Stephen F. Austin State University
DeWitt School of Nursing
ASSESSMENT ACROSS THE LIFESPAN
Course Number:  NUR 307
Section Number(s):  001 – 008
Clinical Section(s):  010 – 017
Spring 2016

Course Coordinator
Tammy Harris, DNP, RN, FNP-BC

Clinical Instructors
Della Connor, PhD, RN, FNP-BC
Cindi McCarley, DSN, RN
Marcia Nelson, MS, RN, CNM, IBCLC
Katy Trotty, MSN, RN

ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS.

IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THEREWITH.

EACH STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for informational purposes only.
Faculty Contact Information: D2L is the primary form of communication for this course; use the SFA email address only if D2L is down.

Name: Tammy Harris, DNP, RN, FNP-BC – Course Coordinator  
Department: Nursing  
Email: trobinson@sfasu.edu  
Phone: (936) 468-7719  
Cell: (936) 715-5155  
Office: Room #160  
Office Hours:  
- Tuesday: 4:00 – 5:00  
- Wednesday: 10:00 – 2:00  
- Thursday: 4:00 – 5:00  
- Friday: 10:00 – 2:00  
Or by appointment

Name: Katy Trotty, MSN, RN (Clinical Only 10:30-12:00)  
Department: Nursing  
Email: carrollka1@sfasu.edu  
Office Phone: (936) 468-7742  
Office: Room # 132  
Office Hours:  
- Monday: 8:30 - 10:30  
- Thursday: 8:30 - 12:00 & 1:00 – 3:30  
Or by appointment

Name: Marcia Nelson, MS, RN, CNM, IBCLC (Clinical Only 1:00-2:30)  
Department: Nursing  
Email: nelsonmd@sfasu.edu  
Office Phone: (936) 468-7718  
Office: Room #118  
Office Hours:  
- Monday: 2:30 - 4:30  
- Thursday: 9:00 - 12:00 & 1:00 4:00  
Or by appointment

Name: Della Connor, PhD, RN, FNP-BC (Clinical Only 2:30-4:00)  
Department: Nursing  
Email: connorde@sfasu.edu  
Office Phone: (936) 468-7713  
Office: Room # 150  
Office Hours:  
- Monday: 1:00 – 2:30  
- Tuesday: 9:00 – 12:00 & 1:00 – 4:30  
Or by appointment
Name: Cindi McCarley, DSN, RN (Clinical Only 4:00-5:30)
Department: Nursing
Email: cmccarley@sfasu.edu
Office Phone: (936) 468-7717
Office: Room # 128
Office Hours: Tuesday 10:30 – 12:00 & 1:00 – 4:00
Wednesday 1:00 – 3:00
Thursday 10:30 – 12:00
Friday By appointment

Class meeting time and place

Lecture: Monday 8:00 – 9:00 Room #107 (All Sections)
Clinical: Monday 9:00 – 10:30 Room #107 (All Sections)
Lab: Monday 10:30 – 12:00 Room #121 (Assignments to lab posted on D2L)
            Monday 1:00 – 2:30 Room #121
            Monday 2:30 – 4:00 Room #121
            Monday 4:00 – 5:30 Room #121

Textbooks and Materials

Evolve Clinical Skills for Nursing digital videos
Health Assessment Kit: Will be handed out on the 1st day of clinical lab.
Stethoscope: Littmann is my preference, (Classic II SE, or Master Classic) but not required. We will discuss requirements during boot camp.

Course Description
Two semester hours, one hour didactic and three hours clinical practicum. Acquisition and application of nursing assessment skills for clients throughout the lifespan to provide a basis for critical thinking and nursing practice decisions.

Unabridged Course Description
This course builds on a prerequisite knowledge base from the humanities, arts, sciences, and previous and concurrent nursing courses to provide students with an opportunity for the acquisition and application of nursing assessment skills for clients across the lifespan. The course emphasizes normal assessment findings, professional communication skills, and the nursing process to provide a basis for critical thinking and decision making in the holistic care of clients of diverse spiritual, socio-economic, and ethno-cultural backgrounds and beginning collaboration with interdisciplinary healthcare team members.

