



The University of Texas at Arlington College of Nursing and Health Innovation

N5418: Advanced Health Assessment and Diagnostic Reasoning Spring 2017

Instructor(s):

Lynn Berger, MSN, ANP-BC

Lead Teacher

Clinical Instructor

Crystal Cisneros, MSN, APRN, FNP-C

Co-Lead Teacher

Clinical Instructor

Office Number: Online

Office Telephone Number: 817-272-2776

Email Address:

Lynn.berger@uta.edu

Crystal.cisneros@uta.edu

Faculty Profile:

<http://mentis.uta.edu/explore/profile/lynn%20berger>

<http://mentis.uta.edu/explore/profile/crystal%20cisneros>

Virtual Office Hours:

By appointment only

Please email the professor or your clinical faculty to request and schedule an individual (or small group) virtual work session. In your email request, include the purpose of the meeting, what you hope to learn as a result of this meeting, and who will be participating. The purpose of virtual office hours is to address/answer the unique instructional challenges/questions that cannot be answered via email, an announcement, or the question and answer forum provided within the course.

Section Information:

NURS-5418 - 401

Course Description:

Apply theoretical foundations and clinical skills in comprehensive health assessment across the lifespan. In addition, this course will also focus on the foundations and principles of differential diagnosis and diagnostic reasoning, as well as bio-psycho-socio-cultural/spiritual considerations in advanced assessment across the lifespan. For a list of major topics to be covered in this course, please refer to the Course Topics/Lesson Titles Table in this syllabus.

Pre and Co-requisite Courses:

Prerequisite courses: NURS 5315 or Certificate Program Standing

Student Email:

Students enrolled in online UTA FNP courses are expected to check their UTA email DAILY. Students waiting for their next course to start are expected to check their UTA email a minimum of twice weekly.

Faculty and Students – Email:

For reasons of web security, faculty, staff, and students must use their **official** UT Arlington e-mail address for all university-related business. As a security measure, and in order to protect student privacy, only emails received through the UTA email system will receive a response. **Emails received from any student's personal email address will be deleted without a response.**

Instructor Office or Department Location:

Virtual office hours *by appointment only*

Instructor Office or Department Telephone Number:

Felicia Chamberlain, (817) 272-0659, chamberl@uta.edu

Coordinator – Nursing Administration and Online Education Programs

Emergency Phone Number for Reaching Faculty:

Felicia Chamberlain, (817) 272-0659, chamberl@uta.edu

Coordinator – Nursing Administration and Online Education Programs

Preferred Methods for Reaching Instructor:

Correspondence should be directed to me via email at lynn.berger@uta.edu or crystal.cisneros@uta.edu if your question is regarding the clinical portion of the course please direct those questions to your assigned faculty first.

Emails are checked at least once daily on weekdays and weekend days. Should we need to communicate further via telephone or virtual video conferencing, then that can be arranged after the initial email correspondence. Please check with your assigned clinical faculty for their preferred methods of communication.

Maximum Timeframe for Responding to Student Communication:

Response to student emails can generally be expected within 24 hours with a 48 hour maximum time frame.

Response to student assignments may be expected within 72 hours.

Zoom:

Zoom is a user-friendly, online, video-conferencing, screen-share tool. It operates outside of Blackboard. If invited to attend a Zoom conference, students simply need to:

- Use a computer with video and audio features
- Download Zoom to their computer the first time they receive a Zoom link (you will do this simply by clicking on the link)
- Check their video and audio features via the cues provided in Zoom

The Zoom link can also be downloaded to your smart phone. Lastly, Zoom sessions can be saved and made available to all students through a link provided by the professor.

Students do not need a Zoom account to join Zoom meetings hosted by a faculty member.

Zoom tutorials can be found at the following link:

<https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>

Academic Coach(es):

None for this course

Clinical Faculty and Email:

Lynn Berger, lynn.berger@uta.edu

Crystal Cisneros, crystal.cisneros@uta.edu

Ket Davis, ket.davis@uta.edu

Mary Davis, mary.davis@uta.edu

Jalandria Gurley, jalandria.gurley@uta.edu

Candace Russell, candace.russell@uta.edu

Kelly Meier, kelly.meier@uta.edu

Daisy Segundo, daisy.segundo@uta.edu

Margaretta Sapon Amoah, margaretta.saponamoah@uta.edu

Clinical Faculty Profiles:

Please see your UTA email for an introduction from your clinical faculty. If the clinical faculty member has a Mentis profile, it can be accessed from the following homepage:

<http://www.uta.edu/profiles/>

Credit Hours:

4 credit hours

Clinical Hours:

This is both a clinical and didactic course with 90 clinical hours. These 90 hours of required clinical time are achieved via interactive assignments, videos, tutorials, demonstrations, and other teaching/learning modalities. **For this course, you will not be required to complete clinical hours in actual healthcare settings or agencies.** These types of outside, agency-specific clinical hours are not required until the last three courses of the program.

Preparation for clinical coursework, however, begins early in the degree program.

Check your Pathway to Graduation for detailed instructions regarding what you must do concurrently with each academic course to ensure you are ready for your clinical experience.

If you do not have access to your online Pathway to Graduation please notify your advisor. You will need to check and use your Pathway to Graduation concurrently with every course throughout the MSN-FNP degree program.

REQUIRED Textbooks & Equipment:

1. Ball, Dains, Flynn, Solomon, & Stewart. (2015). *Seidel's guide to physical examination* (8th ed.). St. Louis, MO: Elsevier Mosby. ISBN: 978-0-323-11240-6
2. Dains, Baumann, & Scheibel. (2016). *Advanced health assessment and clinical diagnosis in primary care* (5th ed.). St. Louis, MO: Elsevier. ISBN: 978-0-323-26625-3
3. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: Author. ISBN: 978-1-4338-0561-5 (Not included as part of the course bundle as you should have already purchased this text for prerequisite courses)
4. Assessment Kits I & II: These can be purchased directly from the UTA bookstore. Please visit www.utashop.com
5. Seidel et al.: Mosby's Physical Exam Video Series. ISBN: 9780323077606 (Must be purchased from the UTA bookstore and is offered as part of the course bundle)
6. Shadow Health Digital Clinical Experiences Program: (Not included in the UTA Course Bundle/MUST be purchased separately from either the UTA bookstore or directly from the manufacturer/publisher as below:

To purchase the Shadow Health Digital Clinical Program, please log on to app.shadowhealth.com

Click "Register for a Student Account."

Then enter the Course PIN: **January2017-3603-6337-6525-6859**

The purchase fee is \$99 and a credit card is required for purchase

Be sure to register under the appropriate section number for the course in which you are enrolled

Be sure to complete all of the steps in setting up your student account

For more information, please see the Shadow Health Student Information and Registration Sheet in Blackboard

OPTIONAL Textbooks/Online Supplemental Resources: (Nice to have but NOT Required):

1. Ball, Dains, Flynn, Solomon, & Stewart. (2015). *Seidel's guide to physical examination handbook* (8th ed.). St. Louis, MO: Mosby Elsevier. ISBN: 000-0323169538
2. Online Accompaniment to Seidel's Physical Examination and Health Assessment (Online Access Code). ISBN: 9780323172677. (Included in the UTA Course Bundle and must be included if purchasing the UTA bundle).

UTA N5418 Course Book/Equipment Bundle: ISBN: 9780323455381

The textbooks for this course can be purchased, as a bundle, directly from the UTA bookstore. Please note that this bundle WILL include the access code for the supplemental/optional online resources to the major text and the Mosby video series, but WILL NOT include the assessment kits, APA manual, the physical examination handbook to accompany the major text, or the REQUIRED Shadow Health Digital Clinical Experience Program Access Code (these must be purchased separately if required or desired).

Directions for ordering the Course Textbook Bundle:

Please visit URL: www.utashop.com

Click on Books (Upper Left Hand Corner)

Term: Fall 2016

Academic Session: DYN

Department: NURS

Course: 5418

Section: 401

Click on submit

Next screen will only display your required bundle for N5418. **ISBN to the bundle is: 9780323455381**

This bundle is comprised of the following course materials:

Dains et al.: *Adv Hlth Asmt Diag Primary Care* (5th ed.) – Required Text #2

Seidel et al.: *Mosby's Phys Exam Video Series* – Required Text #5

Ball et al.: *PE & HA Online Access Code* (8th ed.) – Optional Text #2

Ball et al.: *Seidel's Guide to PE* (8th ed.) – Required Text #1

Please check with the UTA bookstore concerning the ordering/availability of parts and pieces of this bundle. The bundle retails for \$402.90, and they are offering an additional discount on the purchase price of these items when bought as a bundle. The total student cost for the bundle will be \$260.46, which is a savings of \$142.44 or 35.35 % (versus buying each individual piece). Early ordering is recommended.

UTA bookstore information (for ordering, questions, or concerns):

www.utashop.com

(817) 272-2785 *main*

(817) 272-5757 *text department*

Attendance Policy:

Student attendance in this online course is required virtually as needed to successfully complete course assignments and assessments within the required timelines.

Course Format and Design:

This course is presented completely online and is administered at an accelerated pace. The course builds upon your undergraduate education and will cover a significant amount of content over a short period of time. It is designed to facilitate and guide your learning. As such minimal written lecture content is provided; you will be required to read the text books and other course materials and to synthesize this information to complete all of the course assignments.

As a graduate student, the expectations of this course and curriculum are different than your undergraduate education. You are expected to synthesize the information from your readings and be able to apply it to clinical scenarios in a manner which is reflective of advanced practice nursing. As a graduate student, you are considered to be an independent learner and if needed identify additional resources to help you understand the concepts in the course.

This class utilizes multiple teaching/learning modalities in the delivery of the content. Supplemental videos and lectures have been provided over select concepts to enhance your learning. These videos and lectures are **mandatory** to view, and you will find them to be an integral part of learning in this particular course. For testing purposes, you are responsible for the content in the text books, lectures, videos, supplemental readings, and any of the other multimedia teaching/learning presentations utilized in this course. In simpler terms, any and all course-related content may be covered on your exams.

Test Review: There will be no formal test review for major exams in this course. Following each major exam (with the exception of the final exam), a synopsis of common errors will be provided to the class as a whole via email and a Blackboard announcement. Students may contact the lead instructor for this course for any further questions or concerns regarding this policy or their performance on any test or assignment in the course.

Course Expectations:

Students are expected to work independently on every assignment in this course unless instructed otherwise. Collusion or consulting with other students or healthcare professionals concerning assignments is not permitted. Sharing your work or borrowing the work of others will prevent students from fully benefitting from the learning opportunities in this course. It is YOUR work that we are interested in evaluating, NOT the work of others. Collusion or consulting with others is considered a matter of academic dishonesty and will be treated as such.

