COLUMBUS STATE UNIVERSITY

COLLEGE OF EDUCATION AND HEALTH PROFESSIONS SCHOOL OF NURSING

RN-BSN PROGRAM COLUMBUS, GEORGIA

NURS 3293 – INTRODUCTION TO HEALTH ASSESSMENT RN COURSE SYLLABUS

SESSION: 2020

TITLE:NURS 3293 Introduction to Health Assessment-RN (2-3-3)

CREDIT:3 semester hours

PREREQUISITE:Admission to RN-BSN Program

## DESCRIPTION:

This course is designed to assist in refining history taking, psychosocial assessment, and physical assessment skills that are necessary for assessing the health of clients throughout the life span, including eliciting a health history, conducting a basic physical examination, and integrating basic techniques of health assessment into patient care in varied settings. The focus of the course is on basic interviewing and physical assessment techniques, recognition of normal findings, and differentiating normal from the most common abnormal findings.

FACULTY: Sherika Derico, EdD, MSN, RN, CMSRN, Assistant Director of Undergraduate Programs

## Associate Professor

## E-mail: derico\_sherika@columbusstate.edu

Office hours:

Monday 10:00 am- 5:00 pm

Wednesday 9:00 am- 11:00 am (virtual hours)

Thursday 10:00 am- 5:00 pm

Cell: (404) 941-4678

Please text prior to a call to be sure I am available.

Available by appointment evenings and weekends

\*\*\*Your best option is to contact me by email within the course outside of these hours. I will respond within 24 hours on weekdays and 48 hours on the weekends. All course related correspondence should go through the course website\*\*\*

Open Educational Resources:

REQUIRED: Willis, L. M. (2017). Health Assessment Made Incredibly Visual. Vol. 3rd edition. Wolters Kluwer Health. (No cost). To access the textbook, click this link: [Health Assessment Made Incredibly Visual](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=nlebk&AN=1690671&site=eds-live&scope=site&custid=col1&ebv=EK&ppid=Page-__-1)

\*\*\*After clicking the link and accessing the website, select add to folder (left upper corner). You should be able to access the book the reminder of the semester since it is in your folder. \*\*\*

REQUIRED: Abbott, H. (2017). Clinical Examination Skills for Healthcare Professionals. M&K Publishing. (No cost). To access the textbook, click this link: [Clinical Examination Skills for Healthcare Professionals](https://eds.a.ebscohost.com/eds/ebookviewer/ebook?sid=9c20cf29-4baf-4d9a-a9c5-7d6a6e49fb72%40sessionmgr4008&ppid=pp_26&vid=0&format=EB)

\*\*\*After clicking the link and accessing the website, select add to folder (left upper corner). You should be able to access the book the reminder of the semester since it is in your folder. \*\*\*

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

Student Account Setup: Students can create their accounts by visiting [How-To-Register](http://link.shadowhealth.com/How-To-Register)

 and enrolling in your course with this course-specific **PIN: January2020-5128-1505-7586-2582**

Here are some important links related to Shadow Health Digital Clinical Experience:

* Shadow Health Website: [Shadow Health Home](https://shadowhealth.com/)
* Student Account Setup Guide: [Student Registration](https://support.shadowhealth.com/hc/en-us/articles/360004579173-How-to-Register-with-Shadow-Health)
* Technical Requirements: [DCE-Minimum-System-Specifications](https://support.shadowhealth.com/hc/en-us/articles/360004558353-DCE-Minimum-System-Specifications)
* Link to Shadow Health Support: [Shadow Health Support](http://link.shadowhealth.com/learnersupport)

Course Registration PIN for Students: **PIN: January2020-5128-1505-7586-2582**

* For registration instructions, follow the guide at [Student Registration](https://support.shadowhealth.com/hc/en-us/articles/360004579173-How-to-Register-with-Shadow-Health) . You will need to copy and paste the unique PIN above to register in your course.
* Shadow Health recommends using headphones to access the assignments in which you will practice identifying normal and abnormal sounds.
* Shadow Health Technical Requirements - [DCE-Minimum-System-Specifications](https://support.shadowhealth.com/hc/en-us/articles/360004558353-DCE-Minimum-System-Specifications)
* **Shadow Health Technical Support:**

If at any time you have any questions or encounter any technical issues, please visit the Shadow Health Learner Support page at<http://support.shadowhealth.com/> for contact information and hours.