Number of Credit Hours
2 credit hours (1 lecture/3 clinical practicum)

Course Prerequisites and Co-requisites
Prerequisites: NUR 304, Admission to Nursing Program
Co-requisites: NUR 305, NUR 306, NUR 308
Program Learning Outcomes
Graduates of the program will:

1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence based practice.
2. Deliver nursing care within established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assume responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Demonstrate continuing competence, growth, and development in the profession of nursing.

General Education Core Curriculum Outcomes
None

Student Learning Outcomes
The student will:

1. Relate concepts and principles of the arts, sciences, humanities, and nursing assessment as sources for making nursing practice decisions.
2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
3. Identify moral, ethical, economic, and legal issues affecting nursing assessment.
4. Utilize the nursing process when assessing clients of diverse developmental levels, spiritual, socio-economic, and ethno-cultural backgrounds.
5. Develop principle elements of nursing assessment skills.
6. Distinguish normal from abnormal findings in the assessment of clients.
7. Document assessment findings clearly and succinctly.
8. Interact with interdisciplinary healthcare team members to integrate socio-economic, spiritual, and ethno-cultural factors for holistic client assessment and care.
9. Relate research findings to history taking and assessment.

Differentiated Essential Competencies (DEC’s)
The Richard and Lucille DeWitt School of Nursing prepares graduates to demonstrate the Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors (DECs). The competencies are based upon the preparation in the program of study. In nursing education, the DEC’s serve as a guideline and tool for curriculum development and revision, a tool for benchmarking and evaluation of the program, and statewide standard to ensure graduates will enter practice as safe and competent nurses. The DECs are incorporated into every course in the SON to ensure uniformity and continuity of standards.

Please refer to the Texas BON website for additional information

http://www.bon.texas.gov/about/pdfs/delc-2010.pdf
## Course Calendar

### Course Topics and Reading Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-22</td>
<td>Introduction History &amp; Interviewing Documentation</td>
<td>1, 26</td>
</tr>
<tr>
<td>1-25</td>
<td>Examination Techniques General Assessment &amp; Vital Signs</td>
<td>3, 4, 6 &amp; 7</td>
</tr>
<tr>
<td>2-1</td>
<td>GI &amp; GU</td>
<td>17, 20</td>
</tr>
<tr>
<td>2-8</td>
<td>Lab: Clinical Check-Off #1 - Vital signs Will begin at 8:00, schedule TBA Lecture Test I (1:00 – 2:30pm)</td>
<td></td>
</tr>
<tr>
<td>2-15</td>
<td>Cardiovascular (Assign Culture Groups)</td>
<td>14, 15</td>
</tr>
<tr>
<td>2-22</td>
<td>Respiratory</td>
<td>13</td>
</tr>
<tr>
<td>2-29</td>
<td>Lecture Test II (8:00-9:30am) LAB: Clinical Check-Off #1 – GI, Cardio, Resp Will begin at 9:30 - schedule TBA</td>
<td></td>
</tr>
<tr>
<td>3-7</td>
<td>Neurological</td>
<td>5, 22</td>
</tr>
<tr>
<td>3-14</td>
<td>Spring Break!!!</td>
<td></td>
</tr>
<tr>
<td>3-21</td>
<td>Musculoskeletal</td>
<td>21</td>
</tr>
<tr>
<td>3-28</td>
<td>Easter Break</td>
<td></td>
</tr>
<tr>
<td>4-4</td>
<td>HEENT</td>
<td>9, 10, 11 &amp; 12</td>
</tr>
<tr>
<td>4-11</td>
<td>Lecture Test III (8:00-9:30am) LAB: Clinical Check-Off #3 - Neuro, MSK, and HEENT</td>
<td></td>
</tr>
<tr>
<td>4-15</td>
<td>LAB: Clinical SIM with Basic Nursing (8:00 – 1:00 Final schedule will be provided)</td>
<td></td>
</tr>
<tr>
<td>4-18</td>
<td>Male &amp; Female Genitalia</td>
<td>16, 18, 19 &amp; 20</td>
</tr>
<tr>
<td>4-25</td>
<td>Integumentary, Culture &amp; Emergency Assessment (Cultural Presentations during lab)</td>
<td>2, 8 &amp; 27</td>
</tr>
<tr>
<td>5-2</td>
<td>Lecture Test IV (8:00-9:30 am)</td>
<td></td>
</tr>
<tr>
<td>5-2</td>
<td>Clinical Evaluations (scheduled with clinical instructor)</td>
<td></td>
</tr>
<tr>
<td>5-6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-9</td>
<td>Final – HESI (8:00-9:30)</td>
<td></td>
</tr>
</tbody>
</table>
**Course Requirements:**
Computerized exams, HESI computerized comprehensive exam, clinical check-offs, simulation activities, case studies, and group cultural presentations are used to determine the student’s level of performance.

