (If purchased through the bookstore you will receive access codes to redeem.)

- Shadow Health Health Assessment Digital Clinical Experiences
  - ISBN: 9780323753678
  - PIN: 1060-1325-4557-8633

Required Supplies:
- Stethoscope, blood pressure cuff, watch with second hand, pen light, reflex hammer, tongue depressor, and cotton tipped applicator

**Technology Requirements**
All students are required to have access to a laptop or desktop computer for academic and testing purposes. Please find the complete list of technology requirements here: [https://www.sfasu.edu/docs/nursing/technology-requirements.pdf](https://www.sfasu.edu/docs/nursing/technology-requirements.pdf)

For questions regarding laptop hardware or software, please contact The SFA Help Desk at [https://help.sfasu.edu/TDClient/2027/Portal/Home/](https://help.sfasu.edu/TDClient/2027/Portal/Home/) or 936-468-HELP.

**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; fully online RN-BSN course) This course has been adapted to span 8 weeks. The course contains weekly online modules, quizzes, reading assignments, and a final exam. The clinical component is composed of a total of 45 hours. It consists of virtual simulation activities, focused system assessment check-offs with documentation, and clinical practice logs. Students are required to successfully pass the clinical component to pass the course.

**Course Prerequisites and Co-requisites**
Prerequisites: Admission to the RN-BSN Program
Co-requisites: NURS 4037 Health Assessment Practicum

**End of Program Student 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. Assure 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 Objectives/Outcomes
None

Course 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 (DECs)
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 DECs 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

Unit Objectives

UNIT I: Health History, Vital Signs & Blood Pressure, and Abdominal Assessment

Health History
1. Implement techniques to facilitate gathering a history, including effective therapeutic communication techniques.
2. Identify the components of a complete health history.
3. Describe how to assess the history of present illness.
4. Differentiate subjective and objective data.

Vital Signs & Blood Pressure
1. Describe how to maintain standard precautions and privacy during the physical assessment.
2. Describe initial assessment observations and their importance.
3. Explain proper use of stethoscope and blood pressure cuff.
4. Discuss accurate assessment of baseline vital signs, pain, height, and weight.
5. Identify abnormal vital signs and associated factors affecting vital signs.
6. Describe how to perform inspection, palpation, percussion, and auscultation.
7. Adapt the assessment of pain to different age groups.

Abdominal Assessment
1. Identify the anatomy and physiology of the abdominal organs.
2. Describe the characteristics of the most common abdominal chief complaints.
3. Discuss the system-specific history for the abdomen.
4. Identify and describe the normal and abnormal findings in the physical assessment of the abdomen.
5. Identify and describe common abnormalities found in the physical assessment of the abdomen and discuss the pathophysiology of these problems.
6. Describe and document the physical assessment for the abdomen.
7. Identify appropriate nursing actions based on assessment of the abdomen.
8. Describe changes in the physical assessment findings for different age groups.

UNIT II: Cardiovascular & Respiratory Assessments

Cardiovascular Assessment
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 the normal and abnormal findings in the physical assessment of the cardiovascular system.
5. Identify and describe common abnormalities found in the physical assessment of the cardiovascular system and discuss the pathophysiology of these problems.
7. Identify appropriate nursing actions based on assessment of the cardiovascular system.
8. Describe changes in the physical assessment findings for different age groups.

Respiratory Assessment
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 the normal and abnormal findings in the physical assessment of the respiratory system.
5. Identify and describe common abnormalities found in the physical assessment of the respiratory system and discuss the pathophysiology of these problems.
6. Describe and document a respiratory assessment.
7. Identify appropriate nursing actions based on assessment of the respiratory system.
8. Describe changes in the physical assessment findings for different age groups.

UNIT III: Neurological, Head, Neck, Eyes, and Ears Assessments

Neurological Assessment
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. Identify and describe the normal and abnormal findings in the physical assessment of the neurologic system.
5. Identify and describe common abnormalities found in the neurologic
assessment and discuss the pathophysiology of these problems.
7. Identify appropriate nursing actions based on assessment of the neurological system.
8. Describe changes in the physical assessment findings for different age groups.

