

**COURSE SYLLABUS**

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| **COURSE INFORMATION** | | | | | |
| **COURSE NAME** | Health Assessment Through the Lifespan | | | | |
| **COURSE NUMBER** | RNSG 1911 | **CREDIT HOURS** | 3 | **CONTACT HOURS** | 6 |
| **PRE-REQUISITE(S)** | BIOL2113, BIOL 2113L, BIOL 2114, BIOL 2114L, COMP 1000, ENGL 1101, MATH 1111, PSYC 1101, Program Admission | | | | |
| **CO-REQUISTIE(S)** | BIOL 2177, BIO 2177L | | | | |
| **TERM** | Fall 2017 | | | | |
| **CLASS TIMES** | Thursday: 8:00 am – 1:30 pm | | | | |
| **CLASS LOCATION** | Building B Room 155 (Thomasville Campus) | | | | |

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| **INSTRUCTOR INFORMATION** | |
| **COURSE INSTRUCTOR** | Ronda Kirkpatrick, RN, MSN (Instructor) |
| **OFFICE HOURS** | Wednesday 9:00 am to 5:00 pm |
| **OFFICE LOCATION** | Building B: Office #118 |
| **CONTACT NUMBER(S)** | (229) 227-3127 |
| **E-MAIL** | [rkirkpatrick@southernregional.edu](mailto:rkirkpatrick@southernregional.edu)  \*Emails checked Monday-Thursday during school hours\* |
| **FAX NUMBER** | (229) 227-5464 |

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| **TEXTBOOK/SUPPLY INFORMATION** | |
| **REQUIRED** | |  |  |  |  | | --- | --- | --- | --- | | **Text Name** | **Edition** | **Publisher** | **ISBN** | | Physical Examination and Health Assessment | 7th | Elsevier | 9781455728107 | | Physical Examination and Health Assessment Lab Manual | 7th | Elsevier | 9780323265416 | |
| **OPTIONAL** | |  |  |  |  | | --- | --- | --- | --- | | **Text Name** | **Edition** | **Publisher** | **ISBN** | | Saunders Comprehensive Review Book | 7th | Elsevier | 9780323358514 | | HESI Comprehensive Review for the | 5th | Elsevier | 9780323394628 | |
| **OTHER RESOURCES** | **HESI Case Studies** COURSE ID: 10358\_tbryant11\_1001 INSTRUCTOR: Tammy Bryant  **SimChart** COURSE ID: 99322\_tbryant11\_1001 INSTRUCTOR: Tammy Bryant  **SLS** Course ID: 154359\_tbryant11\_1001 INSTRUCTOR: Tammy Bryant |

**Course Name: RNSG 1911-Health Assessment through the Lifespan**

**Course Description**: This course is a study of the role of the associate degree nurse and the application of basic skills related to health history collection and physical assessment of all body systems. The course includes the consideration of nutritional, bio/psychosocial, developmental, cultural and spiritual needs, and transitional changes related to variations in health status of the client. The establishment and maintenance of a therapeutic nurse/ client relationship is emphasized. Critical thinking skills are developed through activities and exercises presented in the classroom, skills lab, and computer laboratory that focus on student application of the nursing process, data collection via physical assessment, and the development of a plan of care. Guided learning experiences in the skills and computer laboratories assist the student to make a learning transition. The transition occurs as the student moves from existing skills to move advanced skills. Guidance is provided to the student as the basics of data collection, health history interviewing techniques, and knowledge required to assess each body system is learned. The student applies the standards of practice in adhering to legal and ethical standards related to the basic assessment of diverse clients.

**Course Length in Hours:** Class: 30 hours Lab**:** 30 hours Clinical**:** 0 hours

**Nursing Concepts: Supporting End-of-Program Student Learning Outcomes**

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| 1. **Professional Behaviors** |
| Demonstrate knowledge of client’s rights as they relate to assessment. |
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| 1. **Communication** |
| Apply appropriate communication techniques in the assessment of a client. |
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| 1. **Collaboration** |
| Identify assessment findings indicating a need for collaboration. |
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| 1. **Assessment** |
| Relate assessment to the nursing process. |
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| 1. **Clinical Decision Making** |
| Identify normal versus abnormal assessment findings. |
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| 1. **Caring Interventions** |
| Discuss the importance of caring behavior while assessing the client. |
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| 1. **Managing Care** |
| Differentiates proper nursing assessment techniques for the client. |
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| 1. **Providing Care** |
| Explain how the initial assessment findings may indicate a need for further assessment. |
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| 1. **Teaching/ Learning** |
| Relate abnormal assessment findings to the need for teaching/ learning activities. |

**Instructional Methods:**

1. Lecture
2. Discussion
3. Demonstration
4. Critical Thinking Activities
5. Small Group Activities
6. Audio-visuals
7. Learning Guides
8. Reading Assignments
9. Skills Lab Practice & Assessment/Simulation Lab

