

THE UNIVERSITY OF TEXAS AT TYLER
COLLEGE OF NURSING & HEALTH SCIENCES

**NURS 5355: HEALTH ASSESSMENT
FOR THE MASTER'S PREPARED NURSE**

SYLLABUS

Fall 2017

Faculty:

Dr. Carol Rizer, DNP, MSN, APRN, CRNA-retired

NURS 5355 - Health Assessment for the Master's Prepared Nurse

Course Syllabus Fall 2017

WELCOME

Welcome to **NURS 5355 - Health Assessment for the Master's Prepared Nurse!** As your instructor, I look forward to meeting with you in class sessions as well as in our virtual classroom online. In this course, you will be learning advanced physical assessment skills and how to formulate differential diagnoses and determine risk factors.

Please refer to the information contained in this Syllabus any time you have a question regarding the basic course information. A pdf of the purpose of the syllabi can be found at this link: [Syllabus Policy](#)

COURSE INSTRUCTORS

Dr. Carol Rizer, DNP, MSN, APRN, CRNA-retired

Assistant Professor

Email: crizer@uttyler.edu; preferred as first contact after discussion board question.

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Office Location: BRB 1095

Office Hours: By Appointment

NURS 5355 - Health Assessment for the Master's Prepared Nurse

Total Credits: 3 semester credit hours.

COURSE DESCRIPTION

This course is designed for the master's prepared nurse who is not planning to pursue a nurse practitioner (FNP) certification. Students will apply advanced health assessment principles and skills for comprehensive examination of clients. Focus will be on common deviations from normal. Populations across the lifespan will be included.

In order to be successful, you should read assigned materials, participate in scheduled zoom sessions, and complete all assignments in a timely fashion. Components of this course will include four exams, Shadow Health virtual clinical experiences, two SOAP NOTES, 12 module quizzes, a health history assignment, and a Denver Developmental assignment.

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There are videos that show head-to-toe assessment skills so that you can begin your practice right away. These are offered to help you identify the cogent flow of a proper exam.

COURSE PREREQUISITES

- Basic health assessment course.
- Minimum grade point average of 3.0 for the last 60 semester credit hours of undergraduate work.
- A Bachelor of Science in nursing degree from a nationally accredited school.
- Current licensure as a Registered Nurse.

COURSE OVERVIEW

This advanced course builds upon baccalaureate and professional practice physical assessment and history-taking knowledge and skills. It focuses on the skills of assessment necessary in advanced nursing practice.

The course provides opportunities for you to perform comprehensive and problem-specific psychosocial, developmental, cultural, and physical assessments in establishing client-centered databases in a virtual setting. You will analyze data from client-centered databases to determine client health status, identify health problems, and formulate diagnoses.

Clinical experiences include opportunities to perform assessment skills and improve history-taking within the virtual Shadow Health clinical setting.

You are expected to be self-directed in your learning and to approach every learning opportunity with a clear understanding of the learning objectives.

The content of this syllabus or web-based course is subject to change at the discretion of the faculty according to current learning needs. Therefore, it is wise to review assigned readings and assignments on Canvas at the beginning of each week for possible updates. Notify the faculty immediately if there are issues that would delay submission of assignments.

Module	Readings	Content
1	Tegrity; Canvas; Shadow Health online; Rhoads & Petersen text: Chapters 1, 2, & 3; Seidel, Seidel, & Habif texts: Related content	Module 1: Interviewing and History Taking Strategies, Physical Examination Strategies, and Documentation Strategies
2	Tegrity; Canvas; Shadow Health online; Rhoads & Petersen text: Chapters 4 & 5; Habif et al: Related content Seidel, Seidel, & Habif texts: Related content	Module 2: Mental Health Disorders and Integumentary Disorders