The amount of time required by students to study and complete assignments in this course will vary according to students' previous professional experiences, prior learning, and, the pace at which one works. While having completed multiple years of practice generally provides students an advantage, these same students sometimes find themselves having to "unlearn" practices that are not supported by the most recent evidence or research. Students with fewer years of nursing experience will generally find themselves working more diligently

to quickly increase their overall knowledge base – knowledge that their classmates may have developed over multiple years of working in healthcare settings.

It is recommended that students schedule a minimum of 20 hours per week to study and complete both the didactic content (non-clinical assignments) and clinical content (virtual and hands-on clinical skills assignments) for this course. Some weeks may require fewer hours and other weeks may require more hours.

FNP Program Expectations:

1. GPA of 3.0: Students must maintain a GPA of 3.0. Please seek help immediately if you are at risk of dipping below this GPA. Ready to assist you are:
 - Your course professor
 - UTA Student Success Coordinators
 - Your advisor
 - Your retention specialist
2. Let's Get Clinical: Successful completion of the required 760 clinical hours during your last three courses is completely dependent upon successful completion of the "Let's Get Clinical" portion of your Pathway to Graduation. Successful graduation requires both completion of
3. Preceptors and Clinical Sites: Students are responsible for arranging their own preceptors and clinical sites according to guidelines provided. This process begins very early in the overall program to ensure readiness when the clinical courses begin.

Course Topics / Lesson Titles:

| Week/Module | Module Topics / Titles | Lesson Topics / Lesson Titles |
|-------------|--|---|
| 1 | The Health History & Diagnostic Reasoning | Lesson 1: Patient Interviewing and the Health History Lesson 2: Cultural Competency and Spiritual Considerations in Advanced Assessment Lesson 3: Health Risk Screening and Assessment Lesson 4: Nutritional Assessment Lesson 5: Diagnostic Reasoning and Differential Diagnosis |
| 2 | Overview of Assessment Techniques, Objective Data, & Recording | Lesson 1: Exam Techniques and Equipment for Advanced Assessment Lesson 2: Assessment of Vital Signs, Pain, and Growth & Measurement Parameters Lesson 3: Recording and Documenting Assessment Data |
| 3 | Getting Started: The General Survey & Assessment of | Lesson 1: The General Survey Lesson 2: Assessment of Skin/Hair/Nails |

| Week/Module | Module Topics / Titles | Lesson Topics / Lesson Titles |
|-------------|---|--|
| | Skin/Hair/Nails | |
| 4 | Head/Neck/Associated Structures & EENT Assessment | Lesson 1: Assessment of the Head, Neck, and Lymphatic Systems Lesson 2: Assessment of Eyes, Ears, Nose, and Throat (EENT) |
| 5 | Respiratory & CV Structures | Lesson 1: Assessment of Chest and Lungs Lesson 2: Assessment of Heart and Blood Vessels |
| 6 | The Torso | Lesson 1: Assessment of Breasts and Axillae Lesson 2: Assessment of the Abdomen |
| 7 | Male/Female Genitalia & Associated Structures | Lesson 1: Assessment of the Female Genitalia Lesson 2: Assessment of the Male Genitalia Lesson 3: Assessment of the Anus, Rectum, and Prostate |
| 8 | Neuro, MSK, & the Sports Participation Evaluation | Lesson 1: Assessment of the Neurological System Lesson 2: Assessment of the Musculoskeletal System Lesson 3: The Sports Participation Evaluation/Physical |
| 9 | Psychiatric/Mental Health Assessment | Lesson 1: Advanced Psychiatric Assessment Across the Lifespan |
| 10 | Putting It All Together | Lesson 1: Putting it All Together: The Comprehensive Health History and Physical Examination Lesson 2: Critical thinking in Advanced Health Assessment and Diagnostic Reasoning Lesson 3: Emergent Findings in Advanced Assessment |
| 11 | Wrap Up/Final Exam Week | N/A |

Course Outcomes and Performance Measurement:

| Course Objective(s) | Module Number and Objective(s) M (Module #) L (Lesson #) O (Objective #) | Assessment Item |
|--|---|---|
| Obtain comprehensive & problem-focused health history across the lifespan. | M1 - L1, O: 1,3,4 M1 - L2, O: 1,3,5 M1 - L3, O: 1,3,4,6 M1 - L4, O: 1,3,4,6,7 M1 - L5, O: 1,3,4,7 M2 - L2, O: 1 M8 - L3, O: 1 M9 - L1, O: 1,3,4,7,8,10 M10 - L1/L2/L3, O: 1,3,4,6,10 | <ul style="list-style-type: none"> Shadow Health Virtual Assessment Exercises Shadow Health Virtual Focused Exams Practice Quizzes Clinical Lab Skills Evaluation One: Health History & Write-Up Clinical Lab Skills Evaluation Two: Problem Focused/Episodic Exam & Write-Up Exam 1 Exam 2 Comprehensive Final Exam |
| Obtain comprehensive & problem-focused physical examination across the lifespan. | M1 - L1, O: 3,5 M2 - L1, O: 2,4,5,6 M2 - L2, O: 3,6,7,8 M3/M4/M5/M6 - L1/L2, O: 2,3,4,5 M7 - L1/L2/L3, O: 2,3,4,5 M8 - L1/L2, O: 2,3,4,5 M8 - L3, O: 3,6,7,8 M9 - L1, O: 3,9,10 M10 - L1/L2/L3, O: 3,8,9,10 | <ul style="list-style-type: none"> Shadow Health Virtual Assessment Exercises Shadow Health Virtual Focused Exams Shadow Health Virtual Concept labs Practice Quizzes Clinical Lab Skills Evaluation Two: Problem Focused/Episodic Exam & Write-Up Clinical Lab Skills Evaluation Three: Comprehensive Head-to-Toe Physical Exam & Write-Up Exam 1 Exam 2 Comprehensive Final Exam |
| Document findings from history and physical exam. | M1 - L1/L2/L3/L4/L5, O: 2 M2 - L1/L3, O: 1 M2 - L2, O: 2 M3/M4/M5/M6/M8 - L1/L2, O: 1 M7 - L1/L2/L3, O: 1 M8 - L3, O: 2 M9 - L1, O: 2 | <ul style="list-style-type: none"> Shadow Health Virtual Assessment Exercises Shadow Health Virtual Focused Exams Clinical Lab Skills Evaluation One: Health History & Write-Up Clinical Lab Skills Evaluation Two: Problem |

| Course Objective(s) | Module Number and Objective(s) M (Module #) L (Lesson #) O (Objective #) | Assessment Item |
|--|---|---|
| | M10 – L1/L2/L3, O: 2 | Focused/Episodic Exam & Write-Up <ul style="list-style-type: none"> • Clinical Lab Skills Evaluation Three: Comprehensive Head-to-Toe Physical Exam & Write-Up <ul style="list-style-type: none"> • Exam 1 • Exam 2 • Comprehensive Final Exam |
| Develop appropriate differential diagnoses. | M1 – L5, O: 6 M2 – L1, O: 3 M2 – L2, O: 5 M2 – L3, O: 2 M8 – L3, O: 5 M9 – L1, O: 6 M10 – L1/L2/L3, O: 7 | <ul style="list-style-type: none"> • Shadow Health Virtual Assessment Exercises • Shadow Health Virtual Focused Exams • Practice Quizzes • Clinical Lab Skills Evaluation Two: Problem Focused/Episodic Exam & Write-Up <ul style="list-style-type: none"> • Clinical Lab Skills Evaluation Three: Comprehensive Head-to-Toe Physical Exam & Write-Up <ul style="list-style-type: none"> • Exam 1 • Exam 2 • Comprehensive Final Exam |
| Differentiate among normal variations, normal and abnormal findings across the lifespan. | M1 – L1, O: 4 M1 – L2, O: 5 M1 – L3, O: 6 M1 – L4/L5, O: 7 M2 – L1, O: 6 M2 – L2, O: 8 M2 – L3, O: 3 M3/M4/M5/M6/M8 – L1/L2, O: 5 M7 – L1/L2/L3, O: 5 M8 – L3, O: 8 M9 – L1, O: 10 M10 – L1/L2/L3, O: 10 | <ul style="list-style-type: none"> • Shadow Health Virtual Assessment Exercises • Shadow Health Virtual Focused Exams • Shadow Health Virtual Concept labs • Practice Quizzes • Clinical Lab Skills Evaluation Two: Problem Focused/Episodic Exam & Write-Up <ul style="list-style-type: none"> • Clinical Lab Skills Evaluation Three: Comprehensive Head-to-Toe Physical Exam & Write-Up <ul style="list-style-type: none"> • Exam 1 • Exam 2 • Comprehensive Final Exam |

| Course Objective(s) | Module Number and Objective(s) M (Module #) L (Lesson #) O (Objective #) | Assessment Item |
|---|---|--|
| Incorporate socio/cultural beliefs, values and practices relevant to health into assessment. | M1 – L1/L2/L3/L4/L5, O: 3 M2 – L1, O: 2 M2 – L2, O: 3 M3/M4/M5/M6 – L1/L2, O: 2 M7 – L1/L2/L3, O: 2 M8 – L1/L2, O: 2 M8 – L3, O: 3 M9 – L1, O: 3 M10 – L1/L2/L3, O: 3 | <ul style="list-style-type: none"> Shadow Health Virtual Assessment Exercises Shadow Health Virtual Focused Exams Shadow Health Virtual Concept labs Practice Quizzes Clinical Lab Skills Evaluation One: Health History & Write-Up Clinical Lab Skills Evaluation Two: Problem Focused/Episodic Exam & Write-Up Clinical Lab Skills Evaluation Three: Comprehensive Head-to-Toe Physical Exam & Write-Up Exam 1 Exam 2 Comprehensive Final Exam |
| Provide health promotion and disease prevention services based on age, developmental stage, family history and ethnicity. | M1 – L2, O: 4 M1 – L3/L4/L5, O: 5 M2 – L2, O: 4 M8 – L3, O: 4 M9 – L1, O: 5 M10 – L1/L2/L3, O: 5 | <ul style="list-style-type: none"> Shadow Health Virtual Assessment Exercises Shadow Health Virtual Focused Exams Practice Quizzes Clinical Lab Skills Evaluation One: Health History & Write-Up Clinical Lab Skills Evaluation Two: Problem Focused/Episodic Exam & Write-Up Clinical Lab Skills Evaluation Three: Comprehensive Head-to-Toe Physical Exam & Write-Up Exam 1 Exam 2 Comprehensive Final Exam |