Reading Assignments: Reading assignments are located within each module. These will be clearly noted in the schedule. All readings are supplemental unless otherwise stated.

## Teaching/Learning Experiences:

Online modules, readings, critical analysis, individual assignments, videos, and websites. All instructional materials are used in the course to enhance the learner’s knowledge about the course content, and complement other activities. Discussion board postings are used to engage learners’ and assess understanding and reflect on weekly topics. Quizzes are used to assess the learners’ understanding of the course and evaluate learning. Case studies are used to apply content learned in the course.

## Technology Requirements:

Students must have access to the internet either through the on-campus local area network or through an internet service provider.

Students must be proficient with internet access, Cougar View and Microsoft office, Microsoft Word, Power Point, and demonstrate competency using web browsers, website navigation, search engines and e-mail communication. When “clicking” on power points or documents the document might not readily open up, but go to the download to download the documents on your computer to open.

Students should, at a minimum, be familiar with and be able to: Compose an email, attach a file, upload a file, download a file, save a file to computer or USB device.

## Technical Issues

If you have technical problems with the GoVIEW system, use the following resource for assistance:

For support 24 hours a day, 7 days a week, 365 days a year, contact the D2L Help Center.

For any other questions or issues, students should contact the eMajor Helpdesk:

For support during regular business hours, contact 855-9EMAJOR (855-936-2567)

While we recommend that you log in to your eMajor course daily, it is important to note that GoVIEW has scheduled maintenance every other Friday evening from 10:00pm EST until 7:00am EST Saturday morning. During this scheduled maintenance, GoVIEW will be offline, and you will not be able to access your eMajor course.

Second technology support option**:** All support tickets with the GeorgiaVIEW Desire2Learn Help Center (DHC) MUST be initiated by telephone. To speak with a D2L Help Center agent, call the GeorgiaVIEW Support Hotline: **Toll Free 1-855-772-0423**

Toll Free for the Hearing Impaired 1-800-892-4315

Appropriate adaptive technology (hardware) necessary to use this number.

## Technology Requirements:

* Students must have access to the Internet either through the on-campus local area network or through an Internet Service Provider.
* Students must be proficient with Internet access, Cougar View and Microsoft Office, Microsoft Word, Power Point, and demonstrate competency using web browsers, website navigation, search engines and e-mail communication. When “clicking” on power points or documents the document might not readily open up, but go to download to download the document on your computer to open.
* Contact the CSU Help Desk 706-507-8199 for software and connectivity issues; no excuse will be accepted for inability to access the Internet and/or technical difficulties.
* To be able to fully participate in this course, you must have access to the Internet through a reliable Internet Service Provider. If your internet service is not reliable, what will you do? Here are several options for you:

1. Use the internet at a friend or family members house
2. Go to the public library
3. Or any other location, such as a restaurant, that may have free public internet access.

* Having a reliable internet connection is essential to your success in this course. Not having a reliable computer or internet service is not a valid excuse for late submissions of assignments or a lack of completion of an assignment. Students must be proficient with Internet access, Cougar View and Microsoft Office, Microsoft Word, Power Point, and demonstrate competency using web browsers, website navigation, search engines and e-mail communication. Acceptable formats for submitting an assignment are MS Word (doc and docx), Rich Text format (RTF), and MS Powerpoint (PPT or PPTS). Most documents will be provided in a pdf format.

## School of Nursing Program Outcomes

### Patient-Centered Care (PO #1)

Graduate will provide safe, patient-centered care in a variety of settings.

### Leadership (PO #2)

Graduates will function as a leader within the nursing roles provider of care, manager of care, and member of the profession.