3	Tegrity; Canvas; Shadow Health online; Rhoads & Petersen text: Chapters 6, Appendix A, B, C; Seidel, Seidel, & Habif texts: Related content	Module 3: Eye Disorders and Examination of the Eyes; CAGE Assessment; Providing Care for Diverse Patient Populations
4	Tegrity; Canvas; Shadow Health online; Rhoads & Petersen text: Chapter 9; Seidel, Seidel, & Habif texts: Related content	Module 4: Respiratory Disorders; Examination of the Thorax; Assessment of the Lungs
5	Tegrity; Canvas; Shadow Health online; Rhoads & Petersen text: Chapter 10; Seidel, Seidel, & Habif texts: Related content	Module 5: Cardiovascular Disorders and Examination of the Heart and Blood Vessels
6	Tegrity; Canvas; Shadow Health online; Rhoads & Petersen text: Chapters 7 & 8; Seidel, Seidel, & Habif texts: Related content	Module 6: Examination of the Ear, Nose, Mouth, and Throat; Related Disorders, including Sinuses
7	Tegrity; Canvas; Shadow Health online; Rhoads & Petersen text: Chapter 11; Seidel, Seidel, & Habif texts: Related content	Module 7: Abdominal Assessment; Gastrointestinal Disorders; Nutrition
8	Tegrity; Canvas; Shadow Health online; Rhoads & Petersen text: Chapter 12; Seidel, Seidel, & Habif texts: Related content	Module 8: Examination of the Male Genitourinary; Related Disorders
9	Tegrity; Canvas; Shadow Health online; Rhoads & Petersen text: Chapter 13; Seidel, Seidel, & Habif texts: Related content	Module 9: Examination of the Female Genitourinary Tract; Related GI Disorders; Examination of the Breast; Related Breast Disorders
10	Tegrity; Canvas; Shadow Health online; Rhoads & Petersen text: Chapter 14; Seidel, Seidel, & Habif texts: Related content	Module 10: Examination of the Neck; Endocrine Disorders
11	Tegrity; Canvas; Shadow Health online; Rhoads & Petersen text: Chapter 15; Seidel, Seidel, & Habif texts: Related content	Module 11: Musculoskeletal Examination; Related Disorder
12	Tegrity; Canvas; Shadow Health online; Rhoads & Petersen text: Chapter 16; Seidel, Seidel, & Habif texts: Related content	Module 12: Neurological Examination; Related Disorders

Student Learning Outcomes

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Building upon basic physical assessment and history taking knowledge and skills, this course focuses on knowledge and clinical skills required for advanced practice nursing. Upon successful completion of this course, the student will be able to:

1. Demonstrate the ability to obtain and document a comprehensive health history for individuals across the lifespan.
2. Perform a risk assessment of the patient including the assessment of lifestyle and other risk factors.
3. Assess health promotion behaviors of individuals across the lifespan.
4. Perform and document a complete advanced physical examination of individuals across the lifespan utilizing the full extent of the student's education and training.
5. Perform basic assessment tests and interpret pertinent laboratory and diagnostic data.
6. Relate assessment findings to underlying pathophysiology.
7. Analyze assessment data to determine differential diagnoses.
8. Analyze assessment data to determine nursing diagnoses.
9. Develop an effective and appropriate plan of care for the patient that is research based (evidence-based practice) and takes into consideration life circumstances, cultural, ethnic, and developmental variations.
10. Utilize the skills of advanced nursing assessment and an understanding of advanced practice nursing roles and evidence-based data collection to provide effective continuity of care among collaborating healthcare providers.

INSTRUCTIONAL METHODS

This course is taught in a web-enhanced format with online readings. No on-campus time will be necessary. The following learning venues are included:

- Online learning activities and website media will be used. Students will access Jones and Bartlett Online Learning Resources related to the required course textbook and Shadow Health virtual patient modules online. Pertinent YouTube videos and Tegrity lectures will enhance the modules.
- There will be several required assignments to be turned in under the Assignments tab on Canvas.

Should you miss an exam for an excusable reason, the makeup exam will consist of essay and fill-in-the-blank type questions. Be aware that the excuse for making up exams primarily consist of emergency situations only. **Work excuses or failure to adequately connect to the internet during exams are not considered reason enough to permit scheduling a makeup exam.** Students should always notify instructor prior to a foreseeable absence.