**Grading Policy**   
The final course grade will be determined from the theory component of the course. Evaluation of the student will be based upon computerized examination. In addition, the student must earn a satisfactory “S” in the skills lab and in the clinical setting to successfully pass the course. Course syllabi and the clinical evaluation tool list the identified behaviors being evaluated. The clinical evaluation tool is given to the student in each class which has a clinical component. Minimum theory grade of 70% (C) or higher, which will be determined from the following: (For Class and Clinical)

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| **Course Grade Categories:** | |  | |  | | **Course Grading Scale:** | | |
| **Test/Quiz** | 70% | |  | |  | | **90 – 100** | A |
| **HESI Final Exam** | 30% | |  | |  | | **80 – 89** | B |
| **Lab/Clinical** | (S) satisfactory | | | | | | **70 – 79** | C |
| **Lab/Clinical** | (U)unsatisfactory | | | | | | **60 – 69** | D |
|  |  | | | | | | **Below 60** | F |

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| **Satisfactory (S):**  70 or above = S or Satisfactory |  | Behavior is demonstrated safely and independently or with minimum assistance. The student is able to verbalize and apply scientific or theoretical principles related to behavior. |
| **Unsatisfactory (U):**  69 or below = Unsatisfactory |  | Behavior is demonstrated ineffectively, incorrectly, or incompletely. Close supervision and/or consistent prompting and direction are required to perform expected behavior. Student is unable to verbalize and/or apply scientific or theoretical principles related to behavior. |

If a student has less than 70% after the final course exam and prior to the comprehensive final exam the student will not be allowed to sit for the comprehensive final HESI exam. The student will receive an “F” in the course.

**Attendance Procedure:**

SRTC emphasizes the importance of class attendance. If you are to be out, you need to notify the instructor.

In the traditional classroom environment, the attendance procedure is outlined in the student handbook below:

**Tardies represent 1 hour missed.**

**Students who miss 5% will be given a warning.**

**Students who miss 10% will be withdrawn from class with an appeal.**

**Students who miss 20% will be withdrawn without recourse.**

**Attendance at Examinations:**

**Students are expected to take all scheduled examinations.** If proof of extenuating circumstances is provided to the course coordinator within **one day** after a missed exam, the lowest exam score will be substituted for the missed exam. Extenuating circumstances include, but are not limited to, illness or death in the immediate family (parent, grandparent, sibling, spouse, child, significant other).

If a student is noted present on campus at any time the day of an exam and arrives late for exam, proof of extenuating circumstances is NOT ALLOWED. The student will receive a zero for this exam.

Extenuating circumstances will only be allowed once per course. If proof of extenuating circumstances is not provided, or if the student does not contact the course coordinator within one day after the missed exam, the student will receive a zero for that unit exam. If a second unit exam is missed, the student must provide a written explanation and must appear before the faculty panel with evidence of extenuating circumstances.

The evidence will be brought before the faculty panel (made up of ASN Program Chair, Course Coordinator, and one other faculty member). It is the student’s responsibility to contact the course coordinator to make an appointment to appear before the faculty panel within 5 school days or it will result in a zero for the second exam missed and failure for the course. **NOTE: The Final Exam cannot be missed!**

**MODULE 1: Introduction to Physical Health and Assessment; Physical Assessment Techniques, Specialized; Nutritional Assessment, General Survey, and Vital Signs (including Pain)**

This module introduces the student to the skill of physical assessment. An overview of interviewing the client, obtaining a complete health history, client’s rights, legal/ethical issues in assessment and the general concept of critical thinking will be presented. Discussion of basic physical assessment techniques and specialized assessments will be communicated, as well as the introduction of the nursing skill of general survey, vital signs, and nutritional assessment.

**Learning Outcomes:**

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| Description | Learning Domain | Level of Learning |
| Discuss how to perform a basic interview utilizing appropriate communication techniques. | Cognitive | Comprehension |
| Discuss how to gather the necessary information to complete a health history. | Cognitive | Comprehension |
| Relate assessment to the nursing process (critical thinking). | Cognitive | Analysis |
| Discuss the basic techniques used to perform a physical assessment. | Cognitive | Comprehension |
| List additional techniques used in the assessment of the client  experiencing domestic abuse. | Cognitive | Knowledge |
| Discuss the basics of a nutritional assessment. | Cognitive | Comprehension |

**Preparation for Class:**

Reading: Physical Examination Health Assessment Book:

Chapter 1 pp. 1-9; Chapter 2 pp. 11-24; Chapter 3 pp. 27-36 (thru Closing the Interview) and pp. 40 (The Older Adult)-48; Chapter 4 pp. 49-59 (thru Perception of Health); Chapter 7 pp. 103-109 (thru Physical Exam) p. 110-113 (Documentation);