Course Calendar with Due Dates/Times

| <p><u>(ALL TIMES ARE CENTRAL STANDARD TIMES WITH NO EXCEPTIONS)</u></p> <p>Course or Module Activity</p> | <p>Due Date/Time</p> | <p>Assignment Details</p> |
|---|---|---|
| <p>Pathway to Graduation – Orientation (Course One)</p> | | |
| <p>Personal Graduation Plan</p> | <p>Must be submitted by the end of a student's first course in the program.</p> | <p>N/A if completed</p> |
| <p>Pathway to Graduation – Let's Get Clinical (Courses Two through Fourteen)</p> | | |
| <p>Items as Indicated Within "Let's Get Clinical."</p> | <p>Week Five, Saturday, 23:59</p> | <p>As per UTACONHI program guidelines</p> |
| <p>Module/Week One</p> | | |
| <p>Attestation Statement</p> | <p>Wednesday 23:59</p> | <p>Completed in Blackboard</p> |
| <p>Readings</p> | <p>Saturday 23:59</p> | <ul style="list-style-type: none"> • Seidel et al. – Chapter 1, The History and Interviewing Process, pp. 1-20 • Seidel et al. – Chapter 2, Cultural Competency, pp. 21-29 • Allen & Crouch – Book Chapter, Cultural and Spiritual Health Assessment, pp. 311-330 (found on Blackboard in Course Readings) • Dains et al. – Chapter 2, Evidence-Based Health Screening, pp. 6-10 • Seidel et al. – Chapter 7, Nutrition, pp. 95-113 • Dains et al. – Chapter 39, Weight Loss/Gain [Unintentional] (Common Systemic Problems), pp. 194-207 • Dains et al. – Chapter 1, Clinical Reasoning, Differential Diagnosis, Evidence-Based Practice, and Symptom Analysis, pp. 1-5 |
| <p>Lectures</p> | <p>Saturday 23:59</p> | <ul style="list-style-type: none"> • Powerpoint Lecture: The Health History Interview |
| <p>Videos</p> | <p>Saturday 23:59</p> | <ul style="list-style-type: none"> • Mosby Video: Effective Communication and |

| <p><u>(ALL TIMES ARE CENTRAL STANDARD TIMES WITH NO EXCEPTIONS)</u></p> <p>Course or Module Activity</p> | <p>Due Date/Time</p> | <p>Assignment Details</p> |
|---|-----------------------------|---|
| Clinical Practice Activities | Saturday 23:59 | <p>Interview Skills</p> <ul style="list-style-type: none"> Shadow Health: Conversation Concept Lab 'Rachel Adler' Personal Clinical Practice Exercise: Health History Interview – with family member, friend, or colleague etc. Weekly Meeting with Clinical Faculty (Q & A, demo/practice) |
| Shadow Health Assignments / Practice Quizzes | Saturday 23:59 | <p>See practice activities above for Shadow Health Concept Lab</p> <ul style="list-style-type: none"> Shadow Health Registration and Digital Clinical Experience Orientation Video Practice Quiz: Seidel et al. – Chapter 1, The History and Interviewing Process Practice Quiz: Seidel et al. – Chapter 2, Cultural Competency Practice Quiz: Seidel et al. – Chapter 7, Nutrition Shadow Health Assessment Exercise: Health History 'Tina Jones' |
| Respondus Practice Test | Saturday 23:59 | Completed in Blackboard; Requires use of Respondus Lockdown Browser and Webcam |
| Kaltura Practice Video Submission – Student introduction | Saturday 23:59 | See Further Instructions in Syllabus/Blackboard, submitted in Blackboard |
| Module/Week Two | | |
| Readings | Saturday 23:59 | <ul style="list-style-type: none"> Seidel et al. – Chapter 3, Examination Techniques and Equipment, pp. 30-49 Seidel et al. – Chapter 4, Vital Signs and Pain Assessment, pp. 50-63 Seidel et al. – Chapter 6, Growth and Measurement, pp. 79-94 Dains et al. – Chapter 17, Fever (Common Systemic Problems), pp. 194-207 |

| <p><u>(ALL TIMES ARE CENTRAL STANDARD TIMES WITH NO EXCEPTIONS)</u></p> <p>Course or Module Activity</p> | <p>Due Date/Time</p> | <p>Assignment Details</p> |
|---|--|---|
| | | <ul style="list-style-type: none"> Seidel et al. – Chapter 26, Recording Information, pp. 616-631 |
| Lectures | Saturday 23:59 | <ul style="list-style-type: none"> Powerpoint Lecture: UTACONHI Documentation of Assessment Findings and Best Practices |
| Videos | Saturday 23:59 | N/A |
| Clinical Practice Activities | Saturday 23:59 | <ul style="list-style-type: none"> Weekly Meeting with Clinical Faculty (Q & A, demo/practice) |
| Shadow Health Assignments / Practice Quizzes | Saturday 23:59 | <ul style="list-style-type: none"> Practice Quiz: Seidel et al. – Chapter 3, Examination Techniques and Equipment Practice Quiz: Seidel et al. – Chapter 4, Vital Signs and Pain Assessment Practice Quiz: Seidel et al. – Chapter 6, Growth and Measurement Practice Quiz: Seidel et al. – Chapter 6, Growth and Measurement |
| Clinical Lab Skills Evaluation One: Video & Write-Up | Saturday 23:59 (<u>Video and Write-Up both due/submitted to Blackboard</u>) | See Further Instructions in Syllabus/Blackboard, submitted in Blackboard |
| Module/Week Three | | |
| Readings | Saturday 23:59 | <ul style="list-style-type: none"> Seidel et al. – Chapter 5, Mental Status, pp. 66-67 (Physical Appearance & Behavior/State of Consciousness only) Seidel et al. – Chapter 24, Putting It All Together, p. 597 (General Inspection only) Dains et al. – Chapter 16, Fatigue (Common Systemic Problems), pp. 184-193 Seidel et al. – Chapter 8, Skin, Hair, and Nails, pp. 114-165 Dains et al. – Chapter 28, Rashes and Skin Lesions, pp. 325-343 |
| Lectures | Saturday 23:59 | N/A |

| <p><u>(ALL TIMES ARE CENTRAL STANDARD TIMES WITH NO EXCEPTIONS)</u></p> <p>Course or Module Activity</p> | <p>Due Date/Time</p> | <p>Assignment Details</p> |
|---|-----------------------------|---|
| Videos | Saturday 23:59 | <ul style="list-style-type: none"> • Mosby Video: Skin, Hair, and Nails |
| Clinical Practice Activities | Saturday 23:59 | <ul style="list-style-type: none"> • Personal Clinical Practice Exercise: General Survey and Skin/Hair/Nails Assessment – with family member, friend, or colleague etc. • Weekly Meeting with Clinical Faculty (Q & A, demo/practice) |
| Shadow Health Assignments / Practice Quizzes | Saturday 23:59 | <ul style="list-style-type: none"> • Practice Quiz: Seidel et al. – Chapter 8, Skin, Hair, and Nails, |
| Module/Week Four | | |
| Readings | Saturday 23:59 | <ul style="list-style-type: none"> • Seidel et al. – Chapter 9, Lymphatic System, pp. 166-183 • Seidel et al. – Chapter 10, Head and Neck, pp. 184-203 • Seidel et al. – Chapter 11, Eyes, pp. 204-230 • Seidel et al. – Chapter 12, Ears, Nose, and Throat, pp. 231-259 • Dains et al. – Chapter 15, Earache, pp. 174-183 • Dains et al. – Chapter 21, Hoarseness, pp. 248-255 • Dains et al. – Chapter 25, Nasal Symptoms and Sinus Congestion, pp. 301-309 • Dains et al. – Chapter 30, Red Eye, pp. 357-368 • Dains et al. – Chapter 32, Sore Throat, pp. 381-389 • Dains et al. – Chapter 38, Vision Loss, pp. 446-457 |
| Lectures | Saturday 23:59 | N/A |
| Videos | Saturday 23:59 | <ul style="list-style-type: none"> • Mosby Video: Head, Neck, and Lymphatic System • Mosby Video: Eyes • Mosby Video: Ears, Nose, and Throat |
| Clinical Practice Activities | Saturday 23:59 | <ul style="list-style-type: none"> • Personal Clinical Practice Exercise: Head, Neck, and Lymphatic Assessment – with family |

| <p><u>(ALL TIMES ARE CENTRAL STANDARD TIMES WITH NO EXCEPTIONS)</u></p> <p>Course or Module Activity</p> | <p>Due Date/Time</p> | <p>Assignment Details</p> |
|---|-----------------------------|--|
| | | <p>member, friend, or colleague etc.</p> <ul style="list-style-type: none"> • Personal Clinical Practice Exercise: EENT Assessment – with family member, friend, or colleague etc. • Weekly Meeting with Clinical Faculty (Q & A, demo/practice) |
| <p>Shadow Health Assignments / Practice Quizzes</p> | <p>Saturday 23:59</p> | <ul style="list-style-type: none"> • Practice Quiz: Seidel et al. – Chapter 9, Lymphatic System • Practice Quiz: Seidel et al. – Chapter 10, Head and Neck • Practice Quiz: Seidel et al. – Chapter 11, Eyes • Practice Quiz: Seidel et al. – Chapter 12, Ears, Nose, and Throat • Shadow Health Assessment Exercise: HEENT 'Tina Jones' |
| <p>Module/Week Five</p> | | |
| <p>Readings</p> | <p>Saturday 23:59</p> | <ul style="list-style-type: none"> • Seidel et al. – Chapter 13, Chest and Lungs, pp. 260-293 • Dains et al. – Chapter 11, Cough, pp. 118-132 • Dains et al. – Chapter 14, Dyspnea, pp. 159-173 • Seidel et al. – Chapter 14, Heart, pp. 294-331 • Seidel et al. – Chapter 15, Blood Vessels, pp. 332-349 • Dains et al. – Chapter 8, Chest Pain, pp. 81-96 • Dains et al. – Chapter 26, Palpitations, pp. 310-317 • Dains et al. – Chapter 33, Syncope, pp. 390-397 |
| <p>Lectures</p> | <p>Saturday 23:59</p> | <p>N/A</p> |
| <p>Videos</p> | <p>Saturday 23:59</p> | <ul style="list-style-type: none"> • Mosby Video: Chest and Lungs • Mosby Video: Heart • Mosby Video: Blood Vessels |
| <p>Clinical Practice Activities</p> | <p>Saturday 23:59</p> | <ul style="list-style-type: none"> • Shadow Health: Respiratory Concept Lab |

