

**THE UNIVERSITY OF TEXAS AT TYLER
College of Nursing**

**NURS 3312
Health Assessment for Registered Nurses
Spring 2009**

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The content of this syllabus is subject to change at the discretion of the faculty according to current learning needs.

MASTER SCHEDULE

Dates & Modules	Content & Readings from Textbook	Assignments & Due Dates	Quizzes
1/14/09 Wk 1	Critical Thinking, Developmental Tasks & Health Promotion, Cultural Competency, Mental Status & Domestic Violence-Chapters 1-3 & 6-7	If unfamiliar with BB, complete Tutorial; Introduce yourself to your classmates on the Discussion Board Questions (DBQ) #1 Due 1/20/09 at 5 pm	Module 1 Quiz Available until 5 pm on 1/20/09
1/21/09 Wk 2	Interview & Health History- Chapters 4 & 5	Find client for Assignments; Begin DBQ #2	Module 2 Quiz Available until 5 pm on 1/27/08
2/27/09	Census date (12th class day)	Deadline for all registration & class changes	
1/28/09 Wk 3	Assessment Techniques, General Survey, Measurement, VS, Pain & Nutritional Assessment -Chapters 8-11	DBQ #2 on Culture due by 5 am today; Submit Approval Form for Client Selection by 5 pm today	Module 3 Quiz Available until 5 pm on 2/3/09
2/4/09 Wk 4	Thorax and Lungs- Chapter 18	Scholarly responses to DBQ #2 due 5 pm today; Make arrangements to complete health history	Module 4 Quiz Available until 5 pm on 2/10/09
02/11/09 Wk 5	End of Life & Spiritual Assessment- Lecture notes	Health History due! at 5 pm today Begin DBQ #3	Module 5 Quiz Available until 5 pm on 2/17/09
2/18/09 Wk 6	Heart, Neck Vessels, Peripheral Vascular & Lymphatic Systems- Chapters 19 & 20	DBQ #3 on End of Life due 5 pm today	Module 6 Quiz Available until 5 pm on 2/24/09
2/25/09 Wk 7	Abdomen & Musculoskeletal System- Chapters 21 & 22	Scholarly responses to DBQ #3 due 5 pm today	Module 7 Quiz Available until 5 pm on 3/3/09
3/4/09 Wk 8	Eyes, Ears, Nose, Mouth, & Throat Chapters 14, 15, & 16	Submit Approval Form if new client selected for Head to Toe by 5 pm today	Module 8 Quiz Available until 5 pm on 3/10/09
Spring Break		March 9 to March 13	Relax and Be Safe
03/18/09 Wk 9	Neurological System-Chapter 23		Module 9 Quiz Available until 5 pm on 3/24/09
3/24/09	LAST DAY TO DROP WITH A "W"	recorded on your transcript	
03/25/09 Wk 10	Skin, Hair, Nails, Head, Face, Neck & Regional Lymphatics-Chapters 12 & 13	Head to toe physical assessment forms due by 5 pm today	Module 10 Quiz Available until 5 pm on 3/31/09
4/1/09 Wk 11	Male Genitourinary System & Anus, Rectum, Prostate-Chapters 24, & 25	Submit Approval Form if new client selected for Case Study by 5 pm today	Module 11 Quiz Available until 5 pm on 4/7/09
04/8/09 Wk 12	Breasts & Regional Lymphatics, Female Genitourinary System & Pregnancy - Chapters 17, 26, & 29	Work on PowerPoint Case Study Presentation	Module 12 Quiz Available until 5 pm on 4/14/09
04/15/09 Wk 13	Integration of Health Assessment - Chapters 27,28, & 30	Case Study Presentation due by 5 pm today	Module 13 Quiz Available until 5 pm on 14/21/09
04/22/09 Wk 14	Assessment of Children Lecture notes	Critique 2 student presentations due by 5 pm today	Module 14 Quiz Available until 5 pm 4/28/09
04/29/09 Wk 15	Complete Online Evaluations	Faculty and Course	

TITLE OF COURSE

NURS 3312: Physical Assessment for Registered Nurses (web-based)

SEMESTER HOURS

Theory/Laboratory 3 semester hours

PREREQUISITES

Registered Nurse, Admission to the RN-BSN or RN-MSN Program

COURSE DESCRIPTION

Concepts related to health assessment of patients are presented. Emphasis is on augmentation of nursing skills to perform a comprehensive health assessment of the patient across the life span, including a health history and a physical examination. Levels of physical, cognitive and social functioning are analyzed and interpreted. Students practice health assessment skills in a laboratory setting.

COURSE OBJECTIVES

Upon successful completion of the course, the student will:

1. Utilize assessment skills, findings, and diagnostic reasoning to identify actual and potential problems for the patient.
2. Integrate knowledge from physical and behavioral sciences, current literature findings, and use critical thinking when assessing patients.
3. Perform a comprehensive health exam by means of interviewing and physical assessment exam at a screening level.
4. Incorporate the concept of caring in developing nurse-patient relationships.
5. Demonstrate professional values according to moral, ethical, and legal principles during health assessment of the patient.
6. Demonstrate sensitivity for patient education, socio-cultural differences, patient comfort, and privacy in interactions with patients.

Approved by Academic Affairs 10/99

REQUIRED TEXTBOOKS AND RESOURCES

1. Jarvis, C. (2008). *Physical assessment and health assessment*, (5th ed.). St. Louis: Elsevier Inc
ISBN: 9781416032434

Textbook includes an online video series password for access on the Internet.

2. Syllabus: NURS 3312: Spring 2009 – Health Assessment for Registered Nurses (Available under Course Documents at: <http://www.blackboard.uttyler.edu><http://www.uttyler.blackboard.com/>).
3. College of Nursing and Health Sciences. (2003). *BSN- RN guide for nursing students*. Tyler: The University of Texas at Tyler (Available under Course Documents at: <http://www.blackboard.uttyler.edu>)

OPTIONAL RESOURCES

Health Assessment Made Incredibly Visual! ISBN-10: 1-58255-985-6 <http://www.lww.com/product/?978-1-58255-985-8>

UNIVERSITY POLICIES

<http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>

1. Grade Replacement/Forgiveness

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

2. State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date).

Exceptions to the 6-drop rule include, but are not limited to, the following: totally withdrawing from the university; being administratively dropped from a course; dropping a course for a personal emergency; dropping a course for documented change of work schedule; or dropping a course for active duty service with the U.S. armed forces or Texas National Guard.

Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

3. Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

4. Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

5. Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

6. Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

COURSE GRADING POLICY

Completion of NURS 3312 is based on the satisfactory attainment of all course criteria. Any student failing to meet the course objectives and expectations must repeat the course and may not progress to the next level.

1. Students must have a grade average of 75 or higher in order to pass the course. An average of 74.5-74.9 will not be rounded to a 75.

2. Assignments	<u>Percent of Grade</u>
Case Presentation	25%
PowerPoint presentation with 2 responses	
Skills Practicum Assignments	25%
Health History (15%)	
Head to Toe Physical Assessment (pass/fail)	
Documentation of Head to Toe Physical Assessment (10%)	
Discussion Board Assignments	22%
DB #1 assignment is not graded	
DB #2 and #3 questions-each worth 11%	
Quizzes	<u>28%</u>
14 Quizzes (2% each)	
	100%

3. Letter grades will be assigned according to the following scale:

A	90 -100
B	80 - 89
C	75 - 79
D	60 - 74
F	Below 60

Approved Faculty Organization: Fall 1999, Implemented Spring 2000

4. Paper/Assignment Re-grading Policy: Student assignments will not be re-graded. At the instructor's discretion, a draft may be written for review.

ACADEMIC INTEGRITY

1. Students are expected to assume full responsibility for the content and integrity of all academic work submitted as homework and examinations.
2. Students are advised to review the UTT Academic Dishonesty Policy and Academic Integrity Policy in the current College of Nursing Student Handbook and Academic Integrity Policy for UTT students in the Student Guide. These policies are fully endorsed and enforced by the entire faculty in the College of Nursing.
3. Plagiarism, cheating, and collusion are unacceptable and if found violating any of these standards the student will be disciplined accordingly.
4. The College of Nursing reserves the right to dismiss students from the program for any infraction of a legal, moral, social, or safety nature, pursuant to the procedures detailed in the Regent's Rules.

Link to: A Student Guide to Conduct and Discipline/Academic Dishonesty
www.uttyler.edu/mainsite/conduct.html

Student Dress Code for the University of Texas, College of Nursing

1. General

It is the philosophy of the College of Nursing that the student has a responsibility to be neatly groomed and modestly dressed. Appearances should promote good health, safety and general well-being of the student. Clothing should avoid brevity and/or design that are offensive to the dignity and rights of others. School officials have the right and responsibility to counsel with the student or take any other corrective action. Types of clothing (other than those specified in this document) may be worn at the direction of the nursing instructor for special events.

2. Professional Presentations, Ceremonies/ Graduation

Business or dressy day social: suit, dress, dressy separates, jacket, ties, and nice fabrics. Dress shoes. Avoid denim, jeans, t-shirt or other casual clothes. For workshops/seminars attended by students, business attire will be worn.

3. Items to be avoided in all School-related Functions (including but not limited to)

Overly frayed, worn or soiled garments. Costume look, transparent blouses, bare midriff shirts, tank tops, spaghetti straps, muscle shirts, overtly sexual, gang colors or logos, facial or body piercing, obscene slogans or pictures, bedroom wear, short-shorts, short skirts, or clothing that may be offensive to others.

4. Laboratory experience

If visiting the clinical areas as part of their course requirements, students should wear lab coat with nametag and UTT school patch with every day business wear. The following items will be avoided in the clinical areas: jeans, shorts, sandals, jogging/athletic suits, t-shirts, ball-caps etc. Students are to remember that whenever they are visiting a clinical agency or any clinical site, they represent UT Tyler and the College of Nursing and are expected to be professional in appearance and behavior at all times.

GENERAL COURSE INFORMATION

- A. All submitted written materials (papers and assignments) are the property of the College of Nursing. They are maintained in an archived file at the College of Nursing until graduation.
- B. Participation in Blackboard is required. For students who do not have Internet access at home, access is available at The University of Texas at Tyler College of Nursing Computer Lab, the University Center in Longview and on the Palestine campus. There are also computers available in other lab sites on the main campus.
- C. Students are expected to read assigned content and complete each course assignment including quizzes as outlined in the **Master Schedule in the syllabus**.
- D. Students are responsible for all announcements made on the Blackboard site.
- E. Students who require Blackboard assistance should contact the Blackboard Administrator at (903) 566-7357 or E-mail address: bbadmin@uttyler.edu, or Office in BUS 101 on the Tyler campus at The University of Texas at Tyler.
- F. The BSN Nursing Student Guide is available on the CON website at <http://www.uttyler.edu/nursing/>. The student must sign the statement indicating they have read the guide. Return the signed Student Guide Affirmation Form to the course coordinator via mail for placement in the student file.
- G. All nursing students are required to use their student email accounts for all correspondence. **Students are expected to check their university email at least every 3 working days.** Since this is an online course much of the communication from faculty will be through Blackboard and email.

DIDACTIC COMPONENT

1. Each module contains objectives, reading assignments, PowerPoint lectures, and laboratory assignments
2. Some modules contain optional activities such as an open book quiz or crossword puzzle for student review of content, web sites for further information and performance checklists to assist in planning and completing specific health assessments.

