

# Health Assessment

NRSG1110 001

## Course Description

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This course provides framework for preparing students to perform comprehensive health assessments on patients across the lifespan. Clinical/laboratory experiences provide an opportunity to practice comprehensive health assessment skills on patients across the lifespan and in a variety of settings.

Pre-Requisite(s): Admission to the Nursing Program

Semester(s) Taught: All

## Course Student Learning Outcomes

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- Describe how to perform a comprehensive baseline and shift assessment that includes the psychological, sociological, cultural, and spiritual aspects of patients across the lifespan.
- Define and interpret assessment data to determine patient safety and health risks, as well as personal and environmental stressors.
- Utilize nursing process in planning individualized, health-related teaching for patients, across the lifespan.
- Identify appropriate verbal, written, and electronic communication skills during the patient interview, physical assessment, and documentation process.
- Discuss professional accountability and confidentiality while performing physical assessments.

## SLCC Learning Outcomes

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SLCC is committed to fostering and assessing the following college-wide student learning outcomes in its programs and courses. These outcomes are identified in the nursing department by the course objectives for each nursing course and they are measured through testing.

1. Acquire substantive knowledge in Nursing and/or demonstrate competencies required by employers to be hired and succeed in the workplace.
2. Communicate effectively.
3. Develop quantitative literacies necessary for Nursing.
4. Think critically.
5. Develop the knowledge and skills to be civically engaged, and/or to work with others in a professional and constructive manner.

End of Program Student Learning Outcomes:

1. The graduate plans compassionate, culturally, sensitive patient-centered care in partnership with the patient's preferences, values and needs.
2. The graduate functions effectively within nursing and inter-professional teams, fostering open communication, mutual respect and shared decision making to achieve quality patient care through clinical experience and community service/outreach.
3. The graduate uses clinical judgment based on the best current evidence to provide safe patient care.
4. The graduate adheres to established safety standards to provide quality patient care.
5. The graduate implements leadership skills, accountability, and adherence to professional nursing standards.
6. The graduate uses patient information and technology to communicate, minimize error, and support decision making.

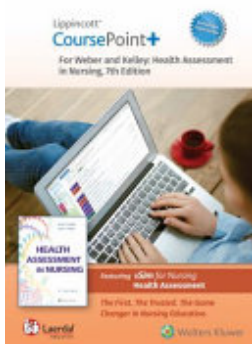
## Course Prerequisites

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Admission to the Nursing Program

## Required Text or Materials

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**Title:** Lippincott Coursepoint+ Enhanced for Weber's Health Assessment in Nursing

**ISBN:** 9781975187552

**Authors:** Janet Weber, RN Edd, Jane Kelley, RN Edd

**Publisher:** Wolters Kluwer, Publishing

**Publication Date:** 2021-11-03

**Edition:** 7th edition

For more information on textbook accessibility, contact Accessibility & Disability Services at [ads@slcc.edu](mailto:ads@slcc.edu).

## Assignment Schedule

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Due Date	Assignment Name	Assignment Type	Points
	<a href="#">Extra Credit for Head-to-Toe Pass-off</a>	Assignment	0
	<a href="#">Roll Call Attendance</a>	Assignment	100
9/23	<a href="#">Module 1 Quiz- Interviewing &amp; Health History - Requires Respondus LockDown Browser + Webcam</a>	Quiz	10

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
9/24	<a href="#">Syllabus Signature Quiz - Requires Respondus LockDown Browser + Webcam</a>	Quiz	10
9/30	<a href="#">Module 2 Quiz - Assessment Techniques, General Survey, Measurement, &amp; Vital Signs - Requires Respondus LockDown Browser + Webcam</a>	Quiz	10
10/2	<a href="#">Module 4 Quiz - Pain &amp; Nutrition Assessment - Requires Respondus LockDown Browser + Webcam</a>	Quiz	10
10/7	<a href="#">NRSG 1110 Fall 24 Term Exam 1</a>	Quiz	100
10/7	<a href="#">Module 3 Quiz - HEENT - Requires Respondus LockDown Browser + Webcam</a>	Quiz	10
10/21	<a href="#">Module 5 Quiz - Neurological System - Requires Respondus LockDown Browser + Webcam</a>	Quiz	10