| <p><u>(ALL TIMES ARE CENTRAL STANDARD TIMES WITH NO EXCEPTIONS)</u></p> <p>Course or Module Activity</p> | <p>Due Date/Time</p> | <p>Assignment Details</p> |
|---|-----------------------------------|---|
| | | <ul style="list-style-type: none"> • Personal Clinical Practice Exercise: Chest and Lungs Assessment – with family member, friend, or colleague etc. • Shadow Health: Cardiovascular Concept Lab • Personal Clinical Practice Exercise: Heart and Blood Vessels Assessment – with family member, friend, or colleague etc. • Weekly Meeting with Clinical Faculty (Q & A, demo/practice) |
| <p>Shadow Health Assignments / Practice Quizzes</p> | <p>Saturday 23:59</p> | <p>See practice activities above for Shadow Health Concept Labs</p> <ul style="list-style-type: none"> • Practice Quiz: Seidel et al. – Chapter 13, Chest and Lungs • Practice Quiz: Seidel et al. – Chapter 14, Heart • Practice Quiz: Seidel et al. – Chapter 15, Blood Vessels • Shadow Health Assessment Exercise: Respiratory 'Tina Jones' • Shadow Health Focused Exam: Cough 'Danny Rivera age 8' • Shadow Health Assessment Exercise: Cardiovascular 'Tina Jones' • Shadow Health Focused Exam: Chest Pain 'Brian Foster age 58' |
| <p>Items as Indicated Within "Let's Get Clinical."</p> | <p>Week Five, Saturday, 23:59</p> | <p>As per UTACONHI program guidelines</p> |
| <p>Clinical Skills Lab Assignments Checklist/Attestation Form</p> | <p>Saturday 23:59</p> | <p>Signed / Submitted within Blackboard for review by Clinical Instructors</p> |
| <p>Module/Week Six</p> | | |
| <p>Readings</p> | <p>Saturday 23:59</p> | <ul style="list-style-type: none"> • Seidel et al. – Chapter 16, Breasts and Axillae, pp. 350-369 |

| <p><u>(ALL TIMES ARE CENTRAL STANDARD TIMES WITH NO EXCEPTIONS)</u></p> <p>Course or Module Activity</p> | <p>Due Date/Time</p> | <p>Assignment Details</p> |
|---|------------------------------------|--|
| | | <ul style="list-style-type: none"> • Dains et al. – Chapter 6, Breast Lumps and Nipple Discharge, pp. 61-72 • Dains et al. – Chapter 7, Breast Pain, pp. 73-80 • Seidel et al. – Chapter 17, Abdomen, pp. 370-415 • Dains et al. – Chapter 3, Abdominal Pain, pp. 11-32 • Dains et al. – Chapter 10, Constipation, pp. 110-117 • Dains et al. – Chapter 12, Diarrhea, pp. 133-147 • Dains et al. – Chapter 20, Heartburn and Indigestion, pp. 235-247 |
| Lectures | Saturday 23:59 | N/A |
| Videos | Saturday 23:59 | <ul style="list-style-type: none"> • Mosby Video: Breasts and Axillae • Mosby Video: Abdomen |
| Clinical Practice Activities | Saturday 23:59 | <ul style="list-style-type: none"> • Personal Clinical Practice Exercise: Axillae ONLY – with family member, friend, or colleague etc. • Shadow Health: Gastrointestinal Concept Lab • Personal Clinical Practice Exercise: Abdominal Assessment – with family member, friend, or colleague etc. • Weekly Meeting with Clinical Faculty (Q & A, demo/practice) |
| Shadow Health Assignments / Practice Quizzes | Saturday 23:59 | <p>See practice activities above for Shadow Health Concept Lab</p> <ul style="list-style-type: none"> • Practice Quiz: Seidel et al. – Chapter 16, Breasts and Axillae • Practice Quiz: Seidel et al. – Chapter 17, Abdomen • Shadow Health Assessment Exercise: Gastrointestinal 'Tina Jones' • Shadow Health Focused Exam: Abdominal Pain 'Esther Park age 78' |
| Exam 1 | Friday 08:00 – Sunday 23:59 | See Further Instructions in Syllabus/Blackboard, completed in |

| <p><u>(ALL TIMES ARE CENTRAL STANDARD TIMES WITH NO EXCEPTIONS)</u></p> <p>Course or Module Activity</p> | <p>Due Date/Time</p> | <p>Assignment Details</p> |
|---|-----------------------------|---|
| | | <p>Blackboard; Requires use of Respondus Lockdown Browser and Webcam</p> |
| <p>Module/Week Seven</p> | | |
| <p>Readings</p> | <p>Saturday 23:59</p> | <ul style="list-style-type: none"> • Seidel et al. – Chapter 18, Female Genitalia, pp. 416-465 • Dains et al. – Chapter 34, Urinary Incontinence, pp. 398-408 • Dains et al. – Chapter 35, Urinary Problems in Females and Children, pp. 409-418 • Dains et al. – Chapter 5, Amenorrhea, pp. 47-60 • Dains et al. – Chapter 36 Vaginal Bleeding, pp. 419-433 • Dains et al. – Chapter 37, Vaginal Discharge and Itching, pp. 434-445 • Seidel et al. – Chapter 19, Male Genitalia, pp. 466-484 • Dains et al. – Chapter 18, Genitourinary Problems in Males, pp. 208-220 • Dains et al. – Chapter 27, Penile Discharge, pp. 318-324 • Seidel et al. – Chapter 20, Anus, Rectum, and Prostate, pp. 485-500 • Dains et al. – Chapter 29, Rectal Pain, Itching, and Bleeding, pp. 344-356 |
| <p>Lectures</p> | <p>Saturday 23:59</p> | <p>N/A</p> |
| <p>Videos</p> | <p>Saturday 23:59</p> | <ul style="list-style-type: none"> • Mosby Video: Female Genitalia, Reproductive Tract, and Rectum • Mosby Video: Male Genitalia and Rectum • Review UTACONHI Student Example Video of Problem Focused Exam Demonstration |
| <p>Clinical Practice Activities</p> | <p>Saturday 23:59</p> | <ul style="list-style-type: none"> • Weekly Meeting with Clinical Faculty (Q & A, demo/practice) |

| <p><u>(ALL TIMES ARE CENTRAL STANDARD TIMES WITH NO EXCEPTIONS)</u></p> <p>Course or Module Activity</p> | <p>Due Date/Time</p> | <p>Assignment Details</p> |
|---|--|---|
| <p>Shadow Health Assignments / Practice Quizzes</p> | <p>Saturday 23:59</p> | <ul style="list-style-type: none"> Practice Quiz: Seidel et al. – Chapter 18, Female Genitalia Practice Quiz: Seidel et al. – Chapter 19, Male Genitalia Practice Quiz: Seidel et al. – Chapter 20, Anus, Rectum, and Prostate |
| <p>Clinical Lab Skills Evaluation Two: Problem-Focused/Episodic Exam with Faculty & Write-Up</p> | <p>Scheduled with Clinical Faculty to be performed via Zoom appointment during Week 7; Must be completed by Saturday at 23:59; Write-Up due/submitted to Blackboard within 24 hours of Exam</p> | <p>See Further Instructions in Syllabus/Blackboard, submitted in Blackboard</p> <ul style="list-style-type: none"> Review the UTACONHI Problem-Focused Exam Student Demonstration Video in Blackboard |
| <p>Module/Week Eight</p> | | |
| <p>Readings</p> | <p>Saturday 23:59</p> | <ul style="list-style-type: none"> Seidel et al. – Chapter 22, Neurologic System, pp. 544-580 Dains et al. – Chapter 13, Dizziness, pp. 148-158 Dains et al. – Chapter 19, Headache, pp. 221-234 Seidel et al. – Chapter 21, Musculoskeletal System, pp. 501-543 Dains et al. – Chapter 22, Lower Extremity Limb Pain, pp. 256-274 Dains et al. – Chapter 23, Upper Extremity Limb Pain, pp. 275-287 Dains et al. – Chapter 24, Low Back Pain (Acute), pp. 288-300 Seidel et al. – Chapter 23, Sports Participation Evaluation, pp. 581-593 |
| <p>Lectures</p> | <p>Saturday 23:59</p> | <p>N/A</p> |
| <p>Videos</p> | <p>Saturday 23:59</p> | <ul style="list-style-type: none"> Mosby Video: Neuro – Mental Status, Speech, and Cranial Nerves Mosby Video: Neuro – Motor/Sensory Functions and Reflexes |

| <p><u>(ALL TIMES ARE CENTRAL STANDARD TIMES WITH NO EXCEPTIONS)</u></p> <p>Course or Module Activity</p> | <p>Due Date/Time</p> | <p>Assignment Details</p> |
|---|-----------------------------|--|
| | | <ul style="list-style-type: none"> • Mosby Video: Musculoskeletal |
| Clinical Practice Activities | Saturday 23:59 | <ul style="list-style-type: none"> • Personal Clinical Practice Exercise: Neurological Assessment – with family member, friend, or colleague etc. • Personal Clinical Practice Exercise: MSK Assessment – with family member, friend, or colleague etc. |
| Shadow Health Assignments / Practice Quizzes | Saturday 23:59 | <ul style="list-style-type: none"> • Practice Quiz: Seidel et al. – Chapter 22, Neurologic System • Practice Quiz: Seidel et al. – Chapter 21, Musculoskeletal System • Practice Quiz: Seidel et al. – Chapter 23, Sports Participation Evaluation • Shadow Health Assessment Exercise: Musculoskeletal 'Tina Jones' • Shadow Health Assessment Exercise: Neurological 'Tina Jones' |
| Module/Week Nine | | |
| Readings | Saturday 23:59 | <ul style="list-style-type: none"> • Seidel et al. – Chapter 5, Mental Status, pp. 64-78 • Dains et al. – Chapter 4, Affective Changes, pp. 33-46 • Dains et al. – Chapter 9, Confusion in Older Adults, pp. 97-109 • Dains et al. – Chapter 31, Sleep Problems, pp. 369-380 • Powerpoint: Cognitive Screenings Review Lecture Slides (Read Only) |
| Lectures | Saturday 23:59 | <ul style="list-style-type: none"> • Video Lecture: Psychiatric Evaluation • Video Lecture: Psych Eval of a Child • Video Lecture: Diagnosing Depression • Video Lecture: Suicide |