DIDACTIC COMPONENT: MODULE QUIZZES

- A. There are 14 quizzes to be taken on Blackboard. Quizzes for each respective module will be posted at the beginning of the course so you can move ahead as quickly as you desire. However each quiz will be closed on the date and time assigned in the Master Schedule. (Tuesday at **5 pm** following the presentation of the module)

- B. All of the quizzes consist of 20 questions. You have a maximum of 40 minutes in which to complete each of quiz. When you are ready to take a quiz, you will need to find a quiet place with reliable Internet access where you will not be interrupted for 40 minutes. You are to take the quiz alone without the use of books, notes, or other reference material. There is not enough time to use outside resources so be sure that you are academically prepared when you take each quiz. Only one question will appear at a time and you are not allowed to review questions already answered. **Should you exceed the time limit, you will loose one (1) point for each additional minute that exceeds the 40 minutes.**
- C. Should you have a reason to miss the quiz or should you experience technological difficulties while taking the quiz, it is your responsibility to contact the instructors no later then 12 noon on the following Wednesday (The day after the quiz goes down). Should you be allowed to make-up the quiz, you will be given a password. If you are locked out while the quiz is open, please notify us immediately so we can unlock it. We will be checking the quizzes for this problem as well.

DIDACTIC COMPONENT: DISCUSSION QUESTIONS

- A. The purpose of Discussion Questions is to demonstrate the student's ability to synthesize, critically analyze and apply key concepts of the topic from the readings and lecture material.
- B. Instructions on how to post a response (called a thread) to the Discussion Question are located under the Student FAQ section of Blackboard.
- C. Students are expected to monitor discussions during the selected weeks. Faculty grading will be based upon quality of discussion, substance, relevance, logic and support of argument and show evidence of synthesis of assigned readings, and classroom lectures/discussion.
- D. You are expected to post your thread by 9 am on Wednesday the Discussion Questions are assigned. You will read the threads posted by your fellow students and then respond to at least two of them by 9 am on the following Wednesday.
- E. Students are reminded that professionalism is reflected in the quality of their writing so be cognizant of grammar and spelling.
- F. There are 3 Discussion Board Questions (DBQ) to be completed.

1. DBQ # 1 Introduce yourself to your classmate (this is not graded):

- where you grew up
- where you live now,
- if employed, where and doing what,
- something about your family, hobbies etc.
- why you wanted to become a nurse,
- what concerns you about this course,
- what other courses have you already taken,
- when you plan on graduating,
- what are your goals after graduation

2. DBQ #2 Cultural Assessment: you will be assigned to a specific culture to explore. Address only of the topics listed below:

- Demographic trends
- Education and employment
- Health beliefs and practices
- Family relationships
- Dietary practices
- Religion
- Rituals

Do not use Wikipedia; recommend use of textbook, UTT library and Web Sites of Interest Resources should not be more than 5 years old unless of historical significance

Other resources:

<https://www.cia.gov/library/publications/the-world-factbook>. (CIA publication)

<http://www.who.int/en/> (World Health Organization)

<http://www.tcns.org/> (Transcultural Nursing Society)
http://www.ggalanti.com/case_studies/cases_by_topic.html
<http://erc.msh.org/mainpage> (click on cultural groups)
<http://americanindianhealth.nlm.nih.gov/>
<http://www.raceandhealth.hhs.gov>
<http://www.ihs.gov> (Indian Health Service)

3. DBQ #3 Assessment of the Dying Client:

Caring for the dying is one of the most complex and yet challenging responsibilities for nurses. To help you think about using your assessment skills during this difficult time, you will need to address specific topics:

- Identify an age group, i.e. infant, child, adolescent young adult, middle age, or elderly, and describe how a person's developmental stage and spirituality would affect your nursing care as death approaches.
- Address the family's potential need for support and how you would provide that support.
- Discuss the need for learning about a patient's advance directive, living will, and/or durable power of attorney.
- What does your state Board of Nursing say about nursing's responsibility regarding the pronouncement of death.

Do not use Wikipedia; recommend use of textbook, UTT library and Web Sites of Interest Resources should not be more than 5 years old unless of historical significance.

G. Please note the following grading criteria.

Grading Criteria	Points	Scoring
Frequency of Contributions	2	2 x _ =
Timeliness	1	1 x _ =
Quality of Discussion	10	10 x _ =
Scholarly Work	3	3 x _ =
Collegiality	1	1 x _ =
Professionalism	3	3 x _ =
Total Score	20 pts	

Grading Criteria for Discussion Board

Dimension	Quality			
	5- Outstanding	4- Satisfactory	2-Marginal	0-Unsatisfactory
Frequency of Contributions (2 points)	More than two responses to other students' postings.	Two responses to others' postings.	Less than two responses to others' postings.	No responses to others' postings.
Timeliness/Punctuality (1 point)	Posts initial response within 3 days of discussion topic introduction. Responds to at least 2 other students within 3 days of the other students' postings.	Posts initial response within 5 days of discussion topic introduction. Responds to 2 other students within 3 days of other students' postings.	Posts initial response within 7 days, does not respond to 2 other student postings within 5 days of the other students' postings.	Posts are made at the last minute leaving no time for others to respond.
Quality of Discussion (10 points)	Provides specific details with clearly described concrete examples from clinical experience and nursing literature to support topic. Focuses on topic, is purposeful and reflects insight. Organized with logical progression of ideas	Provides some evidence relevant to the topic but support is not well developed. Focused with few loosely related ideas. Occasional lack of organization	Cites only examples from personal experiences. Provides little evidence from resources. Does not add substantively to the discussion. Focus is disjointed with extraneous or loosely related ideas.	Discussion amounts to social conversation with little development of supporting ideas. Lacks organization, completeness Incoherent
Scholarly Work (3 points)	Uses required number and appropriate references with correct APA format	Uses required number but not appropriate reference(s) with one or two APA errors	Uses less than required number and not appropriate reference(s) with three to five APA errors	Uses less than required or no references and numerous APA errors
Collegiality in responses (1 point)	Displays sensitivity and respect for other's opinions. Uses language that is kind and encouraging to classmates. Shows evidence of accepting diverse points of view. Always exhibits positive, supportive attitude toward peers.	Generally displays sensitivity and respect for classmate's opinions and posting. Generally exhibits positive, supportive attitude toward peers.	Lack of encouraging statements to others. Language could be misinterpreted. Sometimes exhibits positive, supportive attitude toward peers.	Makes insensitive or inflammatory statements. Non-participatory, disruptive, or rude.
Professionalism/spelling & grammar (3 points)	No errors in grammar or spelling	There are one or two grammar or spelling errors	There are three to five grammar or spelling errors	There are numerous mistakes in grammar or spelling