Chapter 8 pp. 115-122 (thru Hands On); pp.125-126 (The Aging Adult); Chapter 9 pp. 127-143 (thru Thigh Pressure); pp. 150-155 (thru Clinical Case Study 2); pp. 156-159;

Chapter 10 pp. 161-165 (thru Types of Pain); pp. 165 (The Aging Adult)-170 (thru Pain Assessment Tools); pp. 171-172; pp. 174 (The Aging Adult)-178 (omit clinical case study 3 p. 176);

Chapter 11 p. 181 (thru Defining Nutritional Status); pp. 182 (Adulthood)-186 (thru #12 Examiner Asks); pp. 188 (Additional History for the Aging Adult)-191 (thru Arm Span or Total Length); pp. 192 (The Aging Adult)-197 (omit case study #2 on page 193); pp. 1384-1393.

**Learning Activities:**

1. Lecture
2. PowerPoint Presentation:

* Chapter 1: Evidence-Based Assessment
* Chapter 2: Cultural Competence
* Chapter 3: The Interview
* Chapter 4: The Complete Health History
* Chapter 7: Domestic and Family Violence Assessments
* Chapter 8: Assessment Techniques and Safety in the Clinical Setting
* Chapter 9: General Survey, Measurement, Vital Signs
* Chapter 10: Pain Assessment
* Chapter 11: Nutritional Assessment

**Module 2: Skin, Hair, Nails, Head; Neck and Regional Lymphatics; Eyes, Ears, Nose, Mouth and Throat**

This module introduces the student to assessment of skin, hair, nails, and structures of the head, neck, and their regional lymphatics. Includes in this module is the discussion of the breasts their regional lymphatic systems, eye, ears, nose, mouth and throat.

**Learning Outcomes:**

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| --- | --- | --- |
| Description | Learning Domain | Level of Learning |
| Discuss the steps involved in performing an assessment on the skin, hair, nails, and head. | Cognitive | Comprehension |
| Discuss the steps involved in performing an assessment on the neck and regional lymphatics. | Cognitive | Comprehension |
| Discuss the steps involved in performing an assessment on the eyes, ears, nose, mouth and throat. | Cognitive | Comprehension |
| Differentiate between normal and abnormal findings in the assessment of the skin, hair, nails, and head. | Cognitive | Analysis |
| Differentiate between normal and abnormal findings in the assessment of the neck and regional lymphatics. | Cognitive | Analysis |
| Differentiate between normal and abnormal findings in the assessment of the eyes, ears, nose, mouth and throat. | Cognitive | Analysis |

**Preparation for Class:**

Reading: Physical Examination Health Assessment Book:

Chapter 12 pp. 199-201 (thru function of Skin) pp. 201 (The Aging Adult)-204 (Examiner Asks question #12); pp. 205 (Additional History for the Aging Adult)-215; pp. 220 (The Aging Adult)-249 (Omit Clinical Case Study #1 p. 224);

Chapter 13 pp. 251-225 (thru Lymphatics); pp. 255 (The Aging Adult)-258 (thru Examiner Asks #6); pp. 258 (Additional History for the Aging Adult)-264 (thru Auscultate the Thyroid); pp. 267 (The Aging Adult)- 272 (Omit Clinical Case Study #4); pp. 271-272 (thru Primary Headaches) pp. 275-279;

Chapter 14 pp. 281-285, pp. 286 (The Aging Adult)-288 (thru Examiner Asks #9); pp. 289-302 (thru Macula); pp. 307-324 (Omit Clinical Case Study #3) p. 311;

Chapter 15 pp. 325-327 (thru Hearing); pp. 328 (The Adult)-331 (thru Examiner Asks #8); pp. 331 (Objective data)-335 (thru the Vestibular Apparatus); pp. 339 (The Aging Adult)-351 (Omit Clinical Case Study #1 & #2); pp. 340-341);

Chapter 16 pp. 353-356 (thru Throat); pp. 357 (The Aging Adult)-360 (thru Examiner Asks #9); pp. 360 (Additional History for the Aging Adult)-368 (Omit Clinical Case Study #4, p. 374);

Chapter 17 pp. 385-387 (thru Lymphatics); pp. 389 (The Aging Woman)-392 (thru Examiner, Asks, Axilla); pp. 393 (Additional History for the Menopausal Woman)-402; pp. 403 (The Aging Woman)-412 (Omit Clinical Case Study #3, p. 406).

**Learning Activities:**

1. Lecture

2. PowerPoint Presentation

* Chapter 12: Skin, Hair, and Nails
* Chapter 13: Head, Face, and Neck, Including Regional Lymphatics
* Chapter 14: Eyes
* Chapter 15: Ears
* Chapter 16: Nose, Mouth, and Throat
* Chapter 17: Breasts and Regional Lymphatics

3. HESI Case Study: Physical Assessment, Integumentary Assessment (Due 09/21/17)

**MODULE 3: Respiratory System/ Cardiovascular System**

This module introduces the student to assessment of the Respiratory and Cardiovascular systems.