**Grading Policy**
*Evaluation is based on achievement of the course objectives. There will be no makeup exams.*

**Didactic**

<table>
<thead>
<tr>
<th>Test 1</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 2</td>
<td>15%</td>
</tr>
<tr>
<td>Test 3</td>
<td>15%</td>
</tr>
<tr>
<td>Test 4</td>
<td>15%</td>
</tr>
<tr>
<td>Final (HESI Exam-comprehensive)</td>
<td>15%</td>
</tr>
<tr>
<td>Weekly Unit Quizzes (10)</td>
<td>10%</td>
</tr>
<tr>
<td>Cultural Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Clinical</td>
<td>10%</td>
</tr>
</tbody>
</table>

1. Receive a mean test grade of 75% or better based on %’s above for (Test 1, 2, 3 & 4, HESI/ Final, weekly unit quizzes)
2. Receive an overall course grade of 75% or better.
3. Pass the clinical portion of the course.
   (Please refer to your student handbook and clinical requirements in syllabus for details)

**Cultural Presentation**

Students will be placed in groups for work on the cultural presentation. Each group will be responsible for putting together a PowerPoint presentation on their assigned culture, 5 multiple choice questions on the cultural group for use on a test and two food items from their culture. Questions should be submitted using Microsoft Word and e-mailed to lead instructor one week prior to presentation by 5:00pm through D2L. Failure to turn this in by deadline OR in the wrong format will result in points being deducted from the presentation grade. This project will require working together!!!! Look for resources ASAP in your community, at the library or reliable internet resources. You may use audio visual aids, etc., be creative! This is a presentation – you may dress in your uniform, business casual or as your culture but everyone must do the same thing. A copy of your PowerPoint slides and your peer evaluation are due on the day of the presentation. The presentation should be NO LONGER than 15 minutes in length and should address the following topics:

- Communication, Space & Time Orientation
- Religious Organization
- Biological Variations and Health Concerns
- Dietary Practices
- Family Structure and Leadership
- Special Customs Related to Birth, Death, Marriage, etc.
- Nursing Implications
Absence Policy & Late Work Policy

Classroom Behavior

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

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

CELL PHONES (READ THIS TWICE, PLEASE).

There are NO cell phones permitted to be out, and/or in sight, in this class unless being used for recording lectures. If recording, phones should be placed at the instructors lecture podium. This class requires engagement, and cell phones serve to detract from that engagement. Additionally, phones should be not only put away, but on “silent” (NOTE: vibrate is NOT silent). Failure to adhere to this will result in more stringent disciplinary action.

ELECTRONICS.

Computers, notebooks, or electronic tablets are allowed in class for note taking only. If you are found surfing the web, checking Facebook, etc, you will be dismissed from class.

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

Academic Integrity (A-9.I)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Academic Integrity Note

The Academic Integrity University policy outlines cheating, plagiarism, and student discipline. The policy summaries do not specifically address assignments in detail so N306 expectations are listed here.

Class work and assignments must be of your own effort. We understand discussions about approaches to a problem have educational value and are acceptable among peers. We are not discouraging group discussions however the following applies:

Acceptable:
• Clarifying what an assignment is requiring.
• Helping someone find information or collaborating on clinical documents such as medication cards. This does not include turning in another’s work as your own.

Unacceptable:
• Turning in any portion of someone's work without crediting the author of that work, if the source of that work is not the course text.
• Writing for or with another student any course assignment and/ or case study.
• Receiving from another person any course assignment and/ or case study.
• Helping another person complete any course assignment and/ or case study.
• Logging into computer programs and/or signing for another on computer or on roster.
• Sharing passwords to tests, quizzes or content.
• Signing in on attendance sheets for another student.