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
10/21	<a href="#">Disease Review Presentation</a>	Assignment	50
10/28	<a href="#">Module 6 Quiz - Peripheral Vascular Assessment - Requires Respondus LockDown Browser + Webcam</a>	Quiz	10
10/30	<a href="#">Module 8 Quiz - Hair, Skin, &amp; Nails - Requires Respondus LockDown Browser + Webcam</a>	Quiz	10
11/4	<a href="#">NRSG 1110 Fall 24 Term Exam 2</a>	Quiz	100
11/4	<a href="#">Module 7 Quiz - Cardiac Assessment - Requires Respondus LockDown Browser + Webcam</a>	Quiz	10
11/8	<a href="#">NPIAP Training</a>	Assignment	20
11/11	<a href="#">Module 9 Quiz - Musculoskeletal Assessment - Requires Respondus LockDown Browser + Webcam</a>	Quiz	10
11/11	<a href="#">Round Robin 1</a>	Assignment	0

Due Date	Assignment Name	Assignment Type	Points
11/18	<a href="#">Module 10 Quiz - Thorax &amp; Lungs - Requires Respondus LockDown Browser + Webcam</a>	Quiz	10
11/21	<a href="#">Communication Assignment</a>	Discussion	40
11/25	<a href="#">Module 11 Quiz - Gastrointestinal System - Requires Respondus LockDown Browser + Webcam</a>	Quiz	10
12/2	<a href="#">Round Robin 2</a>	Assignment	0
12/3	<a href="#">Final Head-to-Toe Pass-Off</a>	Quiz	100
12/5	<a href="#">Module 12 Quiz - Genitourinary Quiz - Requires Respondus LockDown Browser + Webcam</a>	Quiz	10
12/12	<a href="#">NRSG 1110 Fall 24 Exam 3</a>	Quiz	150

## Grading Scale

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### Grading Policy:

- A minimum grade of C+ (78.0%) must be achieved in all didactic nursing courses to be eligible to progress from one semester to the next semester and to graduate from the nursing program.

- Final grades are not rounded.
- A passing grade must be achieved in all clinical nursing courses to be eligible to progress from one semester to the next semester and to graduate from the nursing program.
- Students must achieve a 78% average on all proctored exams and proctored quizzes (as designated by instructor) before additional coursework can be factored in.
- Grades are computed following a scale that is approved by Salt Lake Community College.

Students are required to achieve a minimum of 78% (C+) average on all proctored exams and proctored quizzes before additional course work is factored in. Students must ALSO achieve a minimum of 78% (C+) in the overall course. Any student who does not meet these minimum requirements will not be allowed to advance to the following semester courses nor graduate. The student will be required to follow the policy outlined in the Nursing Program handbook which may include repeating the course (on a space available basis), repeating associated course (on a space available basis), or removal from the program.

#### Nursing Department Grading Scale:

A 95-100

A- 90-94

B+ 87-89

B 83-86

B- 80-82

C+ 78-79\*

C 75-77

C- 71-74

D+ 67-70

D 64-66

E Below 64

\* Students must achieve a 78% average on all proctored exams and proctored quizzes (as designated by instructor) before additional coursework can be factored in.

## How to Navigate to Canvas

### Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

### Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

### Advising and Counseling Support Services



At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

## Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

## Additional Policies

### Title IX Syllabus Statement

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any

educational institution that receives federal funding. Salt Lake Community College does not

tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment;

relationship/sexual violence and stalking. These incidents may interfere with or limit an

individual's ability to benefit from or participate in the College's educational programs or

activities. If you have questions or concerns regarding your rights or responsibilities, or if you

would like to file a Title IX complaint please contact:

Kenneth Stonebrook, J.D.