LABORATORY COMPONENT: A SELF-LEARNING PRACTICE LABORATORY

- A. There are three assignments to be completed:
 1. Health History
 2. Head to Toe Physical Assessment with documentation
 3. Case Study PowerPoint Presentation
- B. In order to complete these assignments, a client must be selected (volunteer). The same client can be used for each of these assignments (recommended) or you can use a different client for each assignment.
- C. Requirements for selection of client(s)
 1. The volunteer must have at least one acute or chronic condition/disease. Examples: Diabetes Mellitus Type I or II, COPD, Asthma, Hypertension,
 2. There must be a specific medical diagnosis identified. Signs and/or symptoms must be evident so that an assessment of the client's condition/disease can be made. Problems such as colds, cramps, sinus congestion etc. are not going to give enough data to complete the assignments.
 3. It is recommended that a family member or friend, not a hospitalized patient, be requested to volunteer.
 4. To ensure appropriate selection of the client, written approval by faculty must be obtained three weeks prior to the due date of the assignment.
 5. Approval Form for Client Selection is found under Course Documents
 6. If you have any problems obtaining a client, please notify your instructor before the third week of class.
- D. Specific instructions and required forms for each assignment are found under Cours Documents.
- E. There are instructions and examples included under the Case Study Presentation assignmen if you have never created a PowerPoint. Many students find asking each other is also helpful. The instructors are always available as well.

LABORATORY ASSIGNMENT: HEALTH HISTORY

- A. See Course Documents
 1. Example of a Health History
 2. Approval Form for Client Selection
 3. Health History Form to be completed
 4. Grading Criteria (see sure to use as a guide for successful completion of assignment.
- B. Remember to submit the Approval Form for Client Selection under Links for Assignments
- C. Attach Completed Health History to the Link found under Links for Assignments

LABORATORY ASSIGNMENT: HEAD TO TOE PHYSICAL ASSESSMENT

- A. The student will obtain an Evaluator that is a registered nurse volunteer who holds a BSN, MSN or PhD in Nursing and a current RN license to be his/her Evaluator.
- B. The Evaluator will sign the "Evaluator" Contract information provided by the student.
- C. The student will provide the "Head-to-Toe Physical Assessment Grading Criteria Form" to the Evaluator to complete while the assessment is performed. A large stamped envelope with the faculty member's name and address or the College of Nursing's fax number (903-565-8555) must be provided so that the Evaluator can send all of the required documents to the College of Nursing.
- D. The Evaluator will observe and record the student's ability to complete a correct head-to-toe physical assessment on the volunteer client/participant. The student must perform all aspects of the head-to-toe physical exam except the breast, genital and rectal areas.
- E. The Evaluator may also evaluate the written documentation for completeness but the faculty will grade the written documentation of the physical assessment.
- F. A total of 30 minutes is allotted for completion of the physical assessment and written documentation.
- G. The Evaluator will fax/mail the completed forms your instructor
- H. The student may request a response from the Evaluator but he/she is not obligated to show their evaluation. This is the responsibility of the assigned instructor.
- I. If you have any questions, please call your assigned instructor.
- J. See Course Documents for specific forms.

1. Two Grading Criteria Forms
 - a. Head to Toe Assessment
 - b. Documentation
 2. Evaluator Contract
- K. Remember to submit the Approval Form for Client Selection if using a new client.

LABORATORY ASSIGNMENT: CASE STUDY POWERPOINT PRESENTATION

- A. See Course Documents for specific forms
 1. Case Study Instructions and Grading Criteria
 2. PowerPoint Instructions and Format
- B. There are several helpful resources for developing a PowerPoint presentation
- C. Remember to submit the Approval Form for Client Selection if using a new client

LABORATORY EQUIPMENT CHECKOUT

Students may use the skills lab on any UTT campus (Tyler, Palestine, or Longview). Call Mrs. Deardorff at 903-566-7029 to set up an appointment. Instructors are available to assist you as needed. Any assessment equipment checked out from the university must be returned by the last day of class. Failure to return equipment will result in failure of the course.

ONLINE MODULES 1 THROUGH 14

MODULE 1

Critical Thinking, Developmental Tasks, Cultural Competence, Mental Status, and Domestic Violence

At the completion of these chapters, the student will be able to:

Chapter 1: Critical Thinking in Health Assessment

1. Discuss the role of assessment as the starting point of all models of clinical reasoning.
2. Describe the use of diagnostic reasoning in clinical judgment.
3. Discuss the use of the nursing process in clinical judgment.
4. Differentiate between novice, proficient, and expert practitioner.
5. Describe the use of critical thinking in diagnostic reasoning and clinical judgment.
6. Differentiate first-level, second-level, and third-level priority problems.
7. Use a conceptual framework to guide nursing practice.
8. Contrast medical diagnosis with nursing diagnosis.
9. Discuss the expanded concept of health and relate it to the process of data collection.
10. Relate the patient situation to the amount of data collected.
11. Relate the patient age and health status to the frequency of health assessment.
12. Consider life cycle and cross-cultural factors when performing a health assessment.
13. Discuss the importance of high-level assessment skills.

Chapter 2: Developmental Tasks and Health Promotion across the Life Cycle

1. Differentiate developmental stages for each group.
2. Incorporate the use of major developmental frameworks in conducting a holistic health assessment.
3. Relate behavioral development observations in each child to the expected behaviors identified.
4. Assess development of individuals across the life span with various screening tests.

Chapter 3: Cultural Competence: Cultural Care

1. Describe the basic characteristics of culture and the steps to cultural competence.
2. Describe the concept of heritage consistency.
3. Explain the concept of ethnicity.
4. Discuss the influence of religion and spirituality on health and illness perception.

5. Discuss areas of potential cultural conflicts between nurses and patients of different ethnic groups.
6. Discuss components of the health belief system and their influence on health practices and illness expressions.
7. Examine the sources that influence the culture and beliefs the student embraces.
8. Provide care that reflects an acceptance of the patient as a unique individual.