You must abide by these expectations in addition to those expressed in the http://www.sfasu.edu/policies/academic_integrity.asp

In accordance with University policy, we will submit cases of suspected cheating and plagiarism to the Level One Coordinator and/ or Director of the School of Nursing or the designee

Withheld Grades (Semester Grades Policy A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Unit Objectives

Unit I
History, Interviewing & Recording Information
1. Recognize ethical considerations in patient-examiner relationships.
2. Describe an environment suitable for conducting an interview and physical assessment.
3. Recognize personal perceptions and behaviors that facilitate or hinder the interview process.
4. Describe and utilize techniques to facilitate an interview.
5. Adapt the interview process for the patient with special needs.
6. Describe the four different types of health history and provide an example of when each is used.
7. Identify the components of the complete health history
8. Describe how to assess the characteristics of a chief complaint.
9. Describe reasons for maintaining clear and accurate records.
10. Organize and document data according to a clinical history outline.

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

Unit III
Gastrointestinal
1. Describe the physiological function of the normal gastrointestinal anatomic organs.
2. Discuss the system-specific history for the gastrointestinal tract.
3. Describe common abnormalities found in the physical assessment of the gastrointestinal tract and discuss the pathophysiology of these problems.
4. Demonstrate the physical assessment for the gastrointestinal system.
5. Document the findings for your assessment of the GI system.
6. Describe changes in the physical assessment findings for different age groups.
Unit IV
Cardiovascular & Peripheral Vascular
1. Identify the anatomic landmarks of the chest and periphery.
2. Describe the characteristics of the most common cardiovascular chief complaints.
3. Discuss the system-specific history for cardio and peripheral vascular.
4. Perform a cardiovascular assessment on a healthy adult in a clinical setting.
5. Describe common abnormalities found in the physical assessment of heart and peripheral vessels and discuss the pathophysiology of these problems.
6. Describe changes in the physical assessment findings for different age groups.
7. Document the findings of a cardiovascular assessment.

Unit V
Respiratory
1. Describe the anatomic landmarks of the thorax.
2. Discuss the system-specific history for the respiratory system.
3. Describe the characteristics of the most common respiratory chief complaints.
4. Perform a respiratory assessment on a healthy adult.
5. Explain the pathophysiology for abnormal findings.
7. Describe the changes in the physical assessment findings for different age groups.

Unit VI
Neurological System
1. Describe the divisions of the nervous system and their functions.
2. Identify the anatomical structures of the neurological system.
3. Describe the characteristics of the most common neurological complaints.
4. Document a health history as it relates to the neurological system.
5. Perform a mental status assessment.
6. Assess the neurological system in a systematic manner.
7. Describe common abnormalities found in the neuro-assessment and explain the pathophysiology of each.
8. Describe changes in the physical assessment findings for different age groups.

Unit VII
Musculoskeletal
1. Describe the anatomic structures of the musculoskeletal system.
2. Discuss the system-specific history for musculoskeletal.
3. Perform inspection and palpation of the musculoskeletal system.
4. Perform ROM movements on the major skeletal joints.
5. Assess muscle strength of the upper and lower extremities.
6. Document the findings of a musculoskeletal assessment.
7. Describe changes in the physical assessment findings for different age groups.
8. Perform and complete musculoskeletal assessment on an adult in the clinical setting.
Unit VIII
Head, Ear, Eyes, Nose & Throat
1. Identify the anatomic structures of the HEENT.
2. Discuss the system-specific history for the HEENT.
3. Locate lymph nodes of the head and neck.
4. Demonstrate the physical assessment of the HEENT.
5. Describe normal findings in the physical assessment of the HEENT.
6. Describe common abnormalities found in the physical assessment of the HEENT and discuss the pathophysiology for these problems.
7. Document the findings of a HEENT assessment.
8. Describe the changes in the physical assessment findings for different age groups.