### Safety (PO #3)

Graduates will apply concepts of safe practice to ensure optimal patient clinical outcomes.

### Evidence Based Practice (PO #4)

Graduates will use sound evidence to make appropriate clinical decisions about health care.

### Informatics (PO #5)

Graduates will integrate informatics into nursing practice in a variety of settings.

### Quality Improvement (PO #6)

Graduates will apply the quality improvement process to ensure patient safety and to meet desired clinical outcomes.

### Teamwork and Collaboration (PO #7)

Graduates will communicate and collaborate with members of the interdisciplinary health care team in a professional and effective manner, through verbal, non-verbal, written and electronic means to improve patient outcomes and teamwork.

COURSE OBJECTIVES: Upon completion of this course the learner will be able to:

1. Distinguish the elements of a comprehensive health assessment to include a comprehensive health history and complete physical examination
2. Identify essential subjective and objective information required to effectively differentiate normal from abnormal findings
3. Develop inspection, palpation, percussion and auscultation techniques to assist with collection of objective patient physical assessment data
4. Evaluate subjective and objective history and physical assessment data to differentiate normal from abnormal findings in specific patient situations
5. Demonstrate the use of developmentally appropriate health assessment techniques to assess patients across the life span

## Course Policies/Additional Course Requirements:

1. Late work - Assignments submitted past the due date will result in 5% reduction in the student’s grade for each day that the assignment is late (to include weekends/holidays). All assignments must be completed before completion of the course. If you have an extreme extenuating circumstance documentation will be need, as soon as possible but before the session is complete. Examples: Very rarely, unforeseen, uncontrollable extenuating circumstances may cause absence from, or tardiness for, class, clinical laboratories, or campus lab. Such circumstances include:

* Illness of student or immediate family member requiring his/her care. Documentation will consist of medical statement with date, on letterhead, and signature of care provider. A letter of exception to policy is required from the student to accompany the above documentation or an exception will not be considered.
* Death of a family member. Documentation will consist of the newspaper obituary. A letter of exception to policy is required from the student to accompany the above documentation or an exception will not be considered.
* Unforeseen emergencies preventing the student from attending class or lab (e.g. house fire, vehicle collision, etc.). Documentation will consist of a signed statement from the appropriate agency or office. A letter of exception to policy is required from the student to accompany the above documentation or an exception will not be considered.

1. Discussion board posts - Posts are not accepted after the deadline for the peer interaction post, which is the last day of that week. Students will receive a zero and will not be allowed to make up this assignment except with. Only with approved documented excuses (see handbook) will the post be graded.
2. Grades - Grades become final for all assignments once they have been posted in Cougar View for three business days. If a student thinks an error was made in grading, he/she must contact the Course Coordinator within the 3 days. No changes will be made after that time.
3. Passing Grade -Students must achieve 75% or higher as their final grade in order to pass this course.
4. Evaluations- Completion of faculty and course evaluations is strongly encouraged.
5. Assignment Submissions -No assignments will be accepted via email. All assignments must be submitted within the course in the assigned area.
6. Handbook- Please refer to the CSU School of Nursing Student Handbook for more information.
7. Guidelines- Students are responsible for following the online student guidelines provided in the modules, as well as, in the current Student Handbook and other documents provided in this course. [CSU School of Nursing Student Handbook](http://nursing.columbusstate.edu/resources.php)
8. Assignment submission- All work is to be submitted via D2L. When submitting an assignment, students will use the following format for naming their files: Last name, first name\_ title of assignment.
9. APA Format -Students are expected to use APA format for all submitted papers, power points, and discussion post etc. All posts must be cited and have a reference at the bottom of the post giving credit to the original creator of the content. You are not allowed to use non-credible websites as a reference and all websites must be references using APA format. Please refer to your APA manual or [Purdue Owl Online Writing Lab](http://owl.english.purdue.edu/owl/resource/560/01/)

for assistance with this.