REQUIRED TEXTBOOKS:

AUTHOR	TITLE	EDITION	PUBLISHER and/or ISBN
Rhoads, J. & Petersen, S.	Advanced Health Assessment and Diagnostic Reasoning	3rd Ed.	ISBN-13: 9781284105377 ISBN-10:1284105377
Seidel, H.M, Ball, J.W., Dains, J.E., Flynn, J. A., Solomon, B.S., Stewart, R.W. 2014	Mosby's Physical Examination Handbook	8th Ed.	ISBN-10: 0323169538 ISBN-13: 978-0323169530
Habif, Campbell, Chapman, James, & Dinulos 2011	Skin Diseases: Diagnosis & Treatment	3rd Ed.	ISBN: 978-0323077002
Seller, R. & Symons, A. 2011	Differential Diagnosis of Common Complaints	6th Ed.	ISBN-10: 1455707724 ISBN-13: 978-1455707720

Estimated Time Required for Completion of Assignments:

Reading of professional materials (books, journals, etc.) is an integral aspect of role development of the masters prepared nurse. It is recommended that students spend a minimum of 2 hours daily reading materials related to assigned readings, clinical topics, and professional issues associated with the competencies of the masters prepared nurse. As a rough guide, you should plan to spend six to eight hours per week on this course, and more hours may likely be necessary, depending on the individual. This estimate includes the time you will spend reading, researching particular items for more information, and completing assignments. Note that more additional hours may be necessary to fully comprehend the didactic content as well as the clinical skills.

Every student is responsible for completing the recommended reading, completing the course module components, assignments, quizzes, and exams according to due dates in the course calendar. Reading assignments consist of associated materials in the course textbooks and this list may be viewed on the course calendar and in each module. All assignments are made with the assumption that required reading assignments will be completed prior to completion of the assignments.

COURSE EVALUATION

Course Grading Scale:

A = 90 to 100%

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B = 80 to 89%
 C = 70 to 79%
 D = 60 to 69%
 F = Below 60%

GRADING ELEMENTS:	POINTS
<u>Exams:</u>	
Exam 1	10%
Exam 2	10%
Exam 3	10%
Exam 4	10%
<u>Module Quizzes:</u> (12 quizzes total)	10%
<u>Pediatric SOAP Note:</u>	10%
<u>Adult/Geriatric SOAP Note:</u>	10%
<u>Denver Developmental:</u>	10%
<u>Health History Assignment:</u>	10%
<u>Shadow Health Modules:</u>	10%

COURSE ELEMENTS

Achievement of the course objectives is evaluated based on the following activities:

I. EXAMS (40%)

- Exams worth 40% of total grade; possible 100 points on each exam.
- Exams in the course will be given online via Canvas. In an emergency, and you are unable to take the exam on the posted date, notify the course facilitator as soon as possible. If the course faculty decide that an alternate exam will be given, the format and times will be at the discretion of the course facilitator, and the exam will be comprised of essay and fill-in-the-blank questions.
- Exam dates are listed in the Course Calendar.
- Each exam may be opened at any time between the hours of 05:00 AM and 11:59 PM (CST), but you will only have 75 minutes to complete the exam. This is a timed exam with an automatic shutoff at 75 minutes, so watch your time carefully.
- The module objectives and assigned readings will guide the selection of items for the tests. Emphasis will be on application and synthesis of knowledge.

a. Exam 1 will cover Modules 1, 2, & 3

b. Exam 2 will cover Modules 4, 5, & 6

c. Exam 3 will cover Modules 7, 8, & 9

d. Exam 4 will cover Modules 10, 11, & 12

- Absolute integrity is expected from every student in all aspects of the course and students may be dismissed from the program for violations. Cheating on exams will not be tolerated. All persons involved in Academic Dishonesty will be disciplined in accordance with University Regulations and Procedures. You are responsible for reading

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and following the student guidelines on academic integrity in the [Handbook of Operating Procedures](#) for UT Tyler.