**Head and Neck & Eyes and Ears (HEENT) Assessment**
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. Describe normal and abnormal findings in the physical assessment of the HEENT.
5. Identify and describe common abnormalities found in the physical assessment of the HEENT systems and discuss the pathophysiology of these problems.
6. Describe the use of the otoscope, ophthalmoscope, and tuning fork and document findings.
7. Describe normal and abnormal findings using the otoscope, ophthalmoscope, and tuning fork.
8. Describe and document the physical assessment of the HEENT.
9. Identify appropriate nursing actions based on assessment of the HEENT systems.
10. Describe the changes in the physical assessment findings for different age groups.

**UNIT IV: Musculoskeletal, Integumentary, Cultural, and Emergency Assessments**

**Musculoskeletal Assessment**
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 the normal and abnormal findings in the physical assessment of the musculoskeletal system.
5. Identify and describe common abnormalities found in the physical assessment of the musculoskeletal system and discuss the pathophysiology of these problems.
7. Identify appropriate nursing actions based on assessment of the musculoskeletal system.
8. Describe changes in the physical assessment findings for different age groups related to the musculoskeletal system.

**Integumentary Assessment**
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 the normal and abnormal findings in the physical assessment of the integumentary system.
6. 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. Describe and document an integumentary assessment.
8. Identify appropriate nursing actions based on assessment of the integumentary system.
9. Describe changes in the physical assessment findings for different age groups.

**Cultural Assessment**
1. Assess own values, beliefs, and implicit bias.
2. Prioritize language services for clients with limited English proficiency to receive care in their own language.
3. Identify social determinants of health and disparities in health care among vulnerable populations.
4. Discuss cultural competence and cultural humility in relation to the cultural assessment.
5. Discuss the rationale for a cultural assessment.
6. Perform a cultural assessment.

Emergency Assessment
1. Discuss the adaptations made to history gathering and assessment during emergent situations.
2. Describe how to triage clients in a multi-casualty event.
4. Identify appropriate nursing actions for life saving care in a multi-casualty event.

COURSE REQUIREMENTS

Grading Policy

EVALUATION and GRADING CRITERIA
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.

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 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).

BSN and RN-BSN GRADING SCALE:
90-100 = A
80-89 = B
75-79 = C
Less than 75 = F

Clinical will be graded as a Pass/Fail. You must pass both the class and clinical in order to pass this course.

<table>
<thead>
<tr>
<th>Didactic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>10% (x 2 = 5% each)</td>
</tr>
<tr>
<td>Capstone ePortfolio Project EPSLO #5 and #7</td>
<td>10%</td>
</tr>
<tr>
<td>Module Quizzes</td>
<td>40% (x 8 = 5% each)</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
Discussions
Discussions will be posted to the Brightspace Discussion Board. Specific instructions for discussions can be found on Brightspace. See the rubric provided on Brightspace 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. Please post your discussion promptly the week it is assigned so that your classmates have something to comment on in the discussion. The instructor will read and provide feedback and scoring for the discussion, but ordinarily will not participate (the emphasis is on student discussions). The due dates are indicated on the calendar. Five percentage points per day will be deducted for assignments submitted late. Late submissions will not be accepted after 5 days unless approved by instructor.

Capstone ePortfolio Project EPSLO #5 and #7
For successful completion of this program, students must meet End-of-Program Student Learning Outcomes (EPSLO). The student will work on this throughout the program. In the student’s last semester the student will submit an ePortfolio that provides evidence of this. For this class, the student will begin, continue, or finish working on the ePortfolio. Specifically, for this class, the student should submit the ePortfolio showing evidence of having met EPSLOs #5 and #7. Supporting evidence can come from any class taken in the RN-BSN program, not just this class. See Brightspace for information on the required platform for submission. Five percentage points per day will be deducted for assignments submitted late. Late submissions will not be accepted after 5 days unless approved by instructor.