1. D2L and email- Courses taught in an online format require students to be self-directed and responsible for meeting deadlines. Desire 2 Learn is the official tool for this course and is accessible online from any computer; students are responsible for monitoring e-mail on a regular basis and should direct all communications with faculty and other students through the course management system. Emails should be sent to course faculty via D2L. Do not use the columbusstate.edu email address for faculty if course-related.
2. Netiquette- Students are required to comply with CSU BSN Online Learning Guidelines and generally accepted rules of “netiquette” when working online.
3. Question Forum- This is an asynchronous (not “real” time) discussion board for student questions and answers. When you have a question, please look under the frequently asked question forum first, to see if the question has already been asked and answered.
4. Emails will be read and responded to within 24 hours on weekdays and 48 hours on weekends.
5. Participation in online, asynchronous discussions is a course requirement. Students are required to participate in the discussions prompted by the weekly discussion questions (Refer to discussion rubric).
6. Active communication is the key to overcoming any hurdles you may encounter during this course. It is your responsibility to inform the faculty (ahead of time, whenever possible) of extenuating circumstances that might prevent you from completing work by the assigned deadline. Prior notification does not automatically result in a waiver of late penalties. Extenuating circumstances do not include computer-related issues, internet connectivity issues or personal work related issues.

## Program Requirements:

Please refer to the CSU School of Nursing Student Handbook for more information:

[CSU School of Nursing Student Handbook](http://nursing.columbusstate.edu/resources.php)

A student who has failed 1 (one) course with a grade of D or below, may be ineligible to remain in the program if there has been a documented history of inadequate performance in previous courses.  A behavioral disposition will be completed for any inadequate behavior such as non-participation or being routinely late submitting assignments and placed in the student’spermanent file.  These disposition forms will be utilized to determine readmission to the program.  After failing two (2) courses the student must wait one (1) year before re-applying to return to the program.  A letter of consideration for re-admission must be submitted.If the student is readmitted, they will be placed on probationary status if they meet the criteria and minimal expectations.

* The student must be enrolled at Columbus State University and be in good academic standing.
* The student must have a nursing grade point average of 2.0 or higher for all required courses completed toward the degree.
* Student performance and disposition during the previous admission to the School of Nursing will be highly considered during the re-admission process, therefore re-acceptance is not guaranteed.
* Upon returning to the RN-BSN program from the exclusion period, the student must make a grade of C or higher in all nursing courses. One additional nursing course failure will result in permanent exclusion from the RN-BSN program.

## Additional Requirements:

* Courses taught in an online format require students to be self-directed and responsible for meeting deadlines. CougarView is the official tool for this course and is accessible online from any computer; students are responsible for monitoring e-mail on a regular basis and should direct all communications with faculty and other students through CougarView.
* Participation in online, asynchronous discussions is a course requirement. Students are required to participate in the discussions prompted by the discussion questions provided.
* Students are expected to use APA format for all submitted assignments.
* This syllabus provides a general plan for this course; the faculty reserves the right to make changes to the syllabus and/or course schedule including but not limited to assignments, time tables, examinations, projects, etc.
* Students are responsible for completion and submission of all course requirements as scheduled in the course calendar regardless of grade earned.
* All assigned readings are required.

## Online Guidelines:

* Students are required to comply with CSU BSN Online Learning Guidelines and generally accepted rules of “netiquette” when working online. Refer to BSN Student Handbook.
* Help! I am Lost! - This is an asynchronous discussion board for student questions and answers.
* Discussion boards and assignment drop boxes will be used to submit assignments. No assignments will be accepted by email outside the course.
* Please direct all module related questions, comments, concerns and questions regarding grades to the course facilitator via CougarView course email.

## Time Considerations:

As a 7-week class, this will be an extremely fast paced course and students should be prepared to spend a minimum of 7 hours a week on reading and on course assignments. While you may feel that I am providing a lot of information at you on a weekly basis, remember that in a traditional 15 week course you would be attending class for 3 hours and then spending an additional 3 hours (at least) outside of class on assignments and reading. In our online course environment, my expectation is that you will be spending those class hours working on the concepts that you would usually get in a live lecture. Please be sure to budget your time accordingly.