**Learning Outcomes:**

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| --- | --- | --- |
| Description | Learning Domain | Level of Learning |
| Discuss the steps involved in performing an assessment on the respiratory system. | Cognitive | Comprehension |
| Discuss the steps involved in performing an assessment on the cardiovascular system. | Cognitive | Comprehension |
| Differentiate between normal and abnormal findings in the assessment of the respiratory system. | Cognitive | Analysis |
| Differentiate between normal and abnormal findings in the assessment of the cardiovascular system. | Cognitive | Analysis |
| Discuss the normal and abnormal findings in the assessment of the respiratory system. | Cognitive | Comprehension |
| Discuss the normal and abnormal findings in the assessment of the cardiovascular system. | Cognitive | Comprehension |

**Preparation for Class:**

Reading: Physical Examination Health Assessment:

Chapter 18 pp. 413-419, thru Changing Chest Size, pp. 419 (The Aging Adult)-422, pp. 422 (Additional History for the Aging Adult)-435, thru Measurement of Pulmonary Function Status, pp. 438 (The Aging Adult)-457 (Omit Clinical Case Study #4, p. 441)

Chapter 19 pp. 459-467, thru Jugular Venous Pulse and Pressure, pp. 468 (The Aging Adult)-473, thru Examiner Asks #11, pp. 474 (Additional History for the Aging Adult)-485, p. 489 (The Aging Adult)-508 (Omit Clinical Case Study #4, p. 492 and Congenital Heart defects pp. 502-503)

**Learning Activities:**

1. Lecture
2. PowerPoint Presentation:

* Chapter 18: Thorax and Lungs
* Chapter 19: Heart and Neck Vessels

1. HESI Case Study: Physical Assessment, Respiratory Assessment or Physical Assessment, Heart and Neck Vessels (Due 10/05/17)

**MODULE 4: Abdomen and Peripheral Vascular & Lymphatic System**

This module will introduce the student to assessment of the Abdomen, Peripheral vascular system, and lymphatic system.

**Learning Outcomes:**

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| Description | Learning Domain | Level of Learning |
| Discuss the steps involved in performing an assessment on the abdomen. | Cognitive | Comprehension |
| Discuss the steps involved in performing an assessment on the peripheral vascular and lymphatic system. | Cognitive | Comprehension |
| Differentiate between normal and abnormal findings in the assessment of the abdomen. | Cognitive | Analysis |
| Differentiate between normal and abnormal findings in the assessment of the peripheral vascular and lymphatic system. | Cognitive | Analysis |
| Discuss the normal and abnormal findings in the assessment of the abdomen. | Cognitive | Comprehension |
| Discuss the normal and abnormal findings in the assessment of the peripheral vascular and lymphatic system. | Cognitive | Comprehension |

**Preparation for Class:**

Reading: Physical Examination Health Assessment:

Chapter 20 pp. 509-513; pp. 514 (The Aging Adult)-526 (thru the Wells Score for Leg DVT); pp. 514 (The Aging Adult)-536

Chapter 21 pp. 537- 540 (thru Internal Anatomy); pp. 541 – 543 (thru Examiner Asks #9); pp. 545 – 561 (thru the Alvarado Score); pp. 563 (The Aging Adult) – 575 (Omit Clinical Case Study #4); p. 566

**Learning Activities:**

1. Lecture

2. PowerPoint Presentation:

* Chapter 20: Peripheral Vascular System and Lymphatic System
* Chapter 21: Abdomen

3. HESI Case Study: Physical Assessment, Abdominal Assessment or Physical Assessment, Peripheral Vascular and Lymphatics (Due 10/12/17)

**MODULE 5: Musculoskeletal and Neurologic System with Mental Status Exam**

This module introduces the student to assessment of the Musculoskeletal and Neurologic System with the inclusion of how to conduct a Mental Status exam.

**Learning Outcomes:**

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| --- | --- | --- |
| Description | Learning Domain | Level of Learning |
| Discuss the steps involved in performing an assessment on the musculoskeletal system. | Cognitive | Comprehension |
| Discuss the steps involved in performing an assessment on the neurologic system. | Cognitive | Comprehension |
| Discuss the steps involved in performing an assessment on mental status. | Cognitive | Comprehension |
| Differentiate between normal and abnormal findings in the assessment of the musculoskeletal system. | Cognitive | Analysis |
| Differentiate between normal and abnormal findings in the assessment of the neurologic system. | Cognitive | Analysis |
| Differentiate between normal and abnormal findings in the assessment of the mental status | Cognitive | Analysis |
| Discuss the normal and abnormal findings in the assessment of the musculoskeletal system. | Cognitive | Comprehension |
| Discuss the normal and abnormal findings in the assessment of the neurologic system. | Cognitive | Comprehension |
| Discuss the normal and abnormal findings in the assessment of the mental status. | Cognitive | Comprehension |