Module Quizzes
All quizzes are timed. Therefore, extensive reading and studying should be completed before quiz time. Quizzes will be taken in Brightspace. Each student is expected to maintain academic honesty and integrity when taking quizzes/test. Students are responsible for notifying their instructors in advance, when possible, for excusable absences. If so directed by the instructor, the student must submit a written excuse from the professional healthcare provider. If the absence is not excused, the maximum grade is 75. To calculate the grade, the ratio/proportion method will be used (i.e., 90 on unexcused absence makeup exam would be 90/100 : x/75, where x= 67.5).

Exams
Exams will be composed of 50 questions (multiple formats) and possible additional pilot questions over specified material. All tests will be computerized and proctored using an online proctoring service which is free to students. See information below. The exam will be closed book and notes. Students will have 2 minutes per question (NCLEX allotment). Students will be able to review any incorrect questions and rationales at the conclusion of the test. At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in an approved university-sponsored event(s). However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. If so directed by the instructor, the student must submit a written excuse from the professional healthcare provider. If the absence is not excused, the maximum grade is 75. To calculate the grade, the ratio/proportion method will be used (i.e., 90 on unexcused absence makeup exam would be 90/100 : x/75, where x= 67.5). Make up exams may be alternate format and/or include a different number of items at the faculty discretion. Students are responsible for contacting faculty to schedule make up exams. Make up exams will be scheduled in accordance with faculty and student availability.

Test Proctoring through Honorlock
Your course exams will be given using the proctoring service Honorlock. The exam can be found in the module created for the exam, and it will also be accessible in Quizzes. You will not need to exit Brightspace for any reason during the exam. The proctoring service is built into Brightspace.

If you’d like to prepare ahead of time, please download Google Chrome and enable the Honorlock extension. You can find instructions for doing this here: https://app.honorlock.com/install/extension Please also ensure you have reliable internet connection (1.5 Mbps download, 750 Kbps upload, test it here: https://honorlocksupport.speedtestcustom.com/), a web cam, and some sort of microphone. The built-in mic and webcam on your laptop is sufficient. The student will need a quiet place to test.

Support for Honorlock is easily accessible at https://honorlock.com/support/ through Live Chat.

For a full list of FAQs visit https://honorlock.kb.help/honorlock-student-faq/

**Exam Remediation Policy**
Students that make less than 75 on any exam are required to make an appointment for exam remediation with their clinical instructor prior to the next exam.

**Classroom Attendance**
This class is entirely online. For each module, the student should dedicate at least two hours to reading the module content as if they were sitting in a face to face class.

**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. Students are expected to abide by the SFASU Student Code of Conduct (https://www.sfasu.edu/docs/policies/10.4.pdf). Please check Brightspace regularly for course updates. Students who do not log in to Brightspace regularly or 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**
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.
Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Artificial Intelligence**

Artificial intelligence (AI) programs, including but not limited to ChatGPT, may be employed to enhance learning experiences, research, or assignments, provided it aligns with the guidelines established by the institution. It's imperative to remember that AI should supplement and not substitute critical thinking. Use of AI or any automated tools is permissible only when explicitly authorized by the instructor for a specific assignment or task. Unauthorized use may result in penalties as outlined in The Code of Student Conduct and Academic Integrity.

**Evaluations**

At the end of the semester, please complete the Student Evaluation of Course, Course Instructors, and SFA Clinical Instructors. Please follow instructions from emails received regarding evaluations. Your feedback is very valuable to us and for quality improvement.

**Brightspace**

Students must have the required computer access and programs to support the on-line course through SFASU Brightspace.

Logging in: To access Brightspace, visit the following URL, and log in using your mySFA username and password

http://d2l.sfasu.edu

*What are the technical requirements to use the system?*

You can use any web browser you wish, but Google Chrome or Mozilla Firefox are recommended. Internet Explorer will no longer be supported.