| <p><u>(ALL TIMES ARE CENTRAL STANDARD TIMES WITH NO EXCEPTIONS)</u></p> <p>Course or Module Activity</p> | <p>Due Date/Time</p> | <p>Assignment Details</p> |
|---|-----------------------------|--|
| | | <ul style="list-style-type: none"> • Video Lecture: Physical Exam and Lab Results in Eating Disorders • Video Lecture: Child/Adolescent Mental Health: ADHD Concerns • Video Lecture: Neurocognitive Disorders: Assessment & Screening |
| Videos | Saturday 23:59 | <ul style="list-style-type: none"> • Video: Demonstration of the Folstein MMSE • Video: Full Psychiatric Evaluation of Adult Patient 'Wyatt' • Video: Adolescent Psychiatric Evaluation of 'Chase', Part 1 • Video: Adolescent Psychiatric Evaluation of 'Chase', Part 2 • Video: Discussion of the Adolescent Psychiatric Evaluation of 'Chase' by Dr. Carol Lieser • Video: Psychiatric interview of a depressed patient in primary care • Video: Psychiatric interview of an anxious patient in primary care • Video: Use of SBIRT in an older, hospitalized male patient |
| Clinical Practice Activities | Saturday 23:59 | <ul style="list-style-type: none"> • Personal Clinical Practice Exercise: Folstein MMSE, SLUMS, MoCA, and Mini Cog – with family member, friend, or colleague etc. • Personal Clinical Practice Exercise: Download, save, and review the Vanderbilt ADHD Parent and Teacher Screening Tools – may administer to family member, friend, or colleague etc., and review the results; Be sure to |

| <p><u>(ALL TIMES ARE CENTRAL STANDARD TIMES WITH NO EXCEPTIONS)</u></p> <p>Course or Module Activity</p> | <p>Due Date/Time</p> | <p>Assignment Details</p> |
|---|-----------------------------|--|
| | | <p>review the teacher screening tool as well</p> <ul style="list-style-type: none"> • Weekly Meeting with Clinical Faculty (Q & A, demo/practice) |
| <p>Shadow Health Assignments / Practice Quizzes</p> | <p>Saturday 23:59</p> | <ul style="list-style-type: none"> • Practice Quiz: Seidel et al. – Chapter 5, Mental Status • Shadow Health Assessment Exercise: Mental Health ‘Tina Jones’ |
| <p>Module/Week Ten</p> | | |
| <p>Readings</p> | <p>Saturday 23:59</p> | <ul style="list-style-type: none"> • Seidel et al. – Chapter 24, Putting It All Together, pp. 594-609 • Seidel et al. – Chapter 25, Taking the Next Steps: Critical Thinking, pp. 610-615 • Seidel et al. – Chapter 27, Emergency or Life-Threatening Situations, pp. 632-644 |
| <p>Lectures</p> | <p>Saturday 23:59</p> | <ul style="list-style-type: none"> • Review Powerpoint Lecture: UTACONHI Documentation of Assessment Findings and Best Practices |
| <p>Videos</p> | <p>Saturday 23:59</p> | <ul style="list-style-type: none"> • Mosby Video: Putting It All Together • Mosby Video: Putting It All Together – Child • Mosby Video: Physical Exam of the Hospitalized Patient • Review UTACONHI Student Demonstration Video of Comprehensive Head-to-Toe Physical Assessment/Exam |
| <p>Clinical Practice Activities</p> | <p>Saturday 23:59</p> | <ul style="list-style-type: none"> • Personal Clinical Practice Exercise: Practice for Comprehensive Head-to-Toe Physical Assessment Demonstration Video due in Week 11 (Clinical lab skills evaluation 3 – with family member, friend, or colleague etc. • Weekly Meeting with Clinical Faculty (Q & A, |

| <p><u>(ALL TIMES ARE CENTRAL STANDARD TIMES WITH NO EXCEPTIONS)</u></p> <p>Course or Module Activity</p> | <p>Due Date/Time</p> | <p>Assignment Details</p> |
|---|---|---|
| Shadow Health Assignments / Practice Quizzes | Saturday 23:59 | <p>demo/practice)</p> <ul style="list-style-type: none"> Practice Quiz: Seidel et al. – Chapter 24, Putting It All Together Practice Quiz: Seidel et al. – Chapter 25, Taking the Next Steps: Critical Thinking Shadow Health Assessment Exercise: Capstone Assignment – Comprehensive Head-to-Toe Assessment 'Tina Jones' |
| Exam 2 | Friday 08:00 – Sunday 23:59 | See Further Instructions in Syllabus/Blackboard, completed in Blackboard; Requires use of Respondus Lockdown Browser and Webcam |
| Clinical Skills Lab Assignments Checklist/Attestation Form | Saturday 23:59 | Signed / Submitted within Blackboard for review by Clinical Instructors |
| Module/Week Eleven | | |
| Clinical Lab Skills Evaluation Three: Comprehensive Head-to- Toe Physical Examination Video & Write-Up | <p>Wednesday 23:59</p> <p><u>***Please note due date/time as this differs from most other activities in the course!</u></p> | <p>See Further Instructions in Syllabus/Blackboard, submitted in Blackboard</p> <ul style="list-style-type: none"> Review UTACONHI Student Demonstration Video of Comprehensive Head-to-Toe Physical Assessment/Exam and Write-Up |
| Comprehensive Final Exam | Friday 08:00 – Sunday 23:59 | See Further Instructions in Syllabus/Blackboard, completed in Blackboard; Requires use of Respondus Lockdown Browser and Webcam |

N5418 Test Blueprints

| Exam | Major Topics/(# questions) | Total # Questions on Exam |
|---------------|---|---------------------------|
| EXAM 1 | <p><i>(Covers Content in Weeks 1-5 only)</i></p> <p>Patient Interviewing/Health History (5)</p> <p>Cultural Competency (3)</p> <p>Spiritual Considerations (2)</p> | 75 |

| | | |
|--|--|------------|
| | Health Risk Screening/Assessment (2) Nutritional Assessment (3) Diagnostic Reasoning/Differential Diagnosis (5) Exam Techniques/Equipment (5) Vital Signs/Pain/Growth & Measurement (4) Recording & Documenting (3) General Survey (3) Skin/Hair/Nails (6) Head/Neck/Lymphatics (6) EENT (8) Chest & Lungs (10) Heart & Blood Vessels (10) | |
| EXAM 2 | <i>(Covers Content in Weeks 6-9 only)</i> Breasts/Axillae (6) Abdomen (13) Female Genitalia (6) Male Genitalia (6) Anus/Rectum/Prostate (4) Neuro (13) MSK (12) Sports Physical (3) Psych (12) | 75 |
| Comprehensive Final Examination | <i>(Covers Content in Weeks 1-10)</i> Patient Interviewing/Health History (4) Cultural Competency (3) Spiritual Considerations (2) Health Risk Screening/Assessment (2) Nutritional Assessment (3) Diagnostic Reasoning/Differential Diagnosis (6) Exam Techniques/Equipment (5) Vital Signs/Pain/Growth & Measurement (4) Recording & Documenting (3) General Survey (4) Skin/Hair/Nails (7) Head/Neck/Lymphatics (7) EENT (7) Chest & Lungs (7) Heart & Blood Vessels (7) Breasts/Axillae (5) Abdomen (7) Female Genitalia (5) Male Genitalia (5) Anus/Rectum/Prostate (4) Neuro (7) MSK (7) Sports Physical (3) Psych (7) Emergent Findings (4) | 125 |

Description of Major Assignments/Assessments: *For all course assignments/assessments, please refer to the course calendar in this syllabus for specific due dates and times. Please refer to Blackboard for more details concerning these assignments and for grading rubrics. Please remember that all times are central standard times with no exceptions. There will be **NO** option for makeup assignments or extra credit in this course.*

Respondus Practice Test

This is a five item, multiple choice, practice quiz covering important information found in the course syllabus. The purpose of this practice test is to allow students to test the use of the Respondus Lockdown Browser and webcam (required for the three major exams in this course), as well as to allow students to troubleshoot any problems with Respondus or their computer and equipment prior to the first major exam in this course. This is a required practice assignment, and students must complete this activity before the end of week one in the course. Please refer to information found in this syllabus for further directions for downloading and using Respondus Lockdown Browser.

Kaltura Practice Video Submission

This is a brief, required practice assignment that will allow students to practice utilizing the Kaltura Video Recording application within Blackboard. Kaltura video recording will be required for this assignment, as well as Clinical Lab Skills Evaluations One and Two in the course. Videos recorded via other programs or methods will NOT be accepted in this course as they result in lengthy and sometimes impossible uploading/downloading times for faculty.

For this assignment, the student will record a video of themselves with a brief (1-5 min) introduction of who you are and your clinical background. The purpose of this video is to A. learn to record and submit in blackboard via Kaltura, B. test video and audio quality of your videos for future submissions, C. Tell your clinical instructor a little about yourself. Your clinical instructor will provide feedback regarding video and audio quality as needed.

Shadow Health Digital Clinical Experiences and Virtual Assessment Assignments

These assignments are designed to allow students an opportunity to practice advanced assessment techniques in a safe and fun format via simulated technology. For these assignments, students will interact virtually with various avatars (patients) to practice and demonstrate competency on a variety of assessment types and systems. The student will also be engaged in three digital concept labs to help sharpen assessment skills. The student must generate a computer score of **80% or greater on** each and every assignment in order to receive a grade to receive all points. Assignments are due weekly, but students will have multiple/unlimited attempts to complete and pass the assignments in the week before the due date/time. The assignments will also remain open for the duration of the course so that students can review and practice various assessments and skills. Please see the detailed information on Shadow Health in subsequent pages of this syllabus for more information. Students are required to complete ALL post assessment activities for each assignment, including post-assessment questions and reflective journaling. Students' activity and progress on these assignments will be monitored by clinical instructors and lead faculty. Students are required to download and save each certificate of completion for every assessment/assignment completed in Shadow Health.

Personal Clinical Practice Exercises

These exercises allow time for students to practice various assessment techniques on family members, friends, or colleagues. Please note that clinical time is awarded in this course for such practice, and students are expected to practice various skills so that they are comfortable with these skills for clinical lab skills evaluations. Students should be aware that practice does NOT make perfect...but PERFECT practice makes perfect, meaning that students who practice skills with

incorrect techniques will have to unlearn the poor technique and relearn the correct technique. Be sure to utilize all of the clinical skills teaching resources in this course to ensure that you have mastered the correct techniques and use of equipment for advanced assessment. In the event that you have questions or concerns, please utilize your clinical faculty for help. Students may also award themselves credit for personal practice if they are practicing and utilizing the precise skills learned in this course in their patient encounters at work. Please avoid practicing skills on anyone that would constitute a breach of privacy or would be uncomfortable for anyone (such as male or female examinations, female breast examinations, or any other similar exams). Students will have ample opportunity to practice these skills further along in the program with preceptor guidance.

Clinical Skills Lab Assignments Checklist/Attestation Form

This form is an attestation form that the student signs each week to verify that he/she has completed the assigned clinical labs skills for this course. A copy of this form has been placed in the syllabus and will also be available on Blackboard. Either electronic or hand-written signatures will be acceptable. This form will be submitted at the end of weeks 5 and 10 in the course via drop-box in Blackboard.