- Exams are not open-book. No notes, books, papers or other aids are to be used during any exam. Students are to work individually and submit the test within the allotted time frame.
- At a pre-determined time, after all students have completed the exam online via Canvas, you will be given an opportunity to challenge any exam question in an online Discussion Board forum. This forum will remain open from 5:01 AM on exam day, until 12:00 Noon the next day. The only access the student will have to the exam will be immediately afterwards during which you will be allowed to review your test and see which questions were missed. **Do not copy questions, take screen shots, or copy the exam questions by any other method.**
- Please do **NOT** email your instructors with exam question challenges. Challenges should be placed on the appropriate DB site.
- All question challenges should contain a pertinent rationale with reference and page number. Only those challenges supported by a rationale and reference will be reviewed.
- If necessary, opportunities for **individual review** of questions regarding the exam will be allowed **within 2 weeks** of the administration of the exam. After that time period, the exam will no longer be reviewed.
- Any adjustment to exam grades will be at the discretion of the faculty.
- Grades will be posted on Canvas, but should not be considered the official grade for the course until all exams have been taken and final grades posted.

II. Module Quizzes (10%)

There will be a short Quiz given during each course module. These quizzes will open on the Saturday evening before the corresponding module week. There are 12 total quizzes (total 10 points each). The combined total of points for all quizzes will account for 10% of the final grade. The quiz modules will be open for the entire week and may be taken as often as desired in order to review material and/or improve quiz grade. So, there is really no reason why anyone would have less than a perfect score on every quiz.

III. Shadow Health Modules (10%)

Shadow Health is a virtual patient module experienced online. **The cost of this component of the course is \$89.** This is a one-time fee and will be accessible to the student in other classes should it be required. Please create your account as soon as possible and pay for your course with a credit card by visiting <http://app.shadowhealth.com/>. To register, please visit app.shadowhealth.com and click "Register for a Student Account." Then create their account and enroll in your course with this course-specific **PIN:**

August2017-7960-4896-6550-6923

Some other helpful Shadow Health links:

- [Shadow Health Website](#)
- [Student Account Setup Guide](#)

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- [Technical Requirements](#)
- [Link to Shadow Health Support](#)

Other questions regarding SH are answered in the FAQ tab in Canvas. CAREFULLY review the Registration Guide found in the FAQ section of Canvas and follow the steps to complete your registration. Please complete your textbook readings and Canvas videos, links, and readings BEFORE attempting the SH modules. This will make it easier to complete the SH assignments without spending an inordinate amount of time in SH. Please turn in each assignment within the Shadow Health website.

You will have the option of reopening and re-attempting each assignment, but you will need to click 'Turn In' so that Shadow Health will save that particular attempt for the module. If you do not click 'Turn In', Shadow Health will save the most recent attempt as your 'turned in' attempt.

The DCE score will be the grade that is recorded for completed modules. This score normalizes student results based on national averages and a normal grade distribution of 80%. You can view this grade within each of the modules in the SH platform. Please note that SH modules close automatically on the stated close date/time.

You will also be able to see your progress rated as Beginner, Developing, or Proficient, as indicated by Student Proficiency Indexes. Even though you may experience a slower start at the beginning of your attempts in the SH modules, your diligence in studying the directions, reading the assignment completely before beginning, and contacting the Help Desk within SH for any questions will give you the best chance at reaching proficient levels in each module and receiving a high grade as reflected in the DCE score.

There is a certain learning curve involved with the technical components of SH, such as learning the 'vocabulary' required for Tina to understand your questions, so be patient and persistent, allowing adequate time to become familiar with this virtual learning resource. Reading all the instructions offered in the online modules before you begin will be particularly helpful.