Dean of Students and Assistant Vice President, Title IX Coordinator

Salt Lake Community College

Taylorsville Redwood Campus – STC 276A

[REDACTED]

[REDACTED]

Online Reporting Form: [https://cm.maxient.com/reportingform.php?SaltLakeCC&layout\\_id=20](https://cm.maxient.com/reportingform.php?SaltLakeCC&layout_id=20)

Students may also report incidents to an SLCC faculty or staff member, who are required by law

to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the

student may speak with staff members of the Center for Health and Counseling, (801) 957-

4268. For more information about Title IX, go to: <http://www.slcc.edu/title-ix/index.aspx>

## Dress Code

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This Health Assessment course is considered a Lecture/Lab course and you will practice assessment skills on your peers. You will need to demonstrate your professionalism each time you attend class by wearing your nursing-program black scrubs, hair pulled back (if needed), and proper assessment tools (stethoscope & penlight).

## Work Procedure

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WORK PROCEDURE

The school recognizes that employment may be a financial necessity for some students. However, working full time while enrolled in the Associate Degree Nursing Program is difficult and not recommended. If students work, they must do so only during times when it does not conflict with program activities. Students may not work for the eight hours immediately before a class, lab, or clinical. Students will not be excused from clinic or classroom activities for work. Additionally, students may not use any work time to substitute for program clinical time, with the exception of approved apprenticeship program hours utilized for capstone completion.

## Attendance

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Assessment skills are essential in nursing. As such, attendance and punctuality for this class will be emphasized. At the beginning of class each week, we will perform roll call. Being present that week is considered your “ticket” to taking that week’s quiz. Students who are not present at the time of roll call won’t be given points for that week’s quiz.

Attending a different class section and subsequently qualifying for that week’s quiz is not allowed unless the change in attendance is coordinated at least 24 hours before the beginning of the class you would normally be scheduled to attend, or at least 24 hours prior to the class you are attending (whichever comes first).

If something comes up that requires you to leave class early (other than for excused reasons mentioned above) 2 points will be deducted from that week’s quiz score. We understand that life happens, but we must strongly encourage in-class attendance.

## Excused Absences

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### EXCUSED ABSENCES

The following are legitimate conditions for an excused absence from class:

- The physical inability of the student to attend, including injury or illness that requires hospitalization, emergency medical care, or physician-ordered bed rest, with appropriate documentation.
- The attendance of a funeral or a medical emergency for an immediate family member with appropriate documentation.

- Students with regularly scheduled military obligations will have the option to self-report this to the Clinical Coordinator. Self-reporting is completely voluntary. This information will be kept in strict confidence to the Clinical Coordinator and your assigned lab instructor. SLCC Nursing will try to accommodate military service if informed at least one month prior to the start of the semester.
- Students will have the option of self-reporting a Jury Duty Obligation to the Clinical Coordinator. Self-reporting is completely voluntary. SLCC Nursing will accommodate around expected obligations if informed at least one month prior to the start of the semester.

SLCC Nursing reserves the right to issue an incomplete or failing grade, as appropriate, if clinical placements cannot be obtained for any student, or if the student is not able to attend clinicals, capstone, or lab.

Students are responsible for all class content and assignments they miss due to any absence.

Refer to course syllabi for specific expectations regarding absences.

If absences/lost clinical hours cannot be made up, students may be asked to take an incomplete.

Students should contact Didactic faculty and Clinical Coordinator and Lab Course Lead as soon as possible with the following information:

Appropriate Documentation

Estimated length of time of absence

List of didactic classes and or clinicals/labs that will be affected/missed

## Testing Center & Test Integrity

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Whenever possible, Nursing course exams will be administered in the Jordan Campus Testing Center, including exams in online courses. In other words, do not assume that exams in online courses will be conducted remotely.