Grading Policy**:** In accordance with the CSU School of Nursing, an average grade of 75% or more is required to pass the course.  Written work is due at the times assigned. Please be advised that calculations posted in the Cougar View – D2L grade book may not be correct. For your own record keeping, please calculate your grades based on the formulas listed in this syllabus. Your official final course grade will be reflected in ISIS. Grades are not rounded.

## Evaluation:

An overall average grade of 75% (C) or better on all graded work is required in order to pass the course. (See BSN Student Handbook for School of Nursing grading policy). Each discussion is graded using a rubric (rubrics are located in the upper right corner of the course). Each assignment is graded using a rubric (rubrics are located in the upper right corner of the course). All assignments are weighted and represent a specific percentage of your final grade. Your official final course grade will be reflected in ISIS. Grades are not rounded.

## EVALUATION and GRADING:

## Grading:

Course Requirements:

| Assignment Type | % of Grade |
| --- | --- |
| Health History and Single System Exam Assessments | 25% |
| Focused Exam Assignment (10%) | 30% |
| Discussions | 25% |
| Comprehensive Assessment Assignment | 20% |
| **Total** | **100%** |

Grading Scale:

| Numeric Grade | Letter |
| --- | --- |
| 90-100 | A |
| 80-89 | B |
| 75-79 | C |
| 67-74 | D |
| <67 | F |

***Please be advised that calculations posted in the CougarView – D2L grade book may not be correct. For your own record keeping, please calculate your grades based on the formulas listed in this syllabus. Your official final course grade will be reflected in ISIS. Grades are not rounded.***

## ASSIGNMENTS/DISCUSSIONS:

**Shadow Health® Digital Clinical Experience**™**:**

The Shadow Health® Digital Clinical Experience™ (DCE) provides a dynamic, immersive experience designed to improve your skills and clinical reasoning through the examination of digital standardized patients. Although these patients are digital, each one breathes, speaks, and has a complex medical and psychosocial history. We will be completing Shadow Health assignments throughout the course. **All post exam activities are optional.**

**Concept Labs Overview (recommended) (non-graded)**

To help prepare for the Health History Assignment with Tina Jones, you will complete a Conversation Concept Lab with Rachel Adler. In this lab, you will practice asking open and closed questions. For select systems, you will also explore concept labs. The abdominal, respiratory, and cardiovascular concept labs allow you to review the anatomy of each system and practice identifying normal and abnormal sounds.

**Concept Labs Grading**

The Concept Labs will be evaluated on a complete/incomplete basis.

**Concept Lab Goals**

The Concept Labs are guided review and practice opportunities. You will complete the Concept Labs before the relevant assignments with Tina Jones, as outlined in the course schedule.

**Health History and Single System Exam Assignments (more than one attempt)**

With Tina Jones, you can practice taking a detailed health history and performing physical assessments in Single System Exam assignments. After each assignment, you will complete post-exam activities.

**Health History and Single System Exam Grading**These assignments will be worth 25 percent of your final grade. The rubric for these assignments can be found in the course under the Shadow Health Module.

**Health History and Single System Exam Goals**You will practice relevant skills and apply content knowledge prior to our hands-on practice sessions or lab in order to reinforce content knowledge and improve communication and physical assessment skills. You will complete these assignments after reviewing course content, reading the course textbook, and attending lecture or watching demonstrative videos.

**Focused Exam Assignment Overview (more than one attempt)**

The Focused Exam allows you to demonstrate critical thinking as you rule out causes of a patient’s chief complaint.

**Focused Exam Grading**

There are three focused exams (cough, chest pain). The focused exams will be graded using a point value rubric that considers the percentage of findings. Each single focused exam is worth 10% of your grade; the focused exams equal 30 percent of your final grade. The rubric for these assignments can be found in the course under the Shadow Health Module.