**Preparation for Class:**

Reading: Physical Examination Health Assessment Book:

Chapter 5 pp. 67- 68 (thru Defining Mental Status, Perceptions); pp. 68 (The Aging Adult) – 75 (thru Supplemental Mental Status Exam); pp. 76- 86 (Omit Childhood Mental Disorders, p. 86);

Chapter 22 pp. 577- 583; pp. 584 (The Aging Adult) – 587; pp. 588 (Additional History for the Aging Adult) – 609 (thru Measure Leg Length Discrepancy); pp. 615 (The Aging Adult) – 631(Omit Clinical Case Study #3, p. 619 and Congenital or Pediatric Abnormalities p. 630)

Chapter 23 pp. 633- 639; pp. 640 (The Aging Adult) – 642 (thru Examiner Asks #12); pp. 643 (Additional History for the Aging Adult) – 660; pp. 669 (The Aging Adult) – 689 (Omit Clinical Case Study # 3, p. 676)

**Learning Activities:**

1. Lecture
2. PowerPoint Presentation:

* Chapter 5: Mental Status Assessment
* Chapter 22: Musculoskeletal System
* Chapter 23: Neurologic System

1. HESI Case Study: Physical Assessment, Abdominal Assessment or Physical Assessment, Peripheral Vascular and Lymphatics (Due 10/26/17)

**MODULE 6: Putting it All Together (Head -to -Toe Exam) and Study of Male and Female Genitalia, Anus, Rectum, and Prostate assessment**

This module allows the student to demonstrate a complete head to toe assessment on a partner in the Virtual Hospital and provide electronic documentation of this assessment.

**Learning Outcomes:**

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| Description | Learning Domain | | Level of Learning |
| Discuss the steps involved in performing and assessment on the genitals | Cognitive | | Comprehension |
| Differentiate between normal and abnormal findings in the assessment of the genitals. | Cognitive | | Analysis |
| Discuss ways to decrease the stress for the patient in having this assessment performed. | | Cognitive | Comprehension |
| Discuss the normal and abnormal findings in the assessment of the anus, rectum, and prostate gland. | | Cognitive | Comprehension |

**Preparation for Class:**

Chapter 24 pp. 691-692, thru Inguinal Area, pp. 693 (Adults and Aging Adults) – 697 thru Examiner Asks Question #9, pp. 699 (Additional History for the Aging Adult) – 705, pp. 708 (The Aging Adult) – 719 (Omit Clinical Case Study #3, p. 710);

Chapter 25 pp. 721-725, thru Examiner Asks Question #7, pp. 725 (Objective Data) – 729, thru Examination of Stool, pp. 729 (The Aging Adult) – 736 (Omit Clinical Case Study #3, p. 731);

Chapter 26 pp. 737-738, thru Internal Genitalia, pp. 740 (The Aging Woman) – 743, thru Examiner Asks Question #11, pp. 744 (Additional History for the Aging Adult) – 758, pp. 760 (The Aging Adult)- 773 (Omit Clinical Case Study #1 and #4 p. 762-763, Pediatric;

Chapter 27 pp. 775-788; Chapter 29 pp. 799-805

**Learning Activities:**

PowerPoint Presentation:

* Chapter 24: Male Genitourinary System
* Chapter 25: Anus, Rectum, and Prostate
* Chapter 26: Female Genitourinary System
* Chapter 27: The Complete Health Assessment: Adult

**\*\*\*Please Note:**

**This syllabus is subject to change. When or if changes are made, you will be informed in class, online, or through e-mail. It is your responsibility to keep yourself well informed.**

**Additional Information regarding College Procedures and Resources can be found in the following Appendix.**

**Please see the Clinical Guide for rules and regulations about clinical information.**

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| **Clinical Site(s):**  Southern Regional Technical College – Virtual Hospital | | | |