IV. SOAP NOTES (10% each)

- One SOAP is a **Pediatric** SOAP NOTE, and the other is an **Adult/Geriatric** SOAP NOTE; 100 possible points on each SOAP note.
- The 'patient' you use for this assignment may be virtually anyone who agrees to allow you to conduct the examination. You may **not**, however, use your own child. You may use a friend or family member's child, as long as you get parental permission. For the adult SOAP, you may use any willing adult you would like.
- Each of these SOAP NOTES is worth 10% of the total course grade. Please use the appropriate grading rubric as a guide for each one.

- Be **VERY SPECIFIC** as you follow the grading rubrics for each: [Pediatric Grading Rubric](#), and the [Adult/Geri Grading Rubric](#), so that you include ALL components listed in order to achieve maximum possible points.
- The due dates are listed in the course calendar.

V. Health History Assignment (10%)

- The health history assignment has a total of 100 possible points; worth 10% of the overall grade.
- The assignment is to select a suitable 'patient', do a thorough history and interview, just as you would do as an Advanced Practice nurse. You may use anyone willing to help you with the assignment, perhaps a family member, roommate, or friend.
- Use the grading criteria very specifically to write up the note. **Do not** type this assignment into a template.
- Even though this paper should be a **formal paper in APA format**, complete with a title page and reference list, it is preferable that you use bullets to make the paper more readable and better organized. Please do not write in long, unbroken paragraphs that make it difficult to check off each rubric item. You should write as if you were writing in a clinic chart, making it legible, organized, and easily understandable by the practitioner who reads the chart after you.
- Please note: This paper DOES NOT include the Physical Exam portion. Follow the rubric carefully.

VI. Denver Developmental (10%)

- The Denver Developmental assignment has 100 possible points and is worth 10% of the total grade. The DD provides practice in assessing infants and children from 0-6 years for evidence of slow development. It is designed to assess the areas of gross motor, language, fine motor-adaptive, and personal-social. See the FAQ for more information on this assignment.

VII. Attendance/Class Participation/Professionalism, (P/F)

- Graduate students at The University of Texas at Tyler are held to a high standard of professionalism. The UT Tyler student represents not only themselves, but the University as well.
- Please use proper Netiquette (proper online decorum) in the online classrooms as well.
- Be aware of the [Academic Honesty policy of UT Tyler](#) and read through the course syllabus thoroughly.
- Please notify the faculty about personal issues that would preclude timely posting of assigned work.
- Lack of class participation may result in deductions from the Professionalism grade.
- The student's section faculty will be responsible for assessing the student's Professionalism grade at the end of the semester.

ASSIGNMENTS Turn-In Process:



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- All assignments and projects will be submitted through the assignments link.
- Prepare your assignment using Microsoft Word. **Name your assignment with the following convention: First initial, Last name, Assignment title, Course Number (ex. MSmithPediatricCaseStudyN5352)**
- When assignments are received, faculty will open them in Microsoft Word for grading. This will enable us to make comments, ask questions, etc.
- Faculty will return your assignment through the Student Grade book area. To see comments about your assignment, click on your grade.
- If you need more instructions on how to submit files through the assignment link in the modules, You may also visit the Help Tab in Canvas for useful information or check out **On Demand Learning Center for Students** <http://ondemand.Canvas.com/students.htm>

LATE ASSIGNMENTS:

- All assignments are due by the time (CST/CDT) specified in the Course Calendar. Assignments must be posted via the assignment icon on Canvas – **NOT** by email.
- All late assignments may be assessed a **5-points-per-day penalty** (including week-ends) when the assignment is not posted by the due date and specified time unless prior arrangements are made with the instructor.