- Bring your photo ID and you may also need your Student ID Number (S#).
- JHS 054
- The testing center is open Monday-Thursday from 8:00 a.m. - 8:00 p.m., with the last appointment time being at 6:00 p.m. for the term exams and 5:30 p.m. for the final exam.
- The testing center is open Fridays from 8:00 a.m. - 5:00 p.m., with the last appointment time being at 3:00 p.m. for term exams and 2:30 p.m. for the final exam.
- Available appointment times may be different for those with time accommodations.
  - (Hours may vary at all locations based on break and holiday schedules.)
  - Closed: Saturday, Sunday, holidays, campus closures
  - [REDACTED]
  - [REDACTED]
  - The Testing Center has policies and procedures that will be applied to every student and every test. Policies and procedures now include:
    - Monitoring of student activity in the lobby areas outside the Testing Center.
    - Random visual sweeps of the bathrooms in the Health Sciences Center. Found objects will be taken to the Lost and Found in the Student Center for student retrieval. Policies for Test-Takers
  - All exams require an appointment. No walk-in seating will be accepted.

## **SCHEDULE AN EXAM RESERVATION**

- - Login to MySLCC
  - Go to the 'Testing Services' tile card.
  - If 'Testing Services' tile card is not found on your home page:
    1. Find 'Discover' using the icon at the top left or 'Discover More' at the very bottom of your home page.
    2. Type 'testing' in the search box.
    3. Pin 'Testing Services' to MYSLCC home page.

- Select the 'Testing Services' tile card.
- Click on the relevant Testing Center to proceed to schedule your reservation.
- Once in RegisterBlast:
  1. Click on 'My Exams' on the top right of the page to see the exams for which the student may schedule.
- Before you come into one of our Testing Centers to take an exam or make-up exam, please review. Policies for Test Takers.

## Accomodations

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**Accommodations:** SLCC values inclusive learning environments and strives to make all aspects of the College accessible to our students. If you have a disability and believe you need accommodations to improve access to learning materials or the learning environment, please contact the Accessibility and Disability Services: (phone) 801-957-4659; (email) [ads@slcc.edu](mailto:ads@slcc.edu); (website) [www.slcc.edu/ads](http://www.slcc.edu/ads).

## Brief Description of Assignments/Exams

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### Online Quizzes Require Use of Respondus

See orientation module for further instructions on use of lockdown browser/Respondus.

### Syllabus Signature Quiz

We want to make sure that you are made aware of the requirements of this class. Having a Syllabus Signature Quiz helps us know that students have agreed, and will be committed, to uphold what is outlined in the course syllabus. To fulfill this assignment, you will need to take the "Syllabus Signature Quiz" on Respondus. This will be a trial run using Respondus for future quizzes. This assignment is worth 10 points.

- Due within 7 days of the first day of class
- This is a great time to bring up any general questions you have about this course. We love questions!

### Communication Assignment

As nurses, making the biggest impact in our patients' lives and the care we provide to them requires us to get out of our comfort zone and communicate openly outside of our normal social circle. This assignment is designed to stimulate these types of conversations with those around you and then to share these experiences with the class.

To complete this assignment, you will need to:

1. Communicate and connect with someone that you do not currently know (not a classmate).
2. Share this experience with the class.

Some thoughts to reflect on:

- Are you a sociable person? Do you like to meet new people?
- Were you nervous about starting conversations? Why or why not?
- What was exciting about starting new conversations?
- What did you learn about yourself?
- What was the outcome of completing this activity?
- How will you use what you learned to make meaningful connections with others and/or your patients in the future?
- 3. Provide a meaningful comment on two different classmates' shared experiences.

The communication experience can be posted at any point during the semester. See the course calendar for exact due dates.

The Communication assignment will be worth 50 points: 40 points for your detailed experience and what, if any, connections you made with the person and 5 points for each peer response you post (2 required).