**Course Assignments (& Approximate Due Dates)**

RNSG 1911 - Health Assessment through the Lifespan

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| Date | Week | Hour | Topic | Instrumental Method | Assignment | |
| Aug 24 – TH | 1 | 8:00 – 9:00 | Orientation to Course | Syllabus/Class Paperwork | Syllabus/Class work | |
|  |  | 9:00 – 10:30 | Lecture: Introduction to Physical Health | Class discussions, lecture, interactive activities | See module printout | |
|  |  | 10:30-1:30 | Lab: Head-to-toe Assessment | Interactive activities/demonstration/group work/computer | See Learning Activities | |
| Aug 31 – TH | 2 | 8:00 – 10:30 | Lecture: Physical Assessment Tech, General Survey, VS & Nutrition | Class discussions, lecture, interactive activities | See module printout | |
|  |  | 10:30-1:30 | Lab: SLS-Marie Hernandez HA 4-3 | Interactive activities/demonstration/group work/computer | See Learning Activities | |
| Sept 7 – TH | 3 | 8:00 – 9:00 | **Exam #1: Module I** | **Computer-Blackboard** | **Exam 1** | |
|  |  | 9:00 – 10:30 | Lecture: Skin, Hair,  Neck | Class discussions, lecture, interactive activities | See module printout | |
|  |  | 10:30-1:30 | Lab: Head-to-toe Assessment | Interactive activities/demonstration/group work/computer | See Learning Activities | |
| Sept 14 – TH | 4 | 8:00 – 10:30 | Lecture: Eyes, Ears, Mouth & Throat | Class discussions, lecture, interactive activities | See module printout | |
|  |  | 10:30-1:30 | Lab: SLS-Jamie Carson HA 2-4 | Interactive activities/demonstration/group work/computer | See Learning Activities | |
| Sept 21- TH | 5 | 8:00 – 9:00 | **Exam #2: Module II** | **Computer-Blackboard** | **Exam 2** | |
|  |  | 9:00 – 10:30 | Lecture: Respiratory | Lecture/case studies/small group discussions | See module printout | |
|  |  | 10:30-1:30 | Lab: Head-to-toe Assessment | Interactive activities/demonstration/group work/computer | See Learning Activities | |
| Sept 28 – TH | 6 | 8:00 – 10:30 | Lecture: Cardiovascular | Lecture/case studies/small group discussions | See module printout | |
|  |  | 10:30-1:30 | Lab: SLS-Marc Kozlov HA 9-1 | Interactive activities/demonstration/group work/computer | See Learning Activities | |
| Oct 5 – TH | 7 | 8:00 – 9:00 | **Exam #3: Module III** | **Computer-Blackboard** | **Exam 3** | |
|  |  | 9:00 – 10:30 | Lecture: Peripheral vascular & Abdomen | Lecture/case studies/small group discussions | See module printout | |
|  |  | 10:30-1:30 | Lab: Head-to-toe Assessment | Interactive activities/demonstration/group work/computer | See Learning Activities | |
| Oct 12 – TH | 8 | 8:00 – 9:00 | **Exam #4: Module IV** | **Computer-Blackboard** | **Exam 4** | |
|  |  | 9:00 – 10:30 | Lecture: Musculoskeletal | Lecture/case studies/small group discussions | See module printout | |
|  |  | 10:30-11:30 | Lab: Marc Kozlov HA 9-4 | Interactive activities/demonstration/group work/computer | See Learning Activities | |
| Oct 19 – TH |  |  | NO CLASS |  |  | |
| Oct 26 – TH | 9 | 8:00 – 10:30 | Neuro, Mental Status | Lecture/case studies/small group discussions | See module printout | |
|  |  | 10:30-1:30 | Lab: Jami Carson HA 2-3 | Interactive activities/demonstration/group work/computer | See Learning Activities | |
| Nov 2- TH | 10 | 8:00 – 9:00 | **Exam #5: Module V** | **Computer-Blackboard** | **Exam 5** | |
|  |  | 9:00 – 10:30 | Self – Study: Genital | Review | See module printout | |
|  |  | 10:30-1:30 | Lab: Salvatore Russo HA 11-2 and Annie Laduke HA 7-2 | Interactive activities/demonstration/group work/computer | See Learning Activities | |
| Nov 9 - TH | 11 | 8:00 – 9:00 | **Exam #6: Module VI** | **Computer-Blackboard** | **Exam 6** | |
|  |  | 9:00 – 11:00 | HESI Practice Exam | Computer |  | |
|  |  | 10:30-1:30 | Lab: Practice Head to Toes Assessment | Interactive activities/demonstration/group work/computer | See Learning Activities | |
| Nov 16 – TH | 12 | 8:00 - until | Head-to-Toe Assessment | Skills Check-Off | | See Skills Lab Guide |
| Nov 23 – TH |  |  | NO CLASS | THANKSGIVING HOLIDAY | |  |
| Nov 30 – TH | 13 | 10:00 – 12:00 | HESI Exam #1 | Computer | |  |
| Dec 7 – TH | 14 | 10:00 – 12:00 | HESI Exam #2 | Computer | |  |

**Proctored Assignment Requirement (Online Courses Only)**

In order to comply with accreditation requirements for the validation of student identity for all online courses, all students enrolled in online courses are required to have at least one proctored event (a major exam or assignment).

Additionally, Proctored Examinations may only be administered to students who have verified their identity with a government-issued Driver’s License or Photo ID. Any costs associated with the verification requirements of the Proctored Examination will be the responsibility of the student. SRTC does take the protection of student information seriously and strictly follows the privacy protection guidelines of the Family Educational Rights and Privacy Act (FERPA).