Weekly Virtual Meetings with Clinical Group Members/Clinical Faculty

These weekly meetings are designed for students to interact with their clinical group members and clinical instructors. These will be held via Zoom (a program similar to Skype or Collaborate). The format for these meetings will be decided by each individual clinical faculty member, but will cover topic areas such as clinical skills questions, questions about clinical assignments, demonstration of advanced assessment techniques or equipment. Weekly meeting times will be decided by each clinical faculty member. Faculty will send Zoom invites to students for these meetings. Once students receive the meeting invitation and connect to the meeting, they will be directed to a simple download of Zoom. More information on these weekly meetings will be sent to students via email from clinical instructors. Every attempt will be made by the clinical instructors to assign meeting times that will be conducive to students with various work/shift schedules.

Clinical Lab Skills Evaluation One: Health History Video and Write-Up

This assignment will focus on the student's ability to perform a comprehensive health history/obtain subjective data from a friend, family member, or colleague playing the role of a simulated patient. Students will utilize the SOAP note format/outline provided to guide their questions for this assignment. The simulated patient may either answer questions true to their personal health history or provide 'made-up' information for the purposes of this assignment. Please see Blackboard for more specific information and the grading rubric for this assignment. Students will use Kaltura Media to record this video and will submit the video along with written documentation of the health history in SOAP note format. (25 min time cap)

Clinical Lab Skills Evaluation Two: Problem-Focused/Episodic Exam with Clinical Faculty and Write-Up

This assignment will test the student's ability to perform a problem-focused/episodic exam of an ill patient simulated by the student's clinical instructor. The visit will be performed via Zoom, and faculty will role play the patient. A patient chart will be provided to the student prior to the exam, but the student will perform the problem-focused health history and physical examination as appropriate to the scenario. For this assignment, students will need to bring a friend, family member, or colleague to the episodic exam in order to demonstrate the physical assessment component of the exam. Students will be given any abnormal findings in the physical exam. Students will present diagnoses (actual, differential, rule out if any, and chronic) and health promotion needs verbally to the clinical instructor at the end of the exam. Written documentation of the exam will be due to be submitted in Blackboard within 24 hours of completing the exam. Please see Blackboard for more specific information and the grading rubric for this assignment. (30 min time cap)

Clinical Lab Skills Evaluation Three: Comprehensive Head-to-Toe Physical Assessment and Write-Up

This assignment will test the student's ability to perform a comprehensive head-to-toe physical examination on a family member, friend, or colleague playing the role of the patient. For this assignment, students will be expected to verbalize expected and actual findings as they are completing the exam. A demonstration video has been provided in Blackboard so that students can see the expectations for this assignment. Students will be allowed one 5X7 notecard (front and back) as a reference page for use during the exam. Students will be penalized for over-using the reference page during their demonstration. No other notes or reference will be allowed, and students will be expected to pan the room to show that they do not have references in sight for this assignment. Please see Blackboard for more specific information and the grading rubric for this assignment. Students will use Kaltura Media to record this video and will submit the video along with written documentation of the physical exam findings. (60 min time cap. Instructor will STOP grading video at 60 min.)

Practice Quizzes

Practice quizzes have been provided throughout this course so that students can test their knowledge of didactic course content. Although encouraged, practice quizzes are optional and are not mandatory for course completion. These quizzes have been timed so that students can practice answering test items in a time-limited format. These quizzes can be completed as open-book/open-note quizzes, and the student will NOT be required to use the Respondus Lockdown Browser or webcam. Students will have unlimited attempts on the practice quizzes, and they will remain open and available for the duration of the course.

Major Exams (Exam 1, Exam 2, Comprehensive Final Examination)

There will be three major exams in this course that will constitute the student's didactic grade for the course. All exams are multiple choice. For these exams, students will be required to use the Respondus Lockdown Browser and their webcam. Exams are closed-book, and students will not be allowed to use their books, notes, or any other resources for these exams. For exams one and two, students will have 90 minutes for these 75-item exams. For the comprehensive final examination, students will have 150 minutes to complete the 125-item final examination. Please note that the final examination is comprehensive and will cover the entire didactic content for the course. Please refer to your syllabus for test blueprints. Exam questions may come from any of the teaching/learning resources utilized in this course, including textbooks, supplemental readings, videos, lectures, virtual clinical practice exercises, or any other content/information resource. Please refer to your course schedule for exam times/availability. Students must allow themselves enough time to complete the exam before it closes. Exams will close at the time noted on the course schedule. Students who fail to complete exams before the closing time will only receive credit for the questions answered prior to the exam closing. This could and likely will result in a very low score/failure on the exam. Please plan accordingly and do not miss the window of opportunity to take the exam.

Shadow Health: Student Information Resource Pages

What is the Shadow Health Digital Clinical Experience™ (DCE)?

Shadow Health provides a clinical simulation designed to improve your health assessment skills in a safe learning environment. You will examine digital patients throughout the course that are accessible online 24/7. Once you register, you will have lifetime access to the technology.

Shadow Health. (2016). Digital Clinical Experience (Version 4.0) [Software]. Available from <http://www.shadowhealth.com>

For registration and purchase

1. Registration directions: <https://shadow.desk.com/customer/portal/articles/980991-how-to-register-with-shadow-health>
2. Enter Course PIN – (refer to your official syllabus for this PIN)
3. Cost is \$99 paid with a credit card
4. Be sure to register for the appropriate section of the course in which you are enrolled (refer to your syllabus for section number)

Login page: <http://app.shadowhealth.com>

Technical requirements

1. Review requirements: <https://shadow.desk.com/customer/portal/articles/963290-dce-recommended-system-specifications>
2. Tablets and mobile devices are not currently supported.
3. Recommended web browser is Mozilla Firefox.

Shadow Health Support:

1. Contact Shadow Health with any questions or technical issues regarding Shadow Health **before** contacting your instructor.
2. Support is available 24/7 with senior technicians available from 6am - 3am ET (**5am – 2am CST**) at <http://support.shadowhealth.com>.

| Assignment ***ALL post exam activities are to be completed for each module | Average/Estimated Activity Time (Clinical Credit Time for Activity) ***may be more or less depending on individual student's needs |
|--|--|
| Shadow Health DCE Orientation | ½ hour |
| Health History | 3 ½ hours |
| HEENT | 3 hours |
| Respiratory Concept Lab | 1 hour |
| Respiratory | 3 hours |
| Cardiovascular Concept Lab | 1 hour |
| Cardiovascular | 3 hours |
| Abdominal/Gastrointestinal Concept Lab | 1 hour |
| Gastrointestinal | 3 hours |
| Musculoskeletal | 3 hours |
| Neurological | 3 hours |
| Mental Health | 3 hours |
| Focused Exam: Cough: “Danny Rivera” – age 8 | 3 hours |
| Focused Exam: Chest Pain: “Brian Foster” – age 58 | 3 hours |
| Focused Exam: Abdominal Pain: “Esther Park” – age 78 | 3 hours |

| | |
|--------------------------|---------|
| Comprehensive Assessment | 5 hours |
|--------------------------|---------|

Assignment Options

The assignment options set up for NURS 5418 allows students to do either of the following:

- **Flexible Turn In:** Repeat the assignment as many times as desired and choose which attempt to turn in before the due date/time
- **Allow Reopening:** Reopen an assignment attempt multiple times and revise the assignment before the due date/time.

A. Flexible Turn In

This option allows students to turn in an assignment attempt of their choosing.

Here is a link about how to turn in an attempt of your choice:

<https://shadow.desk.com/customer/portal/articles/1900898-assignment-options-turn-in-reopen>

B. Alternative option: Allow Reopening

This option allows students to reopen an assignment attempt before the due date

Here is a link about how to reopen an attempt: <https://shadow.desk.com/customer/portal/articles/1900898-assignment-options-turn-in-reopen>

III. Grading

These digital/virtual clinical experiences are designed to provide students with a safe, fun, realistic, yet challenging virtual forum in which to learn and to practice advanced assessment and diagnostic reasoning skills. The grades on these activities will be factored into the student's overall course grade, students must complete ALL assignments/evaluations/concept labs (including post-assessment written activities) with scores of 80% or above on assessments and 100% on concept labs.

| Assignment | Graded Weight (percentage of coursework) | Expectations for Credit | Assignment Options |
|-------------------------------------|---|---|---------------------------------------|
| Health History | 6.6% | 80% or greater to Pass | Flexible Turn In &/or Allow Reopening |
| Body System Concept Labs (x3) | 6.6% | 100% to Pass (<i>Graded on participation only: full participation = 100% score</i>) | Flexible Turn In &/or Allow Reopening |
| Body Systems (x7) | 6.6% | 80% or greater to Pass | Flexible Turn In &/or Allow Reopening |
| Focused Exams (x3) | 6.6% | 80% or greater to Pass | Flexible Turn In &/or Allow Reopening |

| | | | |
|--------------------------|------|------------------------|---------------------------------------|
| Comprehensive Assessment | 7.6% | 80% or greater to Pass | Flexible Turn In &/or Allow Reopening |
|--------------------------|------|------------------------|---------------------------------------|

For Further questions, please email your professor at:
Lynn.Berger@uta.edu or Crystal.Cisneros@uta.edu

Assignments and Assessments:

Blackboard Required:

Only assignments submitted through Blackboard will be reviewed and accepted for a grade, regardless of the reason. Assignments that are submitted through email will not be reviewed for feedback and will not be graded. They will be assigned a grade of zero. No exceptions will be made.

Technical Problems:

Because technology is vulnerable to experiencing difficulties you should not wait until the last minute to submit an assignment, complete a quiz, or test. If you experience technical difficulties contact Blackboard Support to help resolve the issue. They are open 24 hours a day.

Late Assignments / Assessments:

Late assignments will not be accepted for a grade or reviewed for feedback (regardless of the reason) and will be assigned a zero. Quizzes and tests must be started, completed, and submitted prior to the submission due date and time. Any quiz or test submitted after the due date and time will not be accepted. Make-up exams are not provided given the extended period for which exams are open

Plagiarism:

Plagiarism is prohibited. Any assignment determined to have been plagiarized will be given a zero and the student reported for academic dishonesty. Copying your answers from your textbooks, journal articles, any website or any source is considered plagiarism. All of your work is to be in your own words, paraphrased and referenced according to APA style. Using quoted sentences is not an acceptable manner in which to complete any assignment in this course and does not reflect synthesis of the material. Consequently the use of quoted sentences will result in a point deduction up to and including a zero.

Academic Integrity:

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted.