Chapter 6: Mental Status Assessment

1. Describe the following components of a mental status exam: appearance, behavior, cognition, and thought processes.
2. Discuss developmental considerations of the mental status examination.
3. Discuss measures and tests of cognitive functioning.
4. Discuss examples of abnormalities of thought content
5. Relate the relevant subjective information in an assessment of the mental status exam (see Mini-Mental Exam p. 104 of text).
6. Describe the characteristics of major depression
7. Describe abnormalities of mood and affect
8. Compare and contrast delirium and dementia

Chapter 7: Domestic Violence Assessment

1. Recognize health care professionals' role as mandatory reporters of abuse.
2. Discuss the health effects of violence.
3. Describe the use of the Abuse Assessment Screen (AAS) when one is screening for intimate partner violence.
4. Explain the aspects of assessment and history taking for suspected abuse.
5. Describe the components of the physical examination of the known survivor of IPV or elder abuse and use correct forensic terminology.
6. Discuss the importance of and procedures for both written and photographic documentation of IPV and elder abuse.
7. Assess for the risk of homicide when working with suspected IPV cases.
8. Determine what steps to take if a patient denies IPV but abuse is still suspected.

Lectures: PowerPoints for Chapters 1-3 & 6-7

Assignments:

1. Read Chapters 1, 2, 3, 6, & 7
2. Complete Blackboard Tutorial
3. Introduce yourself to your classmates on the Discussion Board #1
4. Module 1 Quiz

Optional Activities:

1. Open Book quizzes, crossword puzzles and matching.
2. Web sites of interest

MODULE 2

Interviewing and Health History

At the completion of these chapters, the student will be able to:

Chapter 4: The Interview

1. Demonstrate the ability to establish the parameters for a health interview.
2. State factors that affect communication.
3. Describe the three phases of the interview.
4. Use the outlined communication techniques appropriately to gather data.
5. State the 10 traps of interviewing.
6. Discuss the meaning of common nonverbal modes of communication.

7. Modify communication techniques as indicated by each patient's developmental stage, special needs, or cultural practices.
8. Discuss working with and without an interpreter to overcome communication barriers.

Chapter 5: The Complete Health History

1. Distinguish between subjective and objective data.
2. State the different types of health histories.
3. Describe the subjective data or information that must be gathered for each category of a health history.
 - a. Biographic data
 - b. Reason for seeking care/Chief complaint
 - c. Present health status/ History of present illness
 - d. Past health history
 - e. Family history
 - f. Review of Systems
 - g. Functional Assessment
4. Describe the eight characteristics included in the summary of each patient symptom.
 - a. Location
 - b. Character or quality
 - c. Quantity of severity
 - d. Timing
 - e. Setting
 - f. Aggravating or relieving factors
 - g. Associated factors
 - h. Patient's perception
5. Collect data in a systematic and ongoing process (From Scope and Standards of Nursing Practice, Standard 1, Assessment)
 - a. Document relevant data in a retrievable format
 - b. Apply principles of infection control
 - c. Apply principles of patient confidentiality
 - d. Ensure accurate identification of the patient

Lectures: Interview & Health History

Assignments:

1. Read Chapters 4-5
2. Module 2 Quiz
3. Find client for Assignments

Optional Activities:

1. Open Book quiz and matching.
2. Web sites of interest
3. Review the Interview and History Performance Checklists in preparation for completing Health History

MODULE 3

Assessment Techniques, General Survey, Measurements, Vital Signs, Pain & Nutritional Assessment

At the completion of these chapters, the student will be able to:

Chapter 8: Assessment Techniques and the Clinical Setting

1. Describe the use of inspection, palpation, percussion and auscultation as physical examination techniques.
2. Differentiate between light, deep, and bimanual palpation.
3. Describe direct and indirect percussion.
4. Identify the components of a percussion note.

5. Identify the equipment needed for the screening physical examination.
6. Discuss appropriate infection control measures used to prevent spread of infection.
7. Determine appropriate documentation
8. Determine appropriate documentation.

Chapter 9: General Survey, Measurement, and Vital Signs

1. List the information considered in each area of a general survey: physical appearance, body structure, mobility, and behavior.
2. Discuss measurement of weight and height.
3. Describe the appropriate procedure for assessing temperature, pulse, and normal respirations.
4. Describe the relationships among the terms blood pressure, systolic pressure, diastolic pressure, pulse pressure, and mean arterial pressure (MAP).
5. Discuss expected and unexpected variations of vital signs

Chapter 10: Pain Assessment: The Fifth Vital Sign

1. Differentiate the different types of pain.
2. Compare acute and chronic pain and accompanying behaviors
3. Describe developmental care as well as cross-cultural and gender considerations regarding pain.
4. Describe the initial pain assessment.
5. Compare available pain assessment tools.
6. Describe the physical changes that may occur because of poorly controlled pain.

Chapter 11: Nutritional Assessment

1. Describe the subjective and objective components of a nutritional assessment.
2. Use anthropometric measures and laboratory data to assess the nutritional status of patients.
3. Use nutritional assessment in the provision of health care and for health promotion.
4. Discuss common nutritional variations
5. Discuss laboratory findings related to nutrition.

Lecture: PowerPoint Presentations Chapters 8-11

Assignments:

1. Read Chapters 8-11
2. Module 3 Quiz available
3. Discussion Question #2
4. Submit Approval Form for Client Selection
5. Review the Assessment, General Survey, Pain, and Nutrition Performance Checklists in preparation for completing Health History

Optional Activities:

1. Open Book quiz and matching.
2. Web sites of interest

MODULE 4

Lungs and Respiratory System

At the completion of this chapter, the student will be able to:

1. Recall anatomy and physiology of the respiratory system.
2. Relate the relevant subjective information in an assessment of the respiratory system.
3. Describe appropriate inspection, palpation, auscultation, percussion and positioning techniques used in the examination of the respiratory system.
4. Discuss the developmental considerations associated with the respiratory assessment
5. Compare abnormal findings in a thorax and lung assessment.
6. Discuss characteristics of normal breath sounds.