*How do I get technical help?*

Help for students is available online through http://www.sfasu.edu/sfaonline/ just look for the tab called “Tech Support & Resources.” Students can also get help by phone by calling 468-1919 or by emailing d2l@sfasu.edu

**Withheld Grades Semester Grades Policy (5.5)**

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
coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities
To obtain disability related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact Disability Services, Human Services Building, Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, Disability Services 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/.

DeWitt School of Nursing Policies
To access the SON’s student policies, follow this link: http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
• Alcohol and Other Drug Education
  www.sfasu.edu/thehub
  936.468.4008
  thehub@sfasu.edu

Crisis Resources:
  • Burke 24-hour crisis line: 1.800.392.8343
  • National Suicide Crisis Prevention: 9-8-8
  • Suicide Prevention Lifeline: 1.800.273.TALK (8255)
  • Crisis Text Line: Text HELLO to 741-741

CLINICAL REQUIREMENTS
In order to pass the course, you must also pass clinically. Passing clinically means meeting clinical expectations, outcomes, hours, and points as outlined below. Students must also achieve accomplished in all categories on the Clinical Evaluation Rubric for courses that use this rubric to evaluate clinical performance.

Clinical Attendance
Attendance is mandatory for all clinical hours. Clinical hours are those hours spent with clients assessing, planning, implementing, and evaluating in the health-care setting and simulation lab, those in case studies, and all other assignments given clinical credit. Unexcused absence from clinical will result in a clinical demerit. Failure to call the clinical instructor prior to the start of clinical is considered an unexcused absence from clinical. All clinical absences must be made up. Course instructors reserve the right to give alternate clinical experiences to make up clinical hours. Failure to complete all clinical hours may result in clinical course failure.

Clinical Points & Hours
You must receive 75% or higher to pass clinically. Points will be deducted in full unless otherwise specified on grading rubric or in course syllabus.

<table>
<thead>
<tr>
<th>Clinical Experiences &amp; Assignments</th>
<th>Hours</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Clinical and Videos (Track on practice hours log)</td>
<td>27</td>
<td>Completion</td>
<td></td>
</tr>
<tr>
<td>Checkoffs #1 and #2 (Track on practice hours log)</td>
<td>6</td>
<td>Pass/Fail</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Shadow Health Concept Lab: Abdominal</td>
<td>0.5</td>
<td>100</td>
<td>3%</td>
</tr>
<tr>
<td>Shadow Health Concept Lab: Cardiovascular</td>
<td>0.5</td>
<td>100</td>
<td>3%</td>
</tr>
<tr>
<td>Shadow Health Concept Lab: Respiratory</td>
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<td>4%</td>
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<tr>
<td>Shadow Health Tina Jones: Abdominal</td>
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<tr>
<td>Shadow Health Tina Jones: Cardiovascular</td>
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<td>100</td>
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</tr>
<tr>
<td>Shadow Health Tina Jones: Respiratory</td>
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<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Shadow Health Tina Jones: Musculoskeletal</td>
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<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Shadow Health Tina Jones: Neurological</td>
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<td>100</td>
<td>10%</td>
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<tr>
<td>Shadow Health Tina Jones: HEENT</td>
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</tr>
<tr>
<td>Shadow Health Focused Exam: Chest Pain</td>
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<td>15%</td>
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<tr>
<td>Shadow Health Focused Exam: Abdominal Pain</td>
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<td>100</td>
<td>15%</td>
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<tr>
<td><strong>Total Hours/Points</strong></td>
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<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

See course calendar for specific dates of clinical rotations, simulations, and assignment due dates.
Clinical Expectations

Failure to meet any clinical expectation may result in a clinical demerit. More than two (2) clinical demerits in a clinical course will result in failing clinical.