Communication Assignment				
Criteria	Ratings			Points
Communication Experience	40 Points	20 Points	0 Points	
	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations	

	<p>The student describes their experience, in detail, about initiating a conversation with someone new and the connections made.</p>	<p>The student vaguely describes their experience about initiating a conversation with someone new and the connections made, or just answers the discussion prompts without discussing the actual situation.</p>	<p>The student does not submit their experience about initiating a conversation with someone new and the connections made.</p>	
Peer Comment #1	<p>5 Points</p> <p>Meets Expectations</p> <p>The student respectfully and thoughtfully responds to a peer's communication experience.</p>	<p>3 points</p> <p>Partially Meets Expectations</p> <p>The student briefly responds to a peer's communication experience.</p>	<p>0 Points</p> <p>Does Not Meet Expectations</p> <p>The student does not respond to a peer's communication experience</p>	
Peer Comment #2	<p>5 points</p> <p>Meets Expectations</p> <p>The student respectfully and thoughtfully responds to a peer's communication experience.</p>	<p>3 points</p> <p>Partially Meets Expectations</p> <p>The student briefly responds to a peer's communication experience.</p>	<p>0 Points</p> <p>Does Not Meet Expectations</p> <p>The student does not respond to a peer's communication experience</p>	



## Disease Review Presentation

- Students will partner up into groups of 2 to complete this assignment (sometimes 3 if the class number is uneven)
- Your group will need to create a PowerPoint presentation that will explain the assigned topic/diagnosis in the following format:
  - Subjective Data – Symptoms of the disease. This is how the patient would describe the problem and the different symptoms they are experiencing. Be sure to include a rationale for why the patient would feel this way.
  - Objective Data – Signs of the disease. This includes measurable findings that would be common with that diagnosis. This should include physical assessment findings, abnormal tests/labs/imaging results, and other common and measurable findings. Be sure to include a rationale for why these objective findings occur.
  - Differential Diagnoses – Copy-cats of the disease. This is a compare and contrast discussion of other diagnoses that present similarly to your assigned topic/diagnosis. Be sure to provide a rationale for the items that distinguish the various diagnoses from each other.
  - First-line Treatment and Nursing Interventions - Priority treatment and nursing interventions for the disease. This should include the most common treatment measures. This should also include the most common evidence-based nursing interventions. Be sure to answer questions, such as “What is the nurse's role in treatment for this patient?” and “How can nurses impact these patients to provide better outcomes?”
  - Psych/Social Assessment- The personal impact from the disease. This includes answering questions, such as “How does this disease affect the patient’s social life or personal life?” Be sure to discuss long-term and short-term consequences of the disease.
  - The presentation should have the following format:
    - Slide 1 – Title slide with a list of the names of each participating student.
    - Slide 2 – Brief explanation/introduction of the assigned disease.

- Slides 3-7 – Subjective, Objective, Differential Diagnosis, First-line treatment and Nursing Interventions, and Psych/Social.
  - Slide 8 – References
- This assignment is worth a total of 50 points.
- See the rubric below for grading guidelines. Once your group has completed the PowerPoint presentation, each group member will need to submit the presentation in the designated assignment in Canvas. This can be found under the “Assignments” tab and then the “Disease Comprehensive Review Duo Presentation” tab.
- Topic presentation dates will be posted in the course calendar at the beginning of the semester. Each group may be called upon to present their presentation in class. Through random selection, at least one group will present on each of the given topics/diseases. Presentations will occur during class, after lecture.
- Please keep the presentation brief and concise. We anticipate no more than 10 minutes total. We may cut you off or take off points if the presentation is too short or too long. This is to make sure we have enough time for lecturing in class.
- If your group is randomly selected and proceed to present in class, the presenting students will be rewarded by receiving full points (10/10) on their lowest previous quiz score.