Per UT System Regents' Rule 50101, §2.2, suspected violations of university standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with the University policy, which may result in the student's suspension or expulsion from the University.

"Scholastic dishonesty includes but is 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."

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§215.8. in the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas Board of Nursing (BON) using rule §215.8 as a guide.**

APA 6th Edition:

Students are expected to use APA style to document resources. Numerous resources can be found through the UTA Library at the following links:

<http://library.uta.edu/sites/default/files/apa2014.pdf>

<http://libguides.uta.edu/apa>

<http://library.uta.edu/how-to/paper-formatting-apa-st>

Grading and Evaluation:

A = 90-100

B = 80-89.99

C = 70-79.99

D = 60-69.99

F = below 60

Individual assignment grades and end of course final grades are not rounded up.

Didactic course assignments/assessments = 40% of the final grade

Clinical course assignments/assessments = 60% of the final grade

(See course assignment/grade weighting table below)

Students are required to maintain a GPA of 3.0 in the FNP Program

Students must pass both the didactic and clinical portions of a clinical course in order to pass the course. In order to pass the clinical and didactic portion, the student must receive a passing

grade **(minimum of 80%)** on the faculty evaluations of the student's clinical performance (problem-focused/episodic Clinical Lab Skills Evaluation and the comprehensive physical exam demonstration video. (There are NO make-up evaluations)

| Required Components for Course Credit | Weight / Percentage Value Within the Course |
|---|--|
| EXAM 1 (Didactic) | 10 % |
| EXAM 2 (Didactic) | 10 % |
| Comprehensive Final EXAM (Didactic) | 20 % |
| Didactic Course Total 40 % | |
| Clinical Lab Skills Evaluation 1: Health History Interview & Write-Up (Kaltura Video Submission) | 10 % |
| Clinical Lab Skills Evaluation 2: Problem-Focused/Episodic Exam with Clinical Faculty & Write-Up (via Zoom) | 15 % |
| Clinical Lab Skills Evaluation 3: Comprehensive Head-to-Toe Physical Examination Demonstration & Write-Up (Kaltura Video Submission) | 30 % |
| Shadow Health Digital Clinical Experiences Assignments | 2.5% <i>(must complete ALL assignments on time with a score of 80% or better on each assignment to pass. Each worth 6.6pts with comprehensive head-to-toe worth 7.6pts)</i> |
| Course Clinical Experiences Time Log Attestation | 2.5% <i>(must complete ALL assignments on time. Each worth 50pts)</i> |
| Clinical Course Total 60 % | |
| Total for Course = 100 % | |

**N5418 Advanced Health Assessment and Diagnostic Reasoning
Clinical Skills Lab Assignments Checklist/Attestation Form
AP FNP Online Program, UTACONHI**



| Week/ Module # | Clinical Skills Activity | Clinical Time Awarded in Course | Student Signature (written or electronic) |
|-------------------------------|--|--|--|
| 1 | Mosby Video: Effective Communication and Interview Skills | ½ HR | |
| 1 | Shadow Health Registration and Digital Clinical Experience Orientation Video | ½ HR | |
| 1 | Shadow Health: Conversation Concept Lab 'Rachel Adler' | 1 HR | |
| 1 | Shadow Health Assessment Exercise: Health History 'Tina Jones' | 3 ½ HRS | |
| 1 | Personal Clinical Practice Exercise: Health History Interview – with family member, friend, or colleague etc. | 1 HR | |
| 1 | Weekly Meeting with Clinical Faculty (Q & A, demo/practice) | 1 HR | |
| 2 | Clinical lab skills evaluation 1: Video – Health History Interview and Write-up (Kaltura Media) due this week | N/A Graded | (See gradebook for confirmation of PASS) |
| 2 | Weekly Meeting with Clinical Faculty (Q & A, demo/practice) | 1 HR | |
| 3 | Mosby Video: Skin, Hair, and Nails | ½ HR | |
| 3 | Personal Clinical Practice Exercise: General Survey and Skin/Hair/Nails Assessment – with family member, friend, or colleague etc. | 1 ½ HRS | |
| 3 | Weekly Meeting with Clinical Faculty (Q & A, demo/practice) | 1 HR | |
| 4 | Mosby Video: Head, Neck, and Lymphatic System | ½ HR | |
| 4 | Mosby Video: Eyes | ½ HR | |
| 4 | Mosby Video: Ears, Nose, and Throat | ½ HR | |
| 4 | Shadow Health Assessment Exercise: HEENT 'Tina Jones' | 3 HRS | |
| 4 | Personal Clinical Practice Exercise: Head, Neck, and Lymphatic Assessment – with family member, friend, or colleague etc. | 1 ½ HRS | |
| 4 | Personal Clinical Practice Exercise: EENT Assessment – with family member, friend, or colleague etc. | 3 HRS | |
| 4 | Weekly Meeting with Clinical Faculty (Q & A, demo/practice) | 1 HR | |

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|---|---|------------|--|
| 5 | Mosby Video: Chest and Lungs | ½ HR | |
| 5 | Mosby Video: Heart | ½ HR | |
| 5 | Mosby Video: Blood Vessels | ½ HR | |
| 5 | Shadow Health: Respiratory Concept Lab | 1 HR | |
| 5 | Shadow Health Assessment Exercise: Respiratory 'Tina Jones' | 3 HRS | |
| 5 | Shadow Health Focused Exam: Cough 'Danny Rivera age 8' | 3 HRS | |
| 5 | Shadow Health: Cardiovascular Concept Lab | 1 HR | |
| 5 | Shadow Health Assessment Exercise: Cardiovascular 'Tina Jones' | 3 HRS | |
| 5 | Shadow Health Focused Exam: Chest Pain 'Brian Foster age 58' | 3 HRS | |
| 5 | Personal Clinical Practice Exercise: Chest and Lungs Assessment – with family member, friend, or colleague etc. | 1 ½ HRS | |
| 5 | Personal Clinical Practice Exercise: Heart and Blood Vessels Assessment – with family member, friend, or colleague etc. | 1 ½ HRS | |
| 5 | Weekly Meeting with Clinical Faculty (Q & A, demo/practice) | 1 HR | |
| 6 | Mosby Video: Breasts and Axillae | ½ HR | |
| 6 | Mosby Video: Abdomen | ½ HR | |
| 6 | Shadow Health: Gastrointestinal Concept Lab | 1 HR | |
| 6 | Shadow Health Assessment Exercise: Gastrointestinal 'Tina Jones' | 3 HRS | |
| 6 | Shadow Health Focused Exam: Abdominal Pain 'Esther Park age 78' | 3 HRS | |
| 6 | Personal Clinical Practice Exercise: Axillae ONLY – with family member, friend, or colleague etc. | 1 HR | |
| 6 | Personal Clinical Practice Exercise: Abdominal Assessment – with family member, friend, or colleague etc. | 1 ½ HRS | |
| 6 | Weekly Meeting with Clinical Faculty (Q & A, demo/practice) | 1 HR | |
| 7 | Mosby Video: Female Genitalia, Reproductive Tract, and Rectum | ½ HR | |
| 7 | Mosby Video: Male Genitalia and Rectum | ½ HR | |
| 7 | Clinical lab skills evaluation 2: Problem-Focused/Episodic Exam | N/A Graded | (See gradebook for confirmation of PASS) |

| | with Clinical Faculty and Write-Up (via Zoom) | | |
|---|--|-------|--|
| 7 | Weekly Meeting with Clinical Faculty (Q & A, demo/practice) | 1 HR | |
| 8 | Mosby Video: Neuro – Mental Status, Speech, and Cranial Nerves | ½ HR | |
| 8 | Mosby Video: Neuro – Motor/Sensory Functions and Reflexes | ½ HR | |
| 8 | Mosby Video: Musculoskeletal | ½ HR | |
| 8 | Shadow Health Assessment Exercise: Musculoskeletal ‘Tina Jones’ | 3 HRS | |
| 8 | Shadow Health Assessment Exercise: Neurological ‘Tina Jones’ | 3 HRS | |
| 8 | Personal Clinical Practice Exercise: MSK Assessment – with family member, friend, or colleague etc. | 3 HRS | |
| 8 | Personal Clinical Practice Exercise: Neurological Assessment – with family member, friend, or colleague etc. | 3 HRS | |
| 8 | Weekly Meeting with Clinical Faculty (Q & A, demo/practice) | 1 HR | |
| 9 | Shadow Health Assessment Exercise: Mental Health ‘Tina Jones’ | 3 HRS | |
| 9 | Video: Demonstration of the Folstein MMSE | ¼ HR | |
| 9 | Video: Full Psychiatric Evaluation of Adult Patient ‘Wyatt’ | 1 HR | |
| 9 | Video: Adolescent Psychiatric Evaluation of ‘Chase’, Part 1 | ½ HR | |
| 9 | Video: Adolescent Psychiatric Evaluation of ‘Chase’, Part 2 | ¼ HR | |
| 9 | Video: Discussion of the Adolescent Psychiatric Evaluation of ‘Chase’ by Dr. Carol Lieser | ¼ HR | |
| 9 | Video: Psychiatric interview of a depressed patient in primary care | ¼ HR | |
| 9 | Video: Psychiatric interview of an anxious patient in primary care | ¼ HR | |
| 9 | Video: Use of SBIRT in an older, hospitalized male patient | ¼ HR | |
| 9 | Personal Clinical Practice Exercise: Folstein MMSE, SLUMS, MoCA, and Mini Cog – with family member, friend, or colleague etc. | 1 HR | |
| 9 | Personal Clinical Practice Exercise: Download, save, and review the Vanderbilt ADHD Parent and Teacher | ½ HR | |

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|---|---|------------|--|
| | Screening Tools – may administer to family member, friend, or colleague etc., and review the results; Be sure to review the teacher screening tool as well | | |
| 9 | Weekly Meeting with Clinical Faculty (Q & A, demo/practice) | 1 HR | |
| 10 | Mosby Video: Putting It All Together | ½ HR | |
| 10 | Mosby Video: Putting It All Together – Child | ½ HR | |
| 10 | Mosby Video: Physical Exam of the Hospitalized Patient | ½ HR | |
| 10 | Shadow Health Assessment Exercise: Capstone Assignment – Comprehensive Head-to-Toe Assessment 'Tina Jones' | 5 HRS | |
| 10 | Personal Clinical Practice Exercise: Practice for Comprehensive Head-to-Toe Physical Assessment Demonstration Video due in Week 11 (Clinical lab skills evaluation 3) – with family member, friend, or colleague etc. | 5 HRS | |
| 10 | Weekly Meeting with Clinical Faculty (Q & A, demo/practice) | 1 HR | |
| 11 | Clinical lab skills evaluation 3: Video – Comprehensive Head-to-Toe Physical Examination and Write-Up (Kaltura Media) | N/A Graded | (See gradebook for confirmation of PASS) |
| Total Course Clinical/Lab Skills Hours | | 90 | <p>I attest that I have completed the 90 required clinical/lab skills hours for this course</p> <p>Student Signature: (written or electronic)</p> <hr/> <p>Date: _____</p> |