**Focused Exam Goals**The Focused Exam allows you to demonstrate mastery of skills relevant to multiple systems and professional communication in a graded capstone activity.

**Comprehensive Assessment Assignment (this is a one attempt)**The Comprehensive Assessment provides a fresh start with Tina Jones in a clinic setting, where you can perform a head-to-toe examination on Tina Jones in one assignment.

**Comprehensive Assessment Grading**This assignment will be graded using a point-value rubric that considers the percentage of findings uncovered and other things. The Comprehensive Assessment will be worth 20 percent of your final grade in this course. The rubric for these assignments can be found in the course under the Shadow Health Module.

**Comprehensive Assessment Goal**The Comprehensive Assessment is a way for you to demonstrate mastery of a head-to-toe examination as preparation for the head-to-toe demonstration you will perform in class.

With all Shadow Health assignment, you will be given the option to re-open an attempt except the comprehensive exam.

Once you complete a Shadow Health assignment, you will receive immediate feedback on your work. You will then have the option to either add to what you’ve done for this assignment or to start another attempt from scratch.

What your students need to know: Here is a link about how to reopen an attempt: [Reopen-attempt](https://support.shadowhealth.com/hc/en-us/articles/360004546134-Reopen-attempt)

**Discussions:**

The student will have one to two discussions each week. The discussion rubric is located in ‘Rubrics” in the right upper corner of the course website.

The Health History and single system exams are worth 25%, Focused Exams 30%, and Comprehensive Assessment is worth 20% of your overall grade. All the discussions are worth 25% total (all graded Assignments together worth 100% of grade). All assignments are to be submitted by 11:59 pm EST on the last day of the week (Sunday) for that content. The initial and follow up discussion responses are due according to dates set forth in the discussion rubric. PLEASE read all rubrics carefully to be sure you are aware of what is to be included in that assignment or discussion.

##### Feedback:

Feedback will be given on assignments and discussions. Assignments will be reviewed, graded, and initial feedback will be given through the comments section when grading assignments. Feedback on discussions may be given individually or as a group feedback. At times, many students discuss the same topic and instead of responding to each of you individually, faculty reserve the right to respond to you as a group. Feedback on assignments and discussions will be provided back to the students within 1 week of assignment due date.

##### Time Considerations

As a 7-week class, this will be an extremely fast paced course and students should be prepared to spend a minimum of 8 hours a week on reading and on course assignments. While you may feel that I am providing a lot of information at you on a weekly basis, remember that in a traditional 15 week course you would be attending class for 2 hours each week and then spending an additional 3 hours (at least) outside of class on assignments and reading. In our online course environment, my expectation is that you will be spending those class hours working on the concepts that you would usually get in a live lecture. Please be sure to budget your time accordingly.

Policy and Procedure for Course Withdrawal**:** Students who wish to drop a course after the last official day of schedule change must officially withdraw from the course. Students must withdraw using the Integrated Student Information System (ISIS) on the university’s Website. Prior to the W grade deadline date, a grade of W will be assigned by the registrar unless a grade of WF has already been assigned by the registrar for excessive absences. A grade of WF will be assigned when a withdrawal form is received in the Office of the Registrar after the deadline. A student may appeal the assignment of a WF grade by submitting to the Office of the Registrar documentation of non-academic hardship. Refer to the *Registration, Policies, and Services* section on the Web site for specific dates and additional information regarding course withdrawal. [Columbus State University Student Handbook](https://students.columbusstate.edu/policies.php)

## Confidentiality Policy:

Students are asked to try to form conceptual links between the course material and their own personal and work experiences in class discussions because this is an excellent way to learn new material. Therefore, confidentiality must be guaranteed to all students in order to provide a safe learning environment. No student should ever repeat class discussions or allow people outside the class to access our password protected course Web site or read printed versions of any student's posts. Be sure to discuss only information you would not mind being made public in case anyone violates this confidentiality rule.

## Plagiarism Policy:

Students must cite all sources of information in posts, essays, or papers and provide American Psychological Association (APA) references to them. Using ideas or words written or spoken by another person without providing a citation and reference for the source is plagiarism and will not be tolerated in this course.