Disease Review Presentation		
Ratings	Performance Description	Points
Excellent	Project presented with clear, accurate, thorough, and pertinent topic data. The student’s presentation displays an excellent understanding of the topic. PowerPoint slides are neat and visually appealing, without overcrowding. Presentation is given in a timely manner.	40 - 50
Good	Project presented with accurate and pertinent topic data. The student’s presentation displays a good understanding	30 - 39

	of the topic. PowerPoint slides are neat and visually appealing. Presentation is given in a timely manner.	
Meets Expectations	Project presented with addressing the minimal necessary topic data. The student's presentation shows minimal mistakes or misunderstandings of the presented topic. The necessary PowerPoint slides are present, but limited effort placed on visual appeal. Presentation is too short or too long (less than 8 minutes or more than 15 minutes total).	20 - 29
Does Not Meet Expectations	Project presented with missing or impertinent topic data. The student's presentation shows several mistakes or misunderstandings of the presented topic. Some necessary PowerPoint slides are missing. Minimal effort was given on visual appeal. Presentation is too short or too long (less than 8 minutes or more than 15 minutes total).	0 - 20
Total Points		___/50

### **NPIAP Training**

- Pressure injuries are major health concerns and pose a significant challenge for nurses and caregivers daily. Beyond the high cost of treatment, these injuries significantly affect patients' lives and hinder providers' ability to deliver optimal care. One reason for the high percentage of pressure injuries is the need for more knowledge and education opportunities. As a nurse, it is your duty to prevent, recognize, and manage pressure injuries.
- To help increase your knowledge, your assignment is to complete the NPIAP Modules 1-3.

To get started:

1. Log on to <https://npiap.com/>

Links to an external site.

2. Hover over Education & Resources and click on NPIAP Education Center

3. Click on Create Account and complete the registration. \*\* This is only for Modules 1-3 and they are free of charge. You should not be asked to pay for anything, except Module

4. You can register for this module if you would like to, but it is not required and it is not free\*\*.

After successfully completing these modules, you will receive a certificate. Upload your certificate to this assignment to receive credit for the assignment. This assignment is worth 20 points.

## Proctored Exams

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Each of the items listed in this category (Exams, Quizzes, and Head-to-Toe Final Pass-off) are considered proctored exams. This means that you need to have a cumulative score of 78% or higher in this category in order to pass the course.

### Exams

- Exams will be taken in the testing center and are subject to testing center hours and availability. Please be sure to schedule your exam well in advance of your testing deadline as availability on the final day of testing may be limited.
- **Exam Extensions:** Any exam taken late/past the testing window may be subject to a late penalty of 10% per weekday. Because we allow for a range of dates to take these exams, extensions without a late penalty would rarely be approved. If an excused/non-penalized extension is necessary, the student would need to request and coordinate this ahead of time with the professor. Please refer to “Excused Absences” to find a list of reasons when excuse/non-penalized exam extensions may be considered. Any extension circumstance would still require prompt communication from the student.
- There will be three exams during the course:
  - Exam 1 – Covers modules 1, 2, 3, and 4. The exam has 50 questions worth 100 points. The dates that are available to take the exam are listed in course

calendar.

- Exam 2 – Covers modules 5, 6, 7, and 8. The exam has 50 questions worth 100 points. The dates that are available to take the exam are listed in course calendar.
- Exam 3 – Covers modules 9, 10, 11, and 12, plus comprehensive questions. The exam has 50 questions devoted to the untested modules (9, 10, 11, and 12) plus an additional 25 questions that are comprehensive (modules 1 – 12). There are a total of 75 questions worth 150 points.

## Quizzes

- Each week, there will be a quiz on what you learned from lecture in class. You will need to have been present and on-time for the in-class lecture in order to take the quiz.
- You will need to utilize Respondus to take the quizzes online. They will be available to take on Canvas the morning after your in-class lecture. They will remain open until midnight on the day prior to your in-class lecture the following week. You will have 15 minutes to take the quizzes. Each quiz will consist of 10 regular questions (1 point each) with an opportunity to earn 2 extra credit points from two extra-credit questions.
- Because in-class attendance is highly emphasized, make-up quizzes or late quizzes will rarely be approved and would need to be requested by the student promptly, and ideally, ahead of time. Please refer to “Excused Absences” to find a list of reasons when make-up quizzes or late quizzes may be considered. Please also refer to the “Attendance” section above if considering attending an in-class lecture at a time other than your registered time.
- There will also be a quiz assigned for the self-guided lectures. These quizzes will generally be due on midnight before the exam on which their content is tested. See the course calendar for more specific available and due dates.