UpToDate:

- UpToDate is an evidence-based clinical decision support resource, trusted worldwide by healthcare practitioners to help them make the right decisions at the point of care. This valuable resource will help you with the research required when writing many of the required assignments for this course, as well as help you answer questions that may arise both clinically and didactically.
- UpToDate is available through the university free of charge thanks to a grant received by faculty. Although it is optional, we hope you will take advantage of this wonderful resource!!
- UpToDate Subscription now includes a mobile app! Must be connected to the UT Tyler network (via links below) to register for the app. Here is the information for the UpToDate link: [Registration UpToDate.ppt](#)  
Link to [UpToDate \(Links to an external site.\)Links to an external site.](#) online registration link. When you get to the links above or below, it will automatically say UT Tyler and students can search. However, if you want to set up a mobile/tablet app you will need to create a username/password.
- UpToDate Subscription now includes a FREE mobile app! Must be connected to the UT Tyler network (via links below) to register for the app. Directions can be found in this document: MobileAppRegistration.ppt or by visiting the link:
- UpToDate Links that Connect to UT Tyler Network when on campus use: www.uptodate.com/online (Links to an external site.)Links to an external site. or when you are off campus and this link doesn't work use:

<http://ezproxy.uttyler.edu:2048/login?url=http://www.uptodate.com/online> (Links to an external site.)[Links to an external site.](#)

EVALUATION OF THE COURSE AND FACULTY

- Students are requested to complete an end of semester evaluation of course faculty so that improvements can be made and the course updated from semester to semester. Your comments, critiques, and recommendations are welcomed in this regard and will be taken seriously. An anonymous link will be provided to you towards the end of the semester and your feedback will go directly to Administration and will remain completely anonymous, having no effect whatsoever on your course grade.
- Also, your input throughout the semester contributes to the faculty commitment to continuous improvement in the quality and relevance of this course. If you have ongoing feedback that you feel would improve this course for future students, please feel free to contact the [course facilitator](#).

IMPORTANT UNIVERSITY DATES

- You may view the complete Academic Calendar for UT Tyler [here](#).

COMMUNICATION

A. With Faculty

- Regular communication with the clinical faculty is required to review clinical lab activities, develop on-going objectives, and evaluate both didactic and clinical progress.
- Faculty will respond by email within 24 hours if on a weekday and by Monday @ 8pm if on the weekend. DB will be monitored in the same fashion. Response times are usually even more prompt than this, since we sincerely want to make ourselves available for your questions.
- An optional Zoom session will be scheduled monthly to facilitate student communication. Joining the sessions is completely optional, but would be an excellent opportunity to get all your questions answered, communicate directly with faculty, and meet other students.

B. On Canvas

- Students are to check the Discussion Board (DB) of Canvas **daily** for announcements and new information.
- A **Course Questions** forum is available for posting questions to instructors. In this way, all students may benefit from the question/answer exchanged. Again, we will try to answer within 24 hours on weekdays, and by Monday @ 8pm if on weekends.
- Students may also post questions in **Coffee House** forum to discuss items/questions to other students. This forum will not be consistently monitored by faculty.

C. Patriot Email

- Students must check their *Patriots* email on a regular, **preferably daily**, basis. Second to the Discussion Board forums, this is the preferred method of communication by faculty with students. Personal email addresses should never be used to communicate with faculty.
- Failure to check your email may result in a lack of feedback regarding course changes and other important information. Failure to monitor your email will not constitute an excuse for missed/late assignments.
- To communicate by email with other students or faculty within the course, click the Communications link on the left. Click *Send E-mail* to send a message. In this way, you may to send messages to *All Users* or *Select Users* in the course, including the instructors.
- If you need more instructions on how to send email messages through Canvas, please review the [On Demand Learning Center for Students](#).

COURSE OR CANVAS PROBLEMS

- For general questions about the course, first utilize the [Course Questions](#) forum under the Discussions tab on Canvas. Questions will usually be answered within 24 hours, or on Monday by 8pm if on the weekend.
- For other questions or problems that may be too personal for placement on the [Course Questions](#) Discussion Board Forum, please email your section faculty, or any course faculty. Emails are usually answered within 24 hours during the week and by Monday at 8pm if on the weekend. Please note that occasionally, technical problems in email systems may slow down response times.
- For technical issues with Canvas, please check out [On Demand Learning Center for Students](#).