- Follow all DeWitt School of Nursing policies.
- Provide care for clients in accordance with the DeWitt School of Nursing BSN Student Handbook, Texas Standards of Nursing Practice Act, the ANA Code of Ethics, and Student Handbook for Undergraduate Programs.
- Ensure safe nursing practice.
- Arrive on time for clinical experiences.
- Accurately report and/or document nursing interventions, patients’ symptoms, responses, and progress in an effort to maintain patient safety and welfare.
- Ensure accurate entries in records pertaining to the giving of medications, treatments, or nursing care.
- Follow the policy and procedure for wastage of medications at the facility in which you are receiving clinical instruction.
- Ensure that no medications or supplies are misappropriated during clinical experiences.
- Administer nursing care, medications, and treatments in a timely and safe manner.
- Perform nursing techniques or procedures only within expected competencies and scope of practice.
- Ensure that all nursing interventions and procedures are performed under the supervision of clinical faculty and/or licensed preceptors.
- Notify the primary nurse and the instructor in the event of an emergency or change in patient condition.
- Maintain patient confidentiality.
- Ensure that you follow the School of Nursing dress code at all times, including having all necessary supplies for clinical.
- Report off to appropriate personnel before leaving the unit and/or clinical area at any time.
- Receive satisfactory remarks from clinical sites. In the event of precepted clinical, receive 75% satisfactory on observed criteria on preceptor evaluations.
- Abstain from tobacco and alcohol use of any kind during clinical and/or in uniform.
- Abstain from gum chewing, eating, or drinking in client areas.
- Keep cell phones in bag and on silent. Cell phones are not permitted in the patient care area or in uniform pockets unless otherwise approved by clinical faculty under extenuating circumstances.
- Actively pursue skills, opportunities, and experiences at clinical sites.
- Demonstrate professional behavior at all times.
- Demonstrate continual development of critical thinking and clinical judgment, in-depth application of nursing process, and clinical expertise.
- Arrange conferences with the instructor to discuss progression, processes, and clinical experiences as needed.
- Use instructor feedback to improve performance throughout the semester.

Clinical Experiences and Assignments

Clinical experiences include performing assessments through practice on an adult friend or family member, through virtual simulation in Shadow Health, and submission of videoed checkoffs.
Weekly Clinical and Videos
Students should watch and take notes on all videos. Students should gather required equipment such as the stethoscope and check list prior to practice. Students will keep a log of weekly practice hours. See hours requirement above. The clinical hours practice log will be submitted at the end of the semester. See calendar for due date.

Skills Assessment (Checkoffs #1 and #2)
The student will participate in both formative and summative skills assessments as a part of this course. Students are required to demonstrate competency in all designated skills prior to course completion. Students will be given a chance to demonstrate competency in formative skills during the beginning or middle of the semester. On the first unsuccessful attempt, students will be counseled and given another attempt. On the second attempt, students will again be counseled and given a third attempt. Failure to successfully perform the skill on the third formative attempt will result in a clinical demerit. The clinical instructor and student will then formulate an action plan to prepare for a summative check-off of the skill prior to course completion.

Summative skills will be assessed toward the end of the semester. On the first failed attempt of a summative assessment the student will be counseled and given another attempt. On the second unsuccessful attempt, students will again be counseled and given a third attempt. In the event that the student is unsuccessful on the third attempt of a summative course assessment, the student will fail clinically. The skills assessments for this course are as follows:

Formative: Videoed Abdominal, Respiratory, & Cardiovascular Assessment Check-Off #1
Summative: Videoed Head to Toe Assessment Check-Off #2

Students will video themselves performing the checkoff following the guidelines posted in Brightspace. Students will submit their video through a YouTube video link. Instructions can be found in Brightspace. If submitted late, the first attempt is void, and the student will proceed to the second attempt. Students will keep a log of checkoff practice hours. The clinical hours practice log will be submitted at the end of the semester. The due dates are outlined on the course calendar.

Shadow Health Virtual Simulations
Students will be required to complete virtual simulations in Shadow Health Health Assessment Digital Clinical Experiences. Join with the course ID as listed at the beginning of the syllabus. 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. As for calculating the Shadow Health Tina Jones and Focused Exams in the clinical grade, the percentage score generated by the program (DCE Score) will be entered into the gradebook. Concept Labs do not generate a DCE score; therefore, the SPI score will be used. The student may resubmit the assignment as many times before the due date as desired and the highest attempt will be entered into the gradebook. The due dates are outlined on the course calendar. If submitted late, the highest grade possible will be 75%, and grades will be figured based on ratio/proportion. For example, if a student scores an 80%, but it is submitted late, the grade entered in the gradebook will be a 60%. It is the student’s responsibility to ensure the status of the assignment shows complete/submitted in Shadow Health.