7. Describe adventitious breath sounds.
8. Compare respiratory disease assessment findings
9. Incorporate health promotion concepts when performing an assessment of the thorax and lungs.

Lecture: PowerPoint Presentations Chapter 18

Assignments:

1. Read Chapter 18
2. Module 4 Quiz Available
3. Two Scholarly responses to Discussion Question #2
4. Make arrangements to complete Health History
5. Review the Performance Practice for Thorax and Lungs

Optional Activities:

1. Open Book quizzes, crossword puzzles and matching.
2. Web sites of interest

MODULE 5

End of Life Assessment and Spiritual Assessment

Upon completion of this module, the student will be able to:

1. Discuss the concepts of death and dying.
2. Identify physical manifestations of approaching death.
3. Outline components of the health history that would be relevant to the terminally ill patient at different stages of illness.
4. Discuss pain assessment of a terminally ill patient.
5. Identify components of the physical assessment in the terminally ill patient.
6. Discuss the assessment of the spiritual needs of the patient and family/caregiver

Lecture: PowerPoint for Spiritual and End of Life Assessment

Reading Assignment: (see attached article)

1. Dealing with Death in the Nursing Home

Practice Objectives and Assignments:

1. Module 5 Quiz available
2. Health History due

MODULE 6

Heart and Peripheral Vascular System

At the completion of these chapters, the student will be able to:

Chapter 19: Heart and Neck Vessels

1. Recall the anatomy and physiology of the heart.
2. Relate the relevant subjective information in an assessment of the heart.
3. Identify equipment appropriate to the examination of the heart.
4. Describe appropriate inspection, palpation, auscultation, and positioning techniques used in the examination of the heart.
5. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the heart and peripheral vascular system
6. Describe the clinical portrait of a patient in heart failure.
7. Describe the function of the foramen ovale and the ductus arteriosus.
8. Cite the risk factors associated with heart disease and stroke.
9. Recognize normal and abnormal findings of the heart
10. Discuss health promotion practices that are pertinent to the heart and peripheral vascular system

Chapter 20: Peripheral Vascular System and Lymphatic System

1. Recall the anatomy and physiology of the peripheral vascular and lymphatic systems.
2. Relate the relevant subjective information in an assessment of the peripheral vascular and lymphatic system.
3. Describe appropriate palpation techniques used in the examination of the pulses.
4. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the peripheral vascular system.
5. Compare venous and arterial disease of the peripheral blood vessels
6. List the risk factors for venous stasis.
5. Cite the location of superficial groups of lymph nodes that are accessible to examination.
6. Incorporate health promotion concepts when performing an assessment of the peripheral vascular system.

Lecture: PowerPoint Presentations Chapters 19 & 20

Assignments:

1. Read Chapters 19 & 20
2. Discussion Question #3 on End of Life
3. Module 6 Quiz available
4. Review the Performance Checklists: Heart and peripheral vascular system

Optional Activities:

1. Open book Quizzes
2. Web sites of interest

MODULE 7

The Abdomen and Musculoskeletal System

At the completion of this chapter, the student will be able to:

Chapter 21: Abdomen

1. Recall the organs in the 4 quadrants of the abdomen.
2. Relate the relevant subjective information in an assessment of the abdomen.
3. Discuss health promotion practices that are pertinent to the male genitalia.
4. Describe appropriate inspection, palpation, auscultation, percussion, and positioning techniques used in the examination of the abdomen.
5. Incorporate health promotion concepts when performing an assessment of the abdomen.
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the abdomen.
7. Identify common causes of abdominal distention.

Chapter 22: Musculoskeletal System

1. Recall anatomy and physiology of the musculoskeletal system.
2. Relate the relevant subjective information in an assessment of the musculoskeletal system.
3. Discuss health promotion practices that are pertinent to the musculoskeletal system.
4. Identify equipment appropriate to the examination of the musculoskeletal system.
5. Describe appropriate inspection, palpation, auscultation, and positioning techniques used in the examination of the musculoskeletal system.
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the musculoskeletal system.
7. Compare inflammatory and degenerative conditions associated with the musculoskeletal system.
8. Identify abnormalities of the bones, joints, spine, and ligaments and muscles

Lectures: PowerPoints for Chapters 21 and 22

Assignments:

1. Read Chapters 21 and 22
2. Module 7 Quiz available
3. Complete 2 scholarly responses to DQ#3
4. Review Performance Checklists for Abdomen and Musculoskeletal Assessment

Optional Activities:

1. Open book Crossword Puzzle and Quiz
2. Web sites of interest

MODULE 8

Eyes, Ears, Nose, Mouth, & Throat

At the completion of this chapter, the student will:

Chapter 14: Eyes

1. Recall anatomy and physiology of the eyes.
2. Relate the relevant subjective information in an assessment of the eyes.
3. Discuss health promotion practices that are pertinent to the eyes.
4. Identify equipment appropriate to the examination of the eyes.
5. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the eyes.
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the eyes.
7. Understand abnormalities of the eyes

Chapter 15: Ears

1. Describe the anatomic landmarks of the external ear and tympanic membrane.
2. State the functions of the inner ear that can be assessed.
3. Differentiate among the types of hearing loss and how assessed.
6. Relate the anatomic developmental differences that alter hearing.
7. Incorporate health promotion concepts when performing an assessment of the ears.
1. Recall anatomy and physiology of the ears.
2. Relate the relevant subjective information in an assessment of the ears.
3. Discuss health promotion practices that are pertinent to the ears.
4. Identify equipment appropriate to the examination of the ears.
5. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the ears.
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the ears.
7. Compare abnormalities of the ear including the tympanic membrane
8. Identify expected and abnormal findings of tuning fork tests

Chapter 16: Nose, Mouth, and Throat

1. Recall anatomy and physiology of the nose, mouth, and throat.
2. Relate the relevant subjective information in an assessment of the nose, mouth, and throat.
3. Discuss health promotion practices that are pertinent to the nose, mouth, and throat.
4. Identify equipment appropriate to the examination of the nose, mouth, and throat.
5. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the nose, mouth, and throat.
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the nose, mouth, and throat.
7. Compare abnormalities of the nose, mouth, and throat.