## Course Mentors/Content Support:

Please contact me in advance if you have any concerns about meeting the time regimen on course work assignment and/or completing the work. I will be happy to work with you regarding these type issues.

Library Services for Distance Learners

Columbus State University Library

[The Nursing Guide Link](http://columbusstate.libguides.com/content.php?pid=499518" \t "_blank)

## Academic Honesty Policy

Students are expected to abide by the Columbus State University Academic Honesty Policy as well as the School of Nursing Academic Honesty Policy. Students found to have cheated in any manner on any exam or assignment will receive a zero for that exam or assignment and/or possible exclusion form the course, nursing program, and/or university. For further explanation on plagiarism, go to the [Purdue Owl Writing Lab Website](https://owl.english.purdue.edu/owl/resource/589/2/)

To view policies:

[School of Nursing Handbook](https://nursing.columbusstate.edu/resources.php)

[Columbus State University Student Handbook](https://students.columbusstate.edu/policies.php)

[Center for Accommodation and Access](https://disability.columbusstate.edu/" \o "Center for Accommodation and Access)

**ADA and 504 Statement**

Columbus State University provides reasonable accommodations for all qualified persons under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504. You may be eligible to receive accommodations to assist in programmatic and/or physical accessibility. We recommend that you contact the Center for Accommodation and Access located in Schuster Student Success Center, Room 221, 706-507-8755 as soon as possible if you think you are eligible for accommodations. The Center for Accommodation and Access can assist you in formulating a reasonable accommodation plan, in identifying additional resources, and in providing support. Accommodations may be able to assist you to meet your specific need. Please contact Lauren Jones McKown if you have questions. She can be reached at 706-507-8755 or at [jones\_lauren3@columbusstate.edu](mailto:jones_lauren3@columbusstate.edu" \t "_blank).

**Title IX Discrimination**

Under Title IX of the Education Amendments of 1972, harassment based on sex, including non-consensual sexual contact, stalking, sexual exploitation, domestic and dating violence, and harassment because of pregnancy or related conditions, is prohibited. If a student would like to file a complaint for Titile IX discrimination or has any questions, please contact the CSU Title IX Coordinator (Lauren Jones McKown, J.D., 4225 University Avenue, Schuster 221, Columbus, GA 31907, [jones\_lauren3@columbusstate.edu](mailto:jones_lauren3@columbusstate.edu" \t "_blank), 706-507-8757) and/or the Office of Civil Rights (Atlanta Office, U.S. Department of Education, 61 Forsyth Street S.W., Suite 19T10, Atlanta, FA 30303-8927, 404-974-9406, [OCR.Atlanta@ed.gov](mailto:OCR.Atlanta@ed.gov" \t "_blank)).

## [Academic Center for Tutoring (ACT)](https://act.columbusstate.edu/)

Please consider this free resource to help you with your written assignments for this course. Formally trained peer consultants provide free assistance to writers of all levels, abilities, and disciplines. A consultant can help you understand assignments and generate ideas; focus, organize, and develop drafts; document sources to avoid plagiarism; and edit for usage and punctuation errors. Please make your appointments well ahead of your assignment deadlines by calling 706-568-2483 or stopping by Woodall 116. The Writing Center also accepts online submissions through its webpage.

For online consultations, you do not have to come into the center at your appointment time. Instead, your appointment is the time slot that a consultant will begin providing comments on your work. Please allow our consultants up to 5 hours after your appointment to send a response. Allow several days for the process of submitting your paper, receiving feedback, and revising your work. Don't wait until the last minute.

Once the consultant has provided feedback on your writing by using Word's review and Track Changes function, you will receive notification at your @ columbusstate.edu email account.