## Head to Toe Assessment

- Each student will be given the opportunity to complete a comprehensive head to toe assessment as a practical final. We acknowledge that this is a very extensive assessment. We hope that it will serve you as a “toolbox” to adapt and use on real patients down the road as circumstances require.

- You will have 2 total attempts to achieve a passing score of 78% or higher. Second attempts are only for students that do not pass with their first attempt and are not allowed for students who pass on their first attempt but would like to improve their score. If a second attempt is required, a 10% deduction will be automatic, or in other words, a 90% will be the maximum possible score.
- We view this as a real assessment. Please understand that you will be graded on both completion and accuracy in the assessment. So, it would not be correct to just go through the steps/check the boxes without assessing correctly. We will give you feedback on technique when you are done.
- There is a rubric listed in Canvas that will give you an outline of each of the required assessment steps. Let us know if you have any trouble finding this rubric.
- See the course calendar for the range of dates for the pass-off.
- These pass-offs will occur at various times during the week towards the end of the semester. We will send out a Google doc that will serve as an active sign-up sheet. You may choose any of the available time slots in the sign-up sheet to come in a perform your assessment.
- You will need to provide a patient for your assessment. We love for you to bring in friends or family members as circumstances allow. However, to avoid distraction, we ask that your patient be at least 10 years or older. You may have a fellow student be your patient, however, to avoid any unfair advantages, there must be at least 3 hours between the time that a student acts as a patient and then performs their own pass-off.
- Dress and etiquette:
  - You will need to wear your nursing-program black scrubs while performing your assessment.
  - Your patient will need to wear clothing that is suitable for assessing. Appropriate options include: No shirt (or just a sports bra for females), a form-fitting shirt, or light-weight fabric shirt on top with shorts or leggings on the bottom.
  - Punctuality is very important for us. Please be dressed and ready to go at least 5 minutes prior to your assigned pass-off time. Tardiness would result in a need for rescheduling and would take the place of the first pass-off attempt.

In this case, the 10% automatic deduction for the second attempt would still apply.

## Round Robins

### Round Robin 1

- After the musculoskeletal class lecture, there will be a “Round Robin” where students will be divided into groups of three
  - 1 student will be the patient
  - 1 student will be the grader
  - 1 student will be the nurse
- Each student must pass off the Round 1 Rubric which will be graded by a classmate. You must score a 90% or greater in order to continue to have the Round Robin 2 and Final Head-to-Toe Pass-Off. If you do not receive a 90% or higher, you will need to find a classmate and perform the Round 1 Rubric pass-off until a 90% or greater is achieved. This will have to be done outside of classroom hours.

### Round Robin 2

- After the GI class lecture, there will be another “Round Robin” where students will pass each other off in the same fashion as Round Robin 1. Round Robin 2 must also be passed off by a classmate, receiving a score of 90% or higher before you can perform your final head-to-toe pass-off.
- These separate rubrics can be found on Canvas.

## Points Breakdown

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Points Breakdown	
Assignments	130 (19%)
Syllabus Signature Page	10
Communication Assignment	50

Disease Review Presentation	50
NPIAP Training	20
Proctored Exams	570 (81%)
Weekly Quizzes	120
Term Exam 1	100
Term Exam 2	100
Comprehensive Exam 3	150
Head-to-Toe Assessment	100

## Late Work

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### Late Work and Testing:

We emphasize the importance of completing tasks on time. Assignments that are turned in late will receive a 10% deduction for each day past the due date. Quizzes are taken in class and are not allowed to be taken late, unless for excused absences. Make up quizzes would need to be approved by the professor and the student would need to help coordinate the makeup date and time. Exams are to be taken in the testing center. Because we allow for a range of dates to take these exams, exceptions or late exams would rarely be approved and the student would need to request and coordinate this ahead of time with the professor.