Lecture: PowerPoints for Chapters 14, 15, and 16

Assignments:

1. Read Chapters 14, 15, and 16
2. Module 8 Quiz available
3. Submit approval form if new client selected for Head to Toe physical assessment by
4. Review Performance Checklists for Eyes, Ears, and Nose, Mouth and Throat

Optional Activities:

1. Open Book Quizzes for Chapters 14, 15, and 16
2. Web sites of Interest

MODULE 9

Neurologic System

At the completion of this chapter, the student will:

1. Recall anatomy and physiology of the neurologic system.
2. Relate the relevant subjective information in an assessment of the neurologic system.
3. Discuss health promotion practices that are pertinent to the neurologic system.
4. Identify equipment appropriate to the examination of the neurologic system.
5. Describe appropriate inspection, palpation, percussion, and positioning techniques used in the examination of the neurologic system.
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the neurologic system.
7. Identify expected and unexpected findings associated with the cranial nerves.
8. Describe exams that assess cerebellar function and sensory function.
9. Describe the different deep tendon reflexes including normal and abnormal responses
10. Discuss abnormalities of the neurologic system
11. Compare normal and abnormal findings related to the Glasgow Coma Scale
12. Compare neurological disease assessment findings.

Lecture: PowerPoints for Chapter 23

Assignments:

1. Read Chapter 23
2. Make arrangements to complete Head to Toe Physical Assessment
3. Module 9 Quiz available
4. Review Performance Checklist for Neurological Assessment

Optional Activities:

1. Web Sites of Interest
2. Open Book Quiz

MODULE 10

Skin, Hair, Nails, Head, Face, and Neck, Including Regional Lymphatics

At the completion of this chapter, the student will:

Chapter 12: Skin, Hair, and Nails

1. Describe significant differences between the skin during the developmental stages.
2. Describe the differences between basal cell carcinoma and melanoma.
3. Discuss subjective information collected for a skin, hair, and nail assessment.
4. Discuss health promotion practices that are pertinent to the skin.
5. Describe the techniques for inspection and palpation of the skin, hair, and nails.

6. Differentiate between common shapes and configurations of lesions.
7. Identify common skin lesions.
8. Identify abnormal conditions of hair and nails.

Chapter 13: Head, Face, and Neck, Including Regional Lymphatics

1. Describe the significant features of the head and neck.
2. List the names of the lymph nodes of the neck and their locations.
3. Describe the assessment that would follow the palpation of an abnormal lymph node.
4. Identify relevant developmental care for the head and neck.
5. Incorporate health promotion concepts when performing an assessment of the head, face, and neck.

Lecture: PowerPoint Presentations Chapters 12 & 13

Assignments:

1. Read Chapters 12 & 13
2. Head to Toe Physical Assessment Due by 9 am (Be sure your evaluator is aware of this)
3. Module 10 Quiz available
4. Review the Performance Checklists for Chapter 12 & 13

Optional Activities:

1. Open book Quizzes
2. Web sites of interest

MODULE 11

Male Genitourinary System, Anus, Rectum, and Prostate

At the completion of this chapter, the student will:

Chapter 24: Male Genitourinary System

1. Recall anatomy and physiology of the male genitalia.
2. Relate the relevant subjective information in an assessment of the male genitalia and urinary system.
3. Discuss health promotion practices that are pertinent to the male genitalia especially importance of teaching testicular self-examination.
4. Identify equipment appropriate to the examination of the male genitalia.
5. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the male genitalia.
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the male genitalia.
7. Identify male genital lesions and abnormalities of the scrotum.
8. Identify abnormalities of the penis

Chapter 25: Anus, Rectum, and Prostate

1. Recall anatomy and physiology of the anus, rectum, and prostate.
2. Relate the relevant subjective information in an assessment of the anus, rectum, and prostate.
3. Discuss health promotion practices that are pertinent to the anus, rectum, and prostate.
4. Identify equipment appropriate to the examination of the anus, rectum, and prostate.
5. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the anus, rectum, and prostate.
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the anus, rectum, and prostate.
7. Identify abnormalities of the rectum and prostate gland.

Lecture: PowerPoint Presentations Chapters 24 & 25

Assignments:

1. Read Chapters 19 & 20
2. Submit Approval Form if new client selected for Case Study
3. Module 11 Quiz available
4. Review the Performance Checklists for Chapters 24 & 25

Optional Activities:

1. Open book Quizzes
2. Web sites of interest

MODULE 12

**Breasts Axillae, Female Genitalia and Reproductive System, and
Assessment of the Pregnant Client**

At the completion of this chapter, the student will:

Chapter 17: Breasts and Regional Lymphatics

1. Recall anatomy and physiology of the breasts and regional lymphatics.
2. Relate the relevant subjective information in an assessment of the breasts and regional lymphatics..
3. Discuss health promotion practices that are pertinent to the breasts and regional lymphatics..
4. Identify equipment appropriate to the examination of the breasts and regional lymphatics.
5. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the breasts and regional lymphatics.
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the breasts and regional lymphatics.
7. Identify signs of breast cancer.
8. Compare disorders occurring during lactation.
9. Discuss disorders and variations of the male breast especially breast cancer in males.

Chapter 26: Female Genitourinary System

1. Recall anatomy and physiology of the female genitalia.
2. Relate the relevant subjective information in an assessment of the female genitalia.
3. Discuss health promotion practices that are pertinent to the female genitalia.
4. Identify equipment appropriate to the examination of the female genitalia.
5. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the female genitalia.
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the female genitalia.
7. Compare abnormalities of external female genitalia, pelvic musculature and cervix and vulvovaginal inflammations.

Chapter 29: The Pregnant Female

1. Discuss pregnancy and the endocrine placenta.
2. Differentiate the three types of signs and symptoms of pregnancy.
3. Discuss the changes associated with each trimester of pregnancy.
4. State methods of determining weeks of gestation.
5. Discuss developmental care associated with pregnancy.
6. List genetic testing that may be done during a pregnancy.