**PLEASE NOTE: Proctored events must be scheduled a minimum of two (2) weeks in advance in order to allow adequate time for all of the arrangements to be made.  Be sure to plan for adequate lead-time to avoid missing the due date of the assignment/exam.**

**For this course, the following assignment/exam will be proctored:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment/Exam** |  | | | |
| **Start Date** |  | | **Start Time** |  |
| **End Date** |  | | **End Time** |  |
| **Maximum time (minutes) to complete the assignment /exam** | | | |  |
| **The assignment/exam will be accessed through (Include ONLY the one that applies.)** | | **[  ] Blackboard**  **[  ] Secure Browser**  **[  ] External Method (If another method is to be used, please specify and provide pertinent details.)** | | |
| **Students may use the following resources during the assignment/exam: (Include ONLY those that apply.)** | | **[  ] Blackboard/Web Content**  **[  ] Textbook**  **[  ] Notes/Study Guide**  **[  ] Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **[  ] NO BOOKS, NOTES, OR OTHER RESOURCES MAY BE USED** | | |

**For complete details about the proctoring procedure** please see the [Proctoring information page on the SRTC web site](http://www.southernregional.edu/proctoring-information). For questions about proctoring, please contact the Distance Education Director at 229-217-4227 or e-mail [pwilson@southernregional.edu](mailto:pwilson@southernregional.edu)

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**SYLLABUS APPENDIX**

**COLLEGE PROCEDURES**

**AND RESOURCES**

**WARRANTY:**

Any graduate of Southern Regional who is deficient in a competency identified in the state program standard, shall be retrained at the request of the employer at no cost to the employer or employee for tuition or instructional fees. This warranty is valid for two (2) consecutive years following the student’s date of graduation.

As set forth in its Southern Regional Catalog and Student Handbook, Southern Regional (SRTC) does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, veteran status, or citizenship status (except in those special circumstances permitted or mandated by law). The following persons have been designated to handle inquiries regarding the non-discrimination policies: Lisa Newton and Dr. Jeanine Long. At SRTC, the Title IX Coordinator is Lisa Newton, SRTC-Moultrie-Veterans Parkway, Building A, (229) 217-4132, [lnewton@southernregional.edu](mailto:lnewton@southernregional.edu). The Section 504 Coordinator for SRTC is Dr. Jeanine Long, SRTC-Thomasville, Building A, (229) 227-2668, [jlong@southernregional.edu](mailto:jlong@southernregional.edu).

**Revised 6/16/16**

**Important SRTC Procedures Impacting Student Success**

**Attendance and Withdrawals**

SRTC emphasizes the importance of class attendance. If you are to be out, you need to notify the instructor.

***Faculty are encouraged to develop their own classroom rules regarding Attendance and Withdrawals. The following procedures are the minimum requirements as set forth by state and federal law.***

Course instructors are responsible for withdrawing any student within fourteen (14) consecutive calendar days of failing to attend class. When calculating consecutive calendar days, calculations should include all weekdays and weekends, regardless if a class session occurred during that day or not. Additionally, Course instructors may administratively withdraw any student who violates the Attendance Statement for the course. Students wishing to appeal an Administrative Withdrawal due to attendance should see the Dean responsible for overseeing the instructor of this course.

Any student who registers for a course, must either complete the course requirements or officially withdraw. To withdraw from one or more courses, the student can withdraw through the SRTC website or through BannerWeb. **A student should not assume that non-attendance constitutes an official withdrawal.** A student who is withdrawn prior to the end of the withdrawal period, may have their financial aid award recalculated in accordance with federal Title IV regulations

This procedure applies to all students regardless of delivery method.

In the online classroom environment, attendance is demonstrated through active participation.

Active participation is defined as consistent and timely:

* Involvement on course discussion board (including student-instructor and/or student-student communications)
* Submission and/or completion of course assignments (including all homework, quizzes, tests/exams)
* Contribution and/or completion of course projects (including collaborative)
* Connection to assignment links, and/or
* Communication with course instructor
* Logging into the course **DOES NOT** constitute attendance.

If a student wishes to be reinstated, he/she must do so in writing. After considering certain factors, the student may either be allowed to return to class or be dismissed from college for the term. The student may reapply the following term.

In extenuating circumstances, the Vice President for Academic Affairs may grant extended leave. **Excused leave MUST be requested in advance by the student to their advisor/instructor.**

**Veteran Friendly Institution:**

Southern Regional recognizes the service our Veterans have given to keep our country secure. We acknowledge there may be unique challenges faced by Veterans and service members. We welcome the opportunity to help you achieve your career goals.

**Work Ethics:**

The Technical College System of Georgia instructs and evaluates students on work ethics in all programs of study. Ten work ethics traits have been identified and defined as essential for student success: appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork. To ensure that all graduates have successfully completed the necessary Work Ethics coursework, students are required to complete the Work Ethics course assignments in Blackboard prior to graduation. The Work Ethic’s coursework will be offered in conjunction with the entry level occupational course and a capstone occupational course appropriate for their program and must be completed in order to graduate. For more information, please see the Distance Education Director or your Advisor.