### Academic dishonesty (Cheating):

Honesty is an expectation at Salt Lake Community College, and within the Nursing Program. Any act of academic dishonesty is considered unprofessional behavior and a serious offense requiring disciplinary measures. Academic dishonesty will NOT be tolerated. Please see the SLCC Code of Student Rights and Responsibilities and the Nursing Student Handbook for additional information.

See The Canvas Course site for information on test dates, and due dates for required class work.

## Academic Grievance Policy

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School of Health Sciences



In accordance with the Salt Lake Community College Student Code of Conduct, <https://www.slcc.edu/concurrentenrollment/Students/code-of-conduct.html>, the grievance policy for students with reference to academics can be found in Section III. Students are encouraged to seek resolution with the instructor(s) whenever possible.

It is the goal of the School of Health Sciences to be forthright and consistent with specific academic policies throughout divisions and programs. This policy singularly addresses academic issues and the general principles for disciplinary actions as noted in the Student Code of Conduct Section III. It should be noted, it is up to the faculty member's discretion to provide warning (verbal or written), suspension, or dismissal based upon program policy and severity of the issue at hand. It is realized that in some health sciences programs a failing grade, as stated in the syllabus and/or policy manual, may result in program dismissal.

**STEP ONE:** A student has the right, as per college policy, to grieve a grade, warning (verbal or written), suspension, or dismissal received within a program of study. A student, as per policy, must make an appointment to meet with the instructor of the class. A meeting, for anything other than a final grade, should be made within ten (10) days of the incident. Final grade disputes require a meeting within 30 days of the student receiving the grade. Every effort should be made to find resolution and provide evidence from both parties with respect to the grade issued.

**STEP TWO:** If a resolution cannot be made, the student must request in writing, five (5) business days from the date of meeting with the faculty, a committee review of the grievance to the Associate Dean of the specific division. The grievance will be reviewed by a committee consisting of three (3) to five (5) faculty outside the program in which the student is enrolled. This will include the following members, the Associate Dean and two to four faculty members outside the discipline. The Associate Dean will serve as committee chair. One faculty and the program coordinator of the program involved in the grievance can attend the procedure, as can the student with one representative. Each of these parties will only be allowed to present evidence to the committee and not vote on the issue in question. Legal representation is allowed by either party. The proceedings will be recorded for accuracy. Upon completion of the proceedings, the committee ONLY will vote on the issue(s) noted in the student's grievance. A formal letter will be provided by the committee chair within ten (10) business days of the end of the proceeding with the committee's decision regarding the issue.

STEP THREE: If the student is not satisfied with the outcome, they may appeal to the Academic Dean of the School of Health Sciences. This must be done in writing within five (5) days of receiving the formal letter from the grievance committee chair. The Dean will review the appeal, all evidence, and render a decision to the student within ten (10) days of receiving the formal letter from the student. The decision of the Dean of the School of Health Sciences is final and cannot be appealed.

For all SLCC student resources and requirements please see the Institutional Syllabus located in Canvas.

## Communication Plan

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Example language:

- I will respond to email within [insert your timeline]. I will offer feedback on major assignments within [insert your timeline]. The best way to contact me is via the Canvas Inbox, as I will prioritize this email over other modes of communication.
- In this course I will be posting interactive announcements which will offer specific opportunities for class questions and extra credit every other week.
- Additionally, I will be participating in the discussion forums with you to share my perspective within the discipline and to offer some nuances of interpretation that may not be present in your textbook.
- Lastly, we'll be holding small group Q & A sessions, where we can learn from our peers (and faculty) on some of the more difficult units within the course.