**For information regarding HB 280 (Campus Carry), please refer to [www.usg.edu/HB280](http://www.usg.edu/HB280" \t "_blank). It is the permit holder's responsibility to know and comply with the law.**

**State Authorization -** Online programs must seek State Authorization *and* Board of Nursing authorization to offer programs in other states (besides Georgia).  If during the program, you will be physically living in, or planning to practice in a state other than Georgia or where you currently lived when you were accepted, please let the RN to BSN program coordinator and the RN to BSN advisor know as soon as possible.

We will need to make sure we have authorization from that state to offer the program and/or to learn if there are any requirements we need to fill.  For more information on State Authorizations visit our Program State Authorizations and Approvals page.  [Program State Authorizations and Approvals](https://online.columbusstate.edu/program_authorizations.php" \t "_blank))

**Travel Nursing** - you must be approved prior to your assignment even if you have a home in Georgia, because you are considered out of state.

**NURS 4698 Senior Project Course -Please note**:  You must be licensed in the state you plan to complete Senior Project.

The State Authorization office will now approve foreign nursing clinical placements, taking place outside of the U.S., for students located overseas on U.S. Military bases.  Three conditions must be met in order for these clinical placements to be approved:

1.     The student must be active duty military, or the spouse or dependent of someone who is active duty military, and must be physically living on a U.S. Military base.

2.     The student must conduct all clinical work at a facility that is located on a U.S. Military base.

3.     The student must hold an appropriate, unencumbered RN license to legally practice nursing at a U.S. Military facility.

## Columbus State University Mission

Mission (2013): "We empower people to contribute to the advancement of our local and global communities through an emphasis on excellence in teaching and research, life-long learning, cultural enrichment, public-private partnerships, and service to others."

## Explanation of the New Mission Statement:

Consistent with the University System of Georgia's mission, CSU's primary mission is to empower its stakeholders to make a contribution to society. The University's stakeholders include its faculty, staff, students, alumni, and our local and global communities. Academic excellence has always been an important part of CSU's mission. It includes a focus on teaching excellence, research and creative inquiry, and faculty and student engagement. In addition to academic excellence, we will continue to focus on skills that encourage life-long learning, including communication (written and oral), critical problem-solving, and critical thinking. Clearly, CSU's key differentiating strengths are its public-private partnerships and its experiential and cultural enrichment opportunities, which include its global learning communities, cultural enrichment programs and activities, service learning activities, study abroad and undergraduate research opportunities. We will continue to focus and build on these strengths. Our six core values remain and they are as follows:

* Excellence: Commitment to best practices in teaching and learning, scholarship and creative activity, student engagement, cultural enrichment and campus environment
* Engagement: Active civil participation by students, faculty and staff in the university experience
* Creativity: The pursuit of distinction through inquiry and innovation, challenging convention and focusing on solutions
* Servant Leadership: Effective, ethical leadership through empowerment and service
* Inclusion: Fostering and promoting a campus that embraces diverse people, ideas, views, and practices
* Sustainability: Commitment to behaviors that recognize and respect our environmental context

Comparison Chart **on how instructional materials enable learners to achieve learning objectives.**

| **By the end of this**  **course, you will be able to:** | **You will**  **demonstrate the program and course objectives through:** |
| --- | --- |
| Distinguish the elements of a comprehensive health assessment to include a comprehensive health history and complete physical examination | Discussions Comprehensive Assessment  Focused Exams  Health History and Single System |
| Identify essential subjective and objective information required to effectively differentiate normal from abnormal findings | Discussions Comprehensive Assessment  Focused Exams  Single System Assessments |
| Develop inspection, palpation, percussion  and auscultation techniques to assist  with collection of objective patient physical assessment data | Discussions Comprehensive Assessment  Focused Exams  Single System Assessments |
| Evaluate subjective and objective history  and physical assessment data to differentiate normal from abnormal findings in specific patient situations | Discussions  Comprehensive Assessment  Focused Exams  Single System Assessments |
| Demonstrate the use of developmentally  appropriate health assessment techniques  to assess patients across the life span | Comprehensive Assessment  Focused Exams  Single System Assessments |

NURS 3293

Updated 6/8/2020

SD/sd