ASSUMED PREREQUISITE KNOWLEDGE

COMPONENTS OF THE ENTRY LEVEL PHYSICAL EXAMINATION

Each student is expected *to enter the course with at least basic abilities in health assessment*. Upon entry to the course, you should be able to function at the level described below. Review this content, as needed.

A. GENERAL SURVEY OF CLIENT.

1. Gather name, age, sex, and occupation.
2. Level of consciousness.
3. Coordinate procedures to limit position changes for examiner and client.
4. Wash hands at appropriate times
5. Briefly summarize findings to client, & thank client for his/her time.
6. Use appropriate terminology & correctly pronounce medical terminology with client.

B. STANDING IN FRONT OF CLIENT, CLIENT IS SITTING.

1. Skin/Nails
a. Inspect hands
b. Inspect fingernails, Note nailed color
c. Assess for clubbing.
d. Palpate nails for capillary filling and note time: (i.e.<2 secs)
e. Inspect skin color and pigmentation. Notes cyanosis
f. Palpate skin temperature.
g. Palpate skin moisture.
h. Palpate skin texture.
i. Note and describe any lesions
2. Pulses
a. Palpate Radial pulses (Scale 0-4+)
b. Palpate Brachial pulses (Scale 0-4+)
3. Assess Range of Motion
a. Hands
b. Wrist
c. Elbow
d. Shoulders
4. Head and Face.
a. Inspect and palpate scalp, hair, and cranium.
5. Eyes.
a. Six cardinal fields of gaze (EOMs)
b. PERRLA
1. equal and round
c. Inspect and Palpate External structures.
d. Inspect
1. Conjunctivae.
2. Sclerae, Cornea, Iris
6. Ears.
a. Inspect and palpate external ears.
b. Determine if any ear tenderness is present.
7. Nose.
a. Inspect and palpate external nose.
b. Patency of nostrils.
8. Mouth and Throat.
a. Inspect lips and buccal mucosa with penlight and tongue blade.
b. Teeth and gums.
c. Observes swallow
9. Neck.
a. Assess skin characteristics.
b. Inspect for symmetry, plus palpate for lumps and pulsations.
c. Carotid pulse.

d. Trachea.
e. ROM.
C. BACK OF CLIENT, CLIENT SITTING.
1. Chest and Lungs, Posterior.
a. Inspect (verbalize observations):
- Skin characteristics.
- Use of accessory muscles.
- Retractions, heaves, or dyspnea.
- Symmetry.
b. Auscultate breath sounds with diaphragm of stethoscope in organized Sequence -- side-to-side.
- Posterior (6 minimum sites)
- Lateral (5 minimum sites).
c. Describe type of breath sounds heard.
D. FRONT OF CLIENT.
1. Chest and Lungs, Anterior.
a. Inspection
- Respirations.
- Skin characteristics.
b. Palpate
- lumps or tenderness (4 places, upper/lower)
- skin turgor.
c. Auscultates (4 minimum sites)
- breath sounds with diaphragm of stethoscope in organized sequence, side-to-side
- Describe type of breath sound
E. CLIENT SUPINE
1. Heart
a. Inspect precordium for pulsations and heaves.
b. Palpate precordium with palm.
c. Locate, Inspect, Palpate, and Auscultate PMI/ Apical impulse.
d. Auscultate apical rate and rhythm.
e. Locates landmarks.
f. Auscultate heart sounds with diaphragm:
1. Aortic area
2. Pulmonic area
3. Erb's Point
4. Tricuspid area
5. Mitral area
g. Auscultate heart sounds with bell:
1. Aortic area
2. Pulmonic area

3. Erb's Point
4. Tricuspid area
5. Mitral area
2. Abdomen
a. Observe
1. Abdomen at eye level from client's right.
2. Inspect skin characteristics.
3. Inspect contour, symmetry.
4. Inspect umbilicus and pulsations.
b. Auscultate
1. Bowel sounds with diaphragm in all four quadrants.
3. Lower Extremities.
a. Inspect legs
1. Symmetry.
2. Skin characteristics, hair distribution.
3. Nail bed color
b. Palpate legs
1. Temperature.
2. Pretibial edema.
3. Posterior tibial pulses. 0 – 4+ scale.
4. Dorsalis pedis pulses. 0 – 4+ scale
5. Toes for capillary refill. - (i.e. < 2 secs)

ACCESSING LIBRARY RESOURCES

- Students enrolled in this course have several options to access library resources. You may visit your home campus library or the [Robert R. Muntz Library](#) at the University of Texas at Tyler. Follow this link, and then complete the instructions at those sites for accessing information from a distant site.