Unit IX
Male & Female Genitalia
1. Describe the anatomy and physiology of the male and female genitalia, including age relevant transformations.
2. Discuss the techniques necessary for assessment of the male and female genitalia.
3. Identify normal findings as well as atypical findings.
4. Describe procedures for smears and cultures.
5. Describe the characteristics of the most common genital complaints.
6. Document genital findings.
7. Describe changes that occur in the reproductive system with the aging process.
8. Discuss the system-specific history for the reproductive organs.

Unit X
Integumentary System
1. Describe the anatomy and physiology of the integumentary system
2. Explain the process of describing and classifying skin lesions
3. Identify common skin lesions
4. State the warning signs of carcinoma in skin lesions
5. Document the findings of an integumentary assessment
6. Describe changes in the physical findings for different age groups

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

All tests are computerized and administered in the testing room within the nursing department. At the completion of each test, the student will have the opportunity to review test questions and rationales. After reviewing the test a student has one week in which they may protest test questions. The test item protest form can be found below.

Student Test Item Protest Form

Name________________________________________________________

Class_________________________________________________________

Test #____________

I am protesting test item________________________________________

Rationale (Explain why you believe the test item is incorrect.)_________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

References (Cite two published resources to validate your protest. One must include your textbook.)

1.________________________________________________________________________________________

________________________________________________________________________________________

_______________________________________________________________________________________

2.________________________________________________________________________________________

________________________________________________________________________________________

_______________________________________________________________________________________

Copyright, HESI, 2004
Clinical Syllabus

Clinical Activities include:
1. Clinical on campus lab with weekly assessment practice and evaluation with check offs.
2. Clinical Test Check Offs throughout semester. (3 total)
3. Clinical case studies, discussion board and SIM’s.

Clinical Learning Outcomes
1. Demonstrate beginning skills in obtaining a client health history, via the client, support system and other available resources.
2. Demonstrate a beginning competency in the correct application of psychomotor skills in the performance of a physical examination. (Must pass all 3 Clinical Tests in order to pass course)
3. Show evidence of adequate preparation for each clinical experience.
4. Display behaviors in accordance with the policies and procedures of the School of Nursing.
5. At all times, display safe clinical patient care.
6. Display ethical and professional behavior in clinical.
7. Demonstrate application of findings as basis for decision-making.
8. Attend and be punctual for all clinical experiences. Any student who is absent or late for lab will receive a counseling form and a failing grade for that clinical lab day.

Clinical Evaluation
Three major clinical tests will be given throughout the semester. These tests will be graded and will be based on the evaluation of the student’s performance as measured by mastery of the Clinical Objectives listed above and grading rubric provided to the students. The student must pass all 3 of the major clinical check off’s in order to pass the clinical portion of the course. The student’s performance will also be graded on additional required written clinical assignments. If the student fails to pass the clinical portion of the course with 75% or better on the 3 clinical check-off’s, the student will fail the entire course. The instructors will provide feedback on clinical performance each week throughout the course.

Grading Policy
Evaluation is based on achievement of the clinical course objectives. There will be no makeup exams.

Clinical

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check-Off #1</td>
<td>15%</td>
</tr>
<tr>
<td>Check-Off #2</td>
<td>20%</td>
</tr>
<tr>
<td>Check-Off #3</td>
<td>20%</td>
</tr>
<tr>
<td>Genogram</td>
<td>5%</td>
</tr>
<tr>
<td>Case Studies (4)</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Check-Off</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>10%</td>
</tr>
</tbody>
</table>

Absence from Clinical Policy
To be an excused absence the student must be excused directly by the clinical instructor. If so directed by the instructor, the student must bring a written excuse from a health provider. Students must inform the clinical instructor prior to the beginning of the clinical day if unable to attend or if late. E-mail will not be accepted as a way of notifying instructors of absence.
Unexcused absences and late arrivals will result in a clinical F Day. Unexcused absences are defined as any absence that was not cleared with the instructor prior to the clinical experience, or any absence not directly related to illness of self or death of immediate family member. Late arrival is defined as arriving to class 10 minutes after posted class time.

Students will receive credit for clinical or class attendance if they are present for the entire class or clinical period. Students will not receive credit for any of the class or clinical period if they leave early unless given permission to leave early by the instructor. Absence from the clinical area exceeding 10% will result in a clinical failure regardless of the reasons.