University Library Resources for Online Students:

Peace Williamson, *Nursing Librarian* Phone: (817) 272-7433 E-mail: peace@uta.edu

Research Information on Nursing:

<http://libguides.uta.edu/nursing>

| | |
|--------------------|---|
| Library Home Page | http://www.uta.edu/library |
| Subject Guides | http://libguides.uta.edu |
| Subject Librarians | http://www.uta.edu/library/help/subject- |

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|----------------------------|---|
| Library Home Page | http://www.uta.edu/library |
| | librarians.php |
| Database List | http://libguides.uta.edu/az.php |
| Course Reserves | http://pulse.uta.edu/vwebv/enterCourseReserve.do |
| Library Catalog | http://discover.uta.edu/ |
| E-Journals | http://ns6rl9th2k.search.serialssolutions.com/ |
| Library Tutorials | http://www.uta.edu/library/help/tutorials.php |
| Connecting from Off-Campus | http://libguides.uta.edu/offcampus |
| Ask A Librarian | http://ask.uta.edu |

Resources often used by online students: <http://library.uta.edu/distance-disability-services>

Disability Accommodations:

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD):

www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS):

www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Student Evaluation of Course:

Students are asked to please complete the anonymous course evaluation upon completion of this course. We use information gathered from student feedback to guide our overall continual improvement process. Thank you!

Title IX:

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

Schedule Adjustments:

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Lynn Berger, MSN, ANP-BC

Students must have an up-to-date computer system with wired (not wireless) high-speed Internet in addition to e-mail and internet skills. The entire course will be delivered in an online format.

Respondus:

Tests and quizzes will be given using Respondus Lockdown Browser with webcam monitoring. You will be required to download Respondus to complete any quiz or test. Respondus can be downloaded at:

<http://www.respondus.com/lockdown/download.php?id=163943837>

For additional details on using Respondus Lockdown Browser, review this [Student Quick Start Guide \(PDF\)](#) in Blackboard.

Tripod and Webcam:

You will need an external high definition (1080p) webcam with a tripod. An external webcam with a tripod is required to allow you to meet the requirements of the video monitoring for each quiz and test. An external webcam is one which is separate from your computer or laptop. A Logitech 1082p webcam is the required webcam for the FNP online program. Only a Logitech C920 or Logitech C930e will meet the program requirements.

Quiz and Test Taking Rules and Tips:

Read the test taking tips prior to each quiz and test. Follow these tips to optimize your computer's functionality, enhance blackboard's function, and to minimize technical difficulties.

- Respondus Lockdown Browser with video monitoring will be used to administer each quiz and test. Please make sure to download Respondus prior to taking your first quiz.
- Update Respondus prior to completing each quiz and test.
- Update Java prior to completing each quiz and test.
- You will need an external high definition (1080p) webcam with a tripod. This will ensure that your IDs and videos are clearly seen. You will use this webcam throughout the online FNP curriculum. An external webcam is one that is separate from your computer or laptop.
- Using the tripod position the webcam to the side of your desk so that the webcam captures a profile view of you, your computer, and desk. The webcam should provide a clear view of you, the desk and computer from the level of the desk up.
- To ensure your webcam is working properly, complete the webcam test prior to taking every quiz and test.
- If you are kicked out of a quiz or test, close your browser completely, reopen it, and log back into Respondus lockdown browser to continue taking the quiz or test.
- A photo ID is required to take the test. Show your driver's license or Mav ID when prompted by the system. Only your driver's license or Mav ID are acceptable forms of

identification. A work ID badge, passport, or other forms of ID are not acceptable and should not be used.

- Your photo ID must be held close enough to the camera to be read. The photo must be facing the camera. If the image of your ID is not legible you will be asked to provide an electronic copy of your driver's license or Mav ID to verify your identity. Your grade will not be released until your identity has been verified. Failure to verify your identity will result in a zero for the quiz or test.
- You will be asked to show your environment. When you are prompted please rotate the camera to show your desk and the room in its entirety.
- Please ensure that there are no lights shining in front of the webcam. This will obscure the images taken by the webcam.
- Your desk must be completely clear of all materials. Papers, pencils, pens, books, electronics, cell phones, tablets etc. are not allowed on or around your desk while taking a quiz or test.
- Drinks are not allowed while taking a quiz or test.
- No one else may be in the room while you are taking a quiz or test.
- Once you have started a quiz or test you are not allowed to leave your desk. You must complete and submit the quiz or test prior to leaving your desk.
- Plug in laptops and computers prior to starting the quiz or test.
- Talking is prohibited.
- The use of any electronics is strictly prohibited.
- Hats may not be worn while taking a quiz or test.

Any violation in the above rules may result in any and all of the following:

- A point deduction up to and including a grade of zero on the respective quiz or test.
- The student may be reported to The Office of Student Conduct. If The Office of Student Conduct determines the reported student has participated in academic dishonesty the consequences may include any or all of the following: a quiz or test score of zero, course failure, probation, suspension or expulsion from the university.

Plagiarism:

Plagiarism is prohibited. Any assignment determined to have been plagiarized will be given a zero and the student reported for academic dishonesty. Copying your answers from your textbooks, journal articles, any website or any source is considered plagiarism. All of your work is to be in your own words, paraphrased and referenced according to APA style. Using quoted sentences is not an acceptable manner in which to complete any assignment in this course and does not reflect synthesis of the material. Consequently the use of quoted sentences will result in a point deduction up to and including a zero.

Safe Assign:

Safe assign is an electronic system which helps to identify plagiarized assignments. All student assignments are subject to being submitted to safe assign at any time to evaluate for plagiarism. Case studies and the electronic poster presentation will automatically be submitted to safe assign and evaluated for plagiarism. Discussion board posts may randomly be submitted to safe assign or may be submitted if plagiarism is suspected.

Plagiarism: Copying another student's paper or any portion of it is plagiarism. Copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. Consistent with APA format, if five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author's name, date of publication, and page number of publication. If the author's ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing giving the author's name and date of publication. If a single author's ideas are discussed in more than one paragraph, the author must be referenced, according to APA format. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are expected to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/plagiarism/index.html> This is repeated here. At least one of the two needs to go under global stuff in the orientation, probably both.

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources. Does this apply to online? Please find out what specifically applies to them and let's get that message.

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://web.uta.edu/aao/fao/>).

Drop Policy:

Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student's academic department. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will**

not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Office of Financial Aid and Scholarships at <http://www.uta.edu/aao/fao/>

The last day to drop a course is listed in the Academic Calendar available at <http://www.uta.edu/records/services/academic-partnershipprograms.php#summer> Make generic and leave vague for the different potential lengths of courses. Needs to go under program stuff.

LAST DAY TO DROP COURSE
March 31st 2017

- A student may not add a course after the end of late registration.
- A student dropping a graduate course after the Census Date but on or before the last day to drop may with the agreement of the instructor, receive a grade of W but only if passing the course with a C or better average.
- A grade of W will not be given if the student does not have at least a C average. In such instances, the student will receive a grade of F if he or she withdraws from the class.
- Students dropping a course must: (1) Contact course faculty to obtain permission to drop the course with a grade of "W". (2) Contact your graduate advisor to obtain the form and further instructions

Student Success Faculty:

In order to assist masters nursing students who are at academic risk or who need academic support, there are graduate faculty members available to you. The goal of the success faculty members is to support student achievement in masters-level coursework so students can reach their educational goals. Students may contact a success faculty member directly, or a course instructor may encourage you to contact a success faculty member.

The following are success faculty in the MSN Program:

Dr. Donelle Barnes is available as a writing coach to assist students in the MSN Core courses; theory, research, and evidence based practice. Since these courses are writing intensive, Dr. Barnes can help students improve the clarity and organization of their written papers. She can be reached via email: donelle@uta.edu

Dr. Mary Schira is available as a success faculty to assist with diverse resources that may include study skills, testing challenges/approaches, managing multiple responsibilities, and addressing personal issues impacting academic performance. Course content challenges may also be addressed, with referral to additional resources as indicated. Dr. Schira can be reached via email: schira@uta.edu

Student Code of Ethics:

The University of Texas at Arlington College of nursing supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the student handbook online: <http://www.uta.edu/nursing/msn/msn-students>

No Gift Policy:

In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing has a “no gift” policy. A donation to one of the UTA College of Nursing Scholarship Funds, found at the following link: is <http://www.uta.edu/nursing/student-resources/scholarship> would be an appropriate way to recognize a faculty member’s contribution to your learning. For information regarding Scholarship Funds, please contact the Dean’s office.

Online Conduct:

The discussion board should be viewed as a public and professional forum for course-related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature. It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion boards. Refer to UTACON Student Handbook for more information.

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| Department of Graduate Programs |
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Judy Leflore, PhD, RN, NNP-BC, CPNP-PC & AC, ANEF, FAAN

Interim Associate Dean
Graduate Nursing Programs
Director, PNP, ACPNP, NNP Programs
Office # 518-Pickard Hall
Email: jlefore@uta.edu

Felicia Chamberlain, AP Program Coordinator

Office # 515- Pickard Hall (817)-272-0659
Email: chamberl@uta.edu

Janyth Arbeau-Mauricio, Clinical Coordinator

Office # 610-Pickard Hall (817) 272-0788
Email address: mauricio@uta.edu or npclinicalclearance@uta.edu

Angel Trevino-Korenek, Clinical Coordinator

Office # 610-Pickard Hall (817) 272-6344
Email address: angel.korenek@uta.edu

Janette Rieta, AP/Campus Programs, Administrative Assistant

Office # 510-Pickard Hall (817) 272-1039
Email: jrieta@uta.edu

Kimberly Doubrava, Support Specialist II

Office # 612-Pickard Hall (817) 272-9373
Email address: khodges@uta.edu or npclinicalclearance@uta.edu

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|--------------------------|
| Graduate Advisors |
|--------------------------|

Lisa Rose, AP/Campus Programs, Academic Advisor II (A-G)
Office # 628B – Pickard Hall (817) 272-9591
Email: lrose@uta.edu

Rebekah Black, AP/Campus Programs, Academic Advisor (H-O)
Office # 630- Pickard Hall (817)-272-2291
Email: rjblack@uta.edu

Caitlin Wade, AP/Campus Program, Academic Advisor II (P-Z)
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