**Academic Misconduct:**

It is the procedure of Southern Regional that students who engage in any form of Academic Misconduct receive a zero (0) on the presented material or activity. A second occurrence of academic misconduct will result in the dismissal of the student from the class with a corresponding failing grade. The College requires students to make every effort to refrain from Academic Misconduct. Academic Misconduct includes, but is not limited to: cheating, plagiarism, and/or presenting false information (lying) in relation to any academic matter. Definitions pertaining to Academic Misconduct:

1. Cheating: The giving or receiving of unauthorized assistance on a test, quiz, project, or examination through the use of unauthorized electronic resources, notes, books, knowledge of specific test questions and/or their answers prior to the examination, ideas or facts from another’s paper, and/or pertinent information during the examination.
2. Plagiarism: The use of facts, ideas, phrases, charts, etc from any source without giving credit for the information to the originating source. Downloaded material has become one of the most blatant and common forms of plagiarism, as well as one of the most commonly detected forms of plagiarism. Material submitted in a paper, report, or similar graded submission is certified by the author to be the original work of the author, except where acknowledged by the author through citations. Individual professors/instructors are responsible for explaining their referencing procedures in each class. Submissions may be certified against outside sources and plagiarism detection sources to verify authenticity.

Academic Misconduct is handled through Academic Affairs. The process for Grade and Other Academic Appeals can be found in the SRTC student handbook.

**Accommodations:**

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to visit the SRTC website at <http://www.southernregional.edu/disability-services> for contact information and explanations regarding available services

**Access to Technology:**

For information regarding BlackBoard, Banner Web, or the SRTC student e-mail, please

visit the website at <http://www.southernregional.edu/technical-support>

**Online Courses**

To comply with accreditation requirements for the validation of student identity for all online courses, all students enrolled in online courses are required to complete at least one proctored event during the semester. Proctored examinations may only be administered to students who have verified their identity with a photo ID. SRTC does not charge for proctoring; however, other proctoring sites may charge a fee. Students are responsible for any expenses that may be incurred to secure a proctor. Any student who does not complete a proctored event will either be withdrawn from the courses or fail the course depending on the date of the proctored event. A proctored event which is not completed within the semester due to extenuating circumstances will be evaluated by the Distance Education Director. If approved by the Distance Education Director and the Dean for Academic Affairs for that particular division, the event may be rescheduled for a later date, and the student may be assigned an “I” or an “IP”.

**Online Communication**

Distance Education students should check and use their SRTC student email accounts regularly as the primary instructor communication with students occurs via SRTC student email. Instructors will normally respond to student emails within 24 hours Monday-Thursday and within 48 hours Friday-Sunday (excluding holidays).

In email communication, lesson activities, discussion posts, students should adhere to the following netiquette expectations.

* Common courtesy, respect, and professionalism should be practiced at all times.
* Instructors should be addressed by Mr., Mrs., Ms. Dr., etc., not by their first names.
* Emails should not be forwarded (FW) to classmates or instructors without first receiving permission.
* All capital letters should not be used in as it indicates yelling.
* Texting style lingo should not be used.
* Offensive language should never be used.

**Safety**

Students should be familiar with the program’s emergency procedures in order to maintain a safe learning environment. Emergency procedures such as hazardous weather are addressed in the Southern Regional Technical College Student Handbook. Emergency procedures are discussed at the beginning of each semester. Evacuation charts are posted in each classroom and lab. Students are to review these charts as they enter each room. If a situation were to occur, requiring evacuation, students are to follow the route marked on the chart. If a bad weather warning is sounded, students are to follow the proper evacuation procedures and take all valuables with them.

**SRTC Alert – Emergency and Announcement Notification System**

Southern Regional Technical College (SRTC) offers a free emergency and important school announcement service to all students. SRTC Alert is a mass notification system comprised of e-mail, voice, and text messaging that is designed to send emergency messages rapidly for the safety and benefit of the students. Messages will be sent by authorized SRTC employee(s) via an automated system.

Upon a student’s admittance into SRTC, his/her contact information will be automatically entered into the system. However, students will have the opportunity to update their information each semester through the SRTC Office of Student Affairs. Students should be aware that possible charges may be incurred from their wireless device carriers for text messages received from the SRTC Alert System.

**SRTC Student Email**

Students are assigned Southern Regional Technical College (SRTC) email addresses when admitted to the College. Students should check their SRTC email daily. All official SRTC correspondence and notifications that include, but are not limited to, information about registration, graduation, student satisfaction surveys, emergency information, etc. will be sent via the SRTC email system. The email login information is included in the SRTC letter of acceptance and on the website.

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