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)

Technical requirements
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](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.

Dress Code
Students should be dressed professionally and wear scrubs in their videos.

Late Submission of Clinical Assignments
Points may be deducted for clinical assignments submitted late per specific rubric guidelines. For assignments not graded on a rubric, see specific assignment guidelines in the course syllabus. Students are expected to complete all clinical hours. See Clinical Attendance section for additional details.

Clinical Evaluation Tool
Expected behaviors are based on professional standards. These behaviors are detailed on the Nursing 4237 Clinical Evaluation Tool below. Students must meet all clinical outcomes to pass clinical.
### Clinical Evaluation Tool

**NURS 4237: 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 weekly.

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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</tbody>
</table>

**Instructor Signature**  
__________________________

**Student Signature:**  
__________________________

**Date:** ________________

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**Final Instructor Comments**

**Final Student Comments**
### Clinical Outcomes

**The student will:**

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

<table>
<thead>
<tr>
<th><strong>B. PROVIDER OF PATIENT-CENTERED CARE</strong></th>
<th><strong>D. MEMBER OF THE HEALTH CARE TEAM</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relate applicable knowledge, concepts, and theories to clinical practice.</td>
<td>IIA</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>
</tr>
<tr>
<td>4. Communicate therapeutically maintaining professional boundaries</td>
<td>IIE</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>
</tr>
<tr>
<td>6. Demonstrate application of findings as basis for decision-making.</td>
<td>IIA</td>
</tr>
<tr>
<td>7. Utilize nursing process in provision of care to clients.</td>
<td>IIE</td>
</tr>
</tbody>
</table>
You should log all practice hours. Refer to the clinical section of the syllabus for what to include, but be more specific. Examples of hours to log would be practicing focused abdominal assessment and watching YouTube videos for reference for your videoed assessments, etc. See calendar for due date. See syllabus for required number of hours. If more hours were spent on activities than stated in the syllabus, please log the actual amount of hours spent. Add rows as needed.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Time</th>
<th>Total Hours</th>
<th>Comments</th>
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</table>