TECHNICAL SUPPORT

- There are two options to receive UT Tyler technical assistance:
 - Phone: (903) 565-5555 or extension 5555 on campus
 - Email: itsupport@patriots.UT Tyler.edu
- When you call or email IT Support, be sure to include a complete description of your question or problem including:
 - The title and number of the course
 - The page in question
 - If you get an error message, a description and message number
 - What you were doing at the time you got the error message
- You may also visit the Help Tab in Canvas for useful information or review the [On Demand Learning Center for Students](#).

Necessary Skills for taking an Online or Hybrid Course

- As an online/hybrid student you will have a much different "classroom" experience than a traditional student. In order to ensure that you are fully prepared for the online portion of your instruction, following is a list of expectations and requirements:
 - a. Self-discipline
 - b. Problem solving skills
 - c. Critical thinking skills
 - d. Enjoy communication in the written word

MINIMUM TECHNOLOGY SKILLS

As part of your online experience, you can expect to utilize a variety of technology mediums included in the course curriculum:

- Navigate Canvas
- Ability to send and receive email
- Browsing for and uploading documents and computer files to your Canvas course
- Downloading and saving files to your computer
- Navigate the Internet using a Web browser such as [Mozilla Firefox](#), [Internet Explorer](#) or [Chrome](#).
- Posting to a discussion board and wiki
- Open PDF files
- Playing and viewing video and audio files

MINIMUM TECHNOLOGY REQUIREMENTS

- Access to a computer (PC or Mac), personal or on campus
- Internet access (high-speed preferred; Canvas and the videos may be slow to load on satellite or dial up)
- Microsoft Office, or a Word and PowerPoint compatible program such as [Apple iWork](#) or [Apache Open Office](#) (free) to view handouts and presentations.

Plug-ins and Helper Applications

UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course. Always ensure that you are using the most update version for the browser you choose to access the online learning content.

- **Adobe Reader** allows you to view, save, and print Portable Document Format (PDF) files.
<http://get.adobe.com/reader/>
- **Java Runtime Environment** (JRE) allows you to use interactive tools on the web.
<http://www.java.com/en/download/>
- **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations.
<http://get.adobe.com/flashplayer/>

- **QuickTime** allows users to play back audio and video files.
<http://www.apple.com/quicktime/download/>
- **Windows Media Player** allows you to view, listen and download streaming video and audio.
<http://windows.microsoft.com/en-US/windows/products/windows-media-player>

Canvas Accessibility

The Canvas platform contains no barriers for users with disabilities and is both usable and accessible by everyone, regardless of age, ability, or situation. For more information, please review their

Netiquette Guide

Please see [The University of Texas at Tyler's Netiquette Guide](#)

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Student Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each

[semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.](#)

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise **grade replacement for** only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

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 census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Student Accessibility and Resources

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the [Student Accessibility and Resources \(SAR\) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to \[cstaples@uttyler.edu\]\(mailto:cstaples@uttyler.edu\)](#)

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.

Student Absence for University-Sponsored Events and Activities

NURS 5355- Health Assessment for the Master's Prepared Nurse
revised 08/17

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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.

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.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to,

cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;

- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by **SafeAssign**TM, available on Blackboard.

UT Tyler Resources for Students

- [UT Tyler Writing Center \(903.565.5995\), writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center \(903.565.5964\), tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center \(903.566.7254\)](tel:903.566.7254)