Lecture: PowerPoint Presentations Chapters 17, 26, & 29

Assignments:

1. Read Chapters 17, 26, & 29
2. Work on PowerPoint Case Study Presentation
3. Module 12 Quiz available
4. Review the Performance Practices in Chapter 17, 26, & 29

Optional Activities:

1. Open book Quizzes
2. Web sites of interest

MODULE 13**Putting It All Together**
Case Presentations

At the completion of this chapter, the student will:

Chapter 27: The Complete Health Assessment: Putting It All Together

1. Use recommended techniques to perform a complete history and physical examination.

Chapter 28: Reassessment of the Hospitalized Adult

1. Use recommended techniques to perform an appropriate reassessment of the hospitalized patient.

Chapter 30: Functional Assessment of the Older Adult

1. Differentiate activities of daily living and independent activities of daily living.
2. Describe the various functional assessments that may be performed with the older adult.
3. List the other domains of assessment that may be performed with the older adult.
4. Discuss the aspects of assessment for elder mistreatment.

Lecture: PowerPoint Presentations Chapters 27, 28, 29, and 30

Assignments:

1. Read Chapters 27, 28, and 30
2. Case study presentation
3. Critique of 2 student Case Study presentations
4. Module 13 Quiz available until Midnight

Optional Activities:

1. Open book Quizzes
2. Web sites of interest

MODULE 14**Assessment of the Pediatric Client****Objectives:**

At the completion of this chapter, the student will:

1. Become familiar with the components of a complete well-child examination.
2. Determine techniques to gain the cooperation of children during physical examinations.
3. Outline documentation and interpretation of growth charts.

Lectures: PowerPoint Presentations: The Infant and the Child

Assignments:

1. Read the following pp: 13-24; pp: 31-33 (Developmental Screening Tests); pp: 63-64 (Developmental Care); pp: 84-89 (Developmental Care); pp: 98 (Developmental Care: Infants and Children); pp: 103-105 (Developmental Care: Infants and Children); pp: 126-128; pp: 142-144 (Developmental Care); pp: 161-167; pp: 183 (Developmental Care: Infants); pp: 187 (Infants and Children); pp: 189-190 (Developmental Care: Infants); pp: 194 (Developmental Care: Infants and Children); pp: 202 (Additional History for Infants and Children); pp: 224 (Developmental Care: Infants and

Children); pp: 227-228 (Additional History for Infants and Children); pp: 238-242 (Developmental Care: Infants); pp: 276-277 (Developmental Care: Infants and Children); pp: 279-280 (Additional History for Infants and Children); pp: 285-288 (Developmental Care: Infants and Children); pp: 304 (Developmental Care: Infants and Children); pp: 307 (Additional History for Infants and Children)
 pp: 322-326 (Developmental Care: Infants and Children); pp: 346-347 (Developmental Care: Infants and Children) pp: 350 (Additional History for Infants and Children); pp: 356-359 (Developmental Care: Infants and Children); pp: 377-378 (Developmental Care: Infants and Children); pp: 381 (Additional History for Infants and Children); pp: 390-393 (Developmental Care: Infants and Children); pp: 426 (Developmental Care: Infants and Children); pp: 444-445 (Developmental Care: Infants and Children);
 pp: 448 (Additional History for Infants and Children); pp: 461-464 (Developmental Care: Infants and Children); pp: 491-492 (Developmental Care: Infants and Children); pp: 496 (Additional History for Infants and Children); pp: 508-510 (Developmental Care: Infants and Children); pp: 53 (Developmental Care: Infants and Children); pp: 546 (Developmental Care: Infants and Children);
 pp: 561 (Developmental Care: Infants and Children); pp: 564 (Additional History for Infants and Children); pp: 582-584 (Developmental Care: Infants and Children); pp: 606 (Developmental Care: Infants and Children); pp: 609 (Additional History for Infants and Children); pp: 632-63 (Developmental Care: Infants and Children); pp: 662-663 (Developmental Care: Infants and Children); pp: 665 (Additional History for Infants and Children); pp: 684-693 (Developmental Care: Infants and Children);
 pp: 716 (Developmental Care: Infants); pp: 720 (Additional History for Infants and Children); pp: 727-730 (Developmental Care: Infants and Children); pp: 743-744 (Developmental Care); pp: 745 (Additional History for Infants and Children); pp: 749-750 (Developmental Care: Infants and Children);
 pp: 759-760 (Developmental Care: Infants and Adolescents); pp: 764 (Additional History for Infants and Children); pp: 779-780 (Developmental Care: Infants and Children); and pp: 803-811

2. Module 14 Quiz available

Optional Activities: TBA

Student Affirmation Form

Print out this form....initial each area...sign and then fax or mail (do not email or scan) to

Mrs. Kathy Deardorff, MSN, RN
College of Nursing and Health Sciences
3900 University Blvd.
Tyler, TX 75799

UTT CON Fax Number: (903) 565-5533

- _____ I agree to protect the privacy of faculty, peers, patients, and family members of patients by not inappropriately disclosing confidential information about faculty, peers, patients or their family members that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. In addition, I agree not to inappropriately disclose confidential information about any agency or institution that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. I will adhere to HIPAA guidelines.
- _____ I have/will read the syllabus of this nursing course I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average on exams must be 75 or higher in order to attain a passing grade for the course.
- _____ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the American Nurses Association (ANA) Code of Ethics for Nurses, the Texas Nurse Practice Act and UTT's Student Academic Dishonesty Policy.
- _____ I will maintain and uphold the academic integrity policy of the College of Nursing and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned working.
- _____ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment in the College of Nursing.
- _____ I will not accept or access any unauthorized information related to any exam administered during my enrollment in the College of Nursing.
- _____ I will sign only my own papers and other documents and will not sign any other student's name to anything, including class rolls.
- _____ I will not allow any other student access to any of my paperwork for the purpose of copyright.

Student's Signature

Date

Student's Printed Name

NURS 3312
Course

APPROVED:
University of Texas System-Spring 1996
Faculty Organization-Spring 1996
Revised: Summer 2005