Total
## Guidelines for Grading Discussion Board Postings

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary (20 points)</th>
<th>Proficient (17 points)</th>
<th>Needs Improvement (12 points)</th>
<th>Not Evident (0 point)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Post and Succinctness</strong></td>
<td>High level commentary with evidence of critical thinking and analysis expected of a college student. Provides real world examples, personal experiences, and contributes to a rich discussion. 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>Moderate level commentary with evidence of critical thinking. Provides vague, nonspecific answers without giving real world examples or personal experiences. Main point clear with logical progression of thought. Contains unnecessary sentences.</td>
<td>Low level commentary with minimal evidence of critical thinking. Main point unclear, lacks logical progression of thought, but is not rambling. Contains many unnecessary sentences.</td>
<td>Does not display critical thinking. Rambling, main point unclear, contains extraneous information.</td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>Posted by the due date and time for initial post as noted in the course calendar.</td>
<td></td>
<td></td>
<td>Posted after due date and time for initial post as noted in the course calendar but before the discussion board closed. (Five additional percentage points per day will be deducted for assignments submitted late. Late assignments will not be accepted after 5 days unless approved by instructor.)</td>
</tr>
<tr>
<td><strong>Proofreading and Grammar in Post and Response</strong></td>
<td>No grammatical or spelling errors.</td>
<td>Minor grammatical and spelling errors (one to two).</td>
<td>Few grammatical and spelling errors (three to four).</td>
<td>Significant grammatical and spellings errors (five or more).</td>
</tr>
<tr>
<td><strong>APA References and In-Text Citations</strong></td>
<td>Reference list and citations use correct APA format.</td>
<td>Reference list and citations had few errors (one to two) in APA format.</td>
<td>Reference list and citations had some errors (three to four) in APA format.</td>
<td>Did not include references and/or citations, reference list or citations had extensive errors in APA format (five or more), used non-credible resources.</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 cited source using correct APA format and credible reference(s).</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 cited source but incorrectly used APA format.</td>
<td>Responded thoughtfully at a level expected by a college student but did not give rationale for opinion and did not include citation and/or used non-credible references.</td>
<td>Did not respond or did not demonstrate insight or critical review of posting and/or meaningless response and/or gave an unprofessional response.</td>
</tr>
<tr>
<td><strong>Overall Score</strong></td>
<td>Exemplary (100 points minimum)</td>
<td>Proficient (85 points minimum)</td>
<td>Needs Improvement (60 points minimum)</td>
<td>Not Evident (0 points minimum)</td>
</tr>
</tbody>
</table>
## Capstone ePortfolio EPSLO #5 and #7 Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Not Evident</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EPSLO Mastery</strong></td>
<td>40 points</td>
<td>34 points</td>
<td>24 points</td>
<td>0 points</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Student provides clear explanation and supporting documentation for the assigned EPSLOs</td>
<td>Student provides supporting documentation for the assigned EPSLOs but does not include an explanation</td>
<td>Student provides supporting documentation for one but not all EPSLOs</td>
<td>Student does not provide supporting documentation for the assigned EPSLOs</td>
<td></td>
</tr>
<tr>
<td><strong>Proofreading and Grammar</strong></td>
<td>20 points</td>
<td>17 points</td>
<td>12 points</td>
<td>0 points</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Proofread and does not contain errors in spelling or grammar. OR Uses appropriate conversational language and does not contain errors in grammar.</td>
<td>One to two errors in grammar and spelling. OR A few errors (one to four) in grammar.</td>
<td>Three to four errors in grammar and spelling. OR Significant errors (five or more) in grammar.</td>
<td>Significant errors (more than five) in grammar and spelling. OR Unprofessional conversation.</td>
<td></td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>5 points</td>
<td>4 points</td>
<td>3 points</td>
<td>0 points</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Professional, clear, no errors, all links are functional, and content is organized.</td>
<td>One to two errors in format/links not functional</td>
<td>Three or more errors/links not functional</td>
<td>Missing requirements. Unprofessional, unclear, significant errors, links are not functional, content is unorganized</td>
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<tr>
<td><strong>Total</strong></td>
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<td>65</td>
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</tbody>
</table>

**Late Work:** Five percentage points per day will be deducted for assignments submitted late. Late assignments will not be accepted after 5 days unless approved by instructor.
Calendar  
NURS 4237  
Spring 2024

All assignments are due the last day of the assigned week by 2355 CST unless stated otherwise.