See School of Nursing Policy 21 @ http://www.fp.sfasu.edu/nursing/studentpolicies.htm

**Students are responsible for compliance with all School of Nursing policies** http://www.fp.sfasu.edu/nursing/studentpolicies.htm.

**Clinical F Days**

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

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

Clinical F days may be assigned for other reasons in accordance with current nursing standards, the Nurse Practice Act for the state of Texas, and the School of Nursing Student Policies, at the discretion of the clinical faculty.

**Policies for Clinical**

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

**Student Dress Code and Behavior in the Clinical Area**

Students are required to wear SFA scrubs to clinical lab. Jewelry permitted is one small earring per ear and a wedding ring. Watch with a second hand **must** be worn. Student nametag must be worn at all times. Assessment equipment must be brought to lab each week. F-days may be given to students who are not prepared for lab and for violation of student dress code. No smoking or tobacco use during clinical hours is permitted.

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

Please turn off all cell phones/pagers as these are not permitted during clinical lab. Policies related to cell phones discussed previously in this syllabus will also be enforced during clinical lab.
**Stephen F. Austin State University**  
Richard and Lucille DeWitt School of Nursing  
Clinical Evaluation Tool  
NUR 307: Assessment Across the Lifespan

Student: ___________________________ Date __________ Fall/Spring: _________  
Instructor(s): __________________________________________

**Evaluation Criteria:**  
S = Satisfactory  
U = Unsatisfactory

Ongoing clinical feedback will be provided in individual student-faculty conferences throughout the clinical rotation and will be documented on page 3.

Clinical objectives for evaluation are listed on page 2.

By the end of the clinical rotation, the student must satisfactorily demonstrate all behaviors described in the clinical objectives to pass the clinical portion of the course.

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

The student will:

<table>
<thead>
<tr>
<th>Clinical Objectives</th>
<th>DEC</th>
<th>DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. MEMBER OF THE PROFESSION</strong></td>
<td></td>
<td>C. PATIENT SAFETY ADVOCATE</td>
</tr>
<tr>
<td>1. Adhere to legal and ethical standards of the profession.</td>
<td>IA IIIA IIIE</td>
<td>3. Maintain safety of self and others.</td>
</tr>
<tr>
<td>2. Assume responsibility and accountability for quality of nursing care.</td>
<td>IB</td>
<td>2. Maintain strict infection control measures in clinical setting.</td>
</tr>
<tr>
<td>3. Display behaviors in accordance with the policies and procedures of the School of Nursing.</td>
<td>IA IIIA IIIE</td>
<td>3. Understand knowledge of medications when discussing client health history.</td>
</tr>
<tr>
<td>4. Identify own strengths and weaknesses and utilize feedback for professional growth.</td>
<td>ID</td>
<td><strong>D. MEMBER OF THE HEALTH CARE TEAM</strong></td>
</tr>
<tr>
<td>5. Demonstrate evidence of adequate preparation for each clinical experience.</td>
<td>IB IIB</td>
<td>1. Establish effective working relationships with clients, faculty, staff, and peers.</td>
</tr>
<tr>
<td><strong>B. PROVIDER OF PATIENT-CENTERED CARE</strong></td>
<td></td>
<td>2. Identify roles in the interdisciplinary health care team.</td>
</tr>
<tr>
<td>1. Relate applicable knowledge, concepts, and theories to clinical practice.</td>
<td>IIA</td>
<td>3. Identify community resources and referrals in the provision of nursing care.</td>
</tr>
<tr>
<td>2. Demonstrate a beginning competency in the correct application of psychomotor skills in the performance of a physical examination.</td>
<td>IIB</td>
<td>4. Identify role as advocate in health assessment.</td>
</tr>
<tr>
<td>4. Communicate therapeutically maintaining professional boundaries</td>
<td>IIE</td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate beginning skills in obtaining a client health history via the client, support system and other available resources.</td>
<td>IIB</td>
<td></td>
</tr>
<tr>
<td>6. Demonstrate application of findings as basis for decision-making.</td>
<td>IIA</td>
<td></td>
</tr>
<tr>
<td>7. Utilize nursing process in provision of care to clients.</td>
<td>IIE</td>
<td></td>
</tr>
</tbody>
</table>