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Course Assignment(s) Due</th>
<th>Clinical Assignment(s) Due</th>
<th>Required Reading</th>
</tr>
</thead>
</table>
| March 18-24| Getting Started  | • Assessment Discussion Board due by Saturday, March 23rd at 2355  
• Respond to one classmate by Sunday, March 24th at 2355 | • Shadow Health Digital Clinical Experience Orientation  
• Shadow Health Communication and Documentation Tutorials | Module content |
| March 25-27| 1                | • Practice Analyzing Concerns and add to Clinical Hours Practice Log                    |                                                                                          | Module content 1.2 and 2.1-2.12 |
| (No school)| 2                | • Vital Signs and General Assessment Quiz due Tuesday, April 2nd at 2355               | • Practice Vital Signs and add to Clinical Hours Practice Log                             | Module content 1.1, 1.3, and 3.1-3.7 |
| March 28-31| 3                | • Abdominal Quiz due Tuesday, April 2nd at 2355                                      | • Shadow Health Abdominal Concept Lab, due Tuesday, April 2nd at 2355  
• Shadow Health Tina Jones DCE Abdominal, due Tuesday, April 2nd at 2355  
• Practice Focused Abdominal Assessment and add to Clinical Hours Practice Log | Module content 12.1-12.7 |
| April 1-7  | 4                | • Respiratory Quiz                                                                      | • Shadow Health Respiratory Concept Lab  
• Shadow Health Tina Jones DCE Respiratory  
• Practice Focused Respiratory Assessment and add to Clinical Hours Practice Log | Module content 10.1-10.7 |
|            | 5                | • Cardiovascular Quiz                                                                   | • Shadow Health Cardiovascular Concept Lab  
• Shadow Health Tina Jones DCE Cardiovascular (Interview Guide turned off)  
• Practice Focused Cardiovascular Assessment and add to Clinical Hours Practice Log | Module content 9.1-9.7 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Events</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 8-14</td>
<td>Midterm</td>
<td>• Midterm Exam - Thurs, April 11&lt;sup&gt;th&lt;/sup&gt; 0800-2355</td>
<td>• Shadow Health Focused Exam</td>
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<td>• Videoed Abdominal, Respiratory, &amp; Cardiovascular Assessment Check-Off</td>
<td>Chest Pain</td>
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<td>• Add checkoff practice to Clinical Hours Practice Log</td>
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<td>No reading</td>
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<tr>
<td>April 15-21</td>
<td></td>
<td>• Neurological Quiz</td>
<td>• Shadow Health Tina Jones DCE</td>
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<tr>
<td>6</td>
<td></td>
<td>• Neurological Quiz</td>
<td>Neurological Practice</td>
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<td>• Practice Focused Neurological Assessment and add to Clinical Hours</td>
<td>Practice Log</td>
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<td>Module content 6.1-6.13</td>
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<tr>
<td>April 22-28</td>
<td></td>
<td>• Musculoskeletal Quiz</td>
<td>• Shadow Health Tina Jones DCE</td>
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<td>7</td>
<td></td>
<td>• Musculoskeletal Quiz</td>
<td>Musculoskeletal Practice</td>
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<td>• Integumentary Quiz</td>
<td>Practice Log</td>
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<td></td>
<td>• Practice Focused Musculoskeletal and Integumentary Assessment and</td>
<td>Module content 13.1-13.7</td>
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<td>add to Clinical Hours Practice Log</td>
<td>14.1-14.7</td>
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<td>Module content 13.1-13.7</td>
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<tr>
<td>April 29-May 5</td>
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<td>• HEENT Quiz</td>
<td>• Shadow Health Tina Jones DCE</td>
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<td>8</td>
<td></td>
<td>• HEENT Quiz</td>
<td>HEENT Practice</td>
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<td>• Practice Focused HEENT Assessment and add to Clinical Hours Practice Log</td>
<td>Module content 7.1-7.8</td>
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<td>Module content 7.1-7.8</td>
<td>8.1-8.7</td>
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<tr>
<td>April 29-May 5</td>
<td></td>
<td>• Capstone ePortfolio EPSLO #5 and #7</td>
<td>• Shadow Health Focused Exam</td>
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<tr>
<td>9</td>
<td></td>
<td>• Post Assessment Discussion Board due by Saturday, May 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Abdominal Pain</td>
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<td>• Respond to one classmate by Sunday, May 5&lt;sup&gt;th&lt;/sup&gt; at 2355</td>
<td>Videoed Head to Toe Assessment</td>
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<td>Checkoff</td>
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<td>Add checkoff practice to Clinical</td>
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<td>Hours Practice Log</td>
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<td>Submit Clinical Hours Practice</td>
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<td>Module content</td>
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<tr>
<td>May 6-10</td>
<td>Final</td>
<td>• Final Exam - Thurs, May 9&lt;sup&gt;th&lt;/sup&gt; 0800-2355</td>
<td>• Sign and return Summative</td>
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<td>• Course Evaluations</td>
<td>Clinical Evaluations once</td>
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<td>received from instructor</td>
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<td>No reading</td>
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<tr>
<td>May 11</td>
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<td>Graduation!</td>
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</table>