

TEXAS A&M UNIVERSITY-CORPUS CHRISTI
College of Nursing and Health Sciences
NURS 5624.W01 & W02- Advanced Health Assessment and Differential Diagnosis
Credit Hours: 6
Syllabus Fall 2025 Course Faculty

Faculty	Dr. Tammy Walker-Smith DNP, APRN,FNP-C Didactic course Instructor Assistant Clinical Professor	<u>Clinical Instructors will be assigned and found in Canvas under the clinical section.</u>
Office	College of Nursing and Health Sciences, Island Hall, 328-F	
Telephone	Cell ph#: 361-215-6815 Do not call after 9pm please.	
Email	Tammy.Walker- Smith@tamucc.edu Course communication (email) preferred	
Office Hours	In Office: Tues & Fri. 12N-3p **Available by phone or email	Note: In Office Hours Are Subject to Change, please call or email for appointment.

Note: All Clinical Questions should be directed to your assigned clinical instructor or the clinical coordinator.

Course Description

This course concentrates on the study and practice of complex skills for comprehensive health assessment with a focus on the differentiation and interpretation of normal and abnormal findings while developing a broad database to establish a list of differential diagnoses. Oral and written communication of findings in a collaborative relationship with other health care providers is emphasized. Variables related to rural and multicultural populations are incorporated into the total assessment. Opportunities are provided to develop skills necessary for the identification of health problems, while considering variables associated with multicultural populations.

The clinical component of the course provides the opportunity to practice complex health assessment techniques. The clinical practice also provides the opportunity for the student to perform basic laboratory tests and interpret other common laboratory and diagnostic data including radiology and EKGs.

Course Objectives

By the end of the course, the student will be able to:

1. Systematically apply a problem-solving approach in the collection and synthesis of relevant data.
(MSN Essentials I, II, IV, V, VIII, IX)
 - Perform a risk assessment of a client including assessing lifestyle and other risk factors.

- Develop a comprehensive database, including a complete functional assessment, health history, physical examination, and appropriate diagnostic examination.
 - Order, perform and/or interpret other selected laboratory and diagnostic tests.
2. Critically analyze and interpret health assessment findings. (MSN Essentials IX)
 - Demonstrate sound critical thinking and clinical decision-making.
 - Identify signs and symptoms of common illnesses.
 - Establish a differential diagnosis based on the assessment data.
 - Relate assessment findings to underlying pathology or physiologic changes.
 - Compare text-recommended diagnostic tests to those ordered by the preceptor.
 - Determine a test's cost-effectiveness based on its sensitivity and specificity.
 3. Incorporate into practice a structured format to communicate health assessment findings to other health care professionals. (MSN Essentials II, IV, V, VII)
 - Provide appropriate documentation of patient information in the medical record.
 - Present concise and organized oral case presentation.
 4. Display commitment to expanding own role within the profession of nursing. (MSN Essentials IX)

Texts Required Didactic Texts:**

Bickley, L. S. (13th edition). *Bates' guide to physical examination and history taking*. Philadelphia: Lippincott Williams & Wilkins.

Bickley, L. S. (13th edition). *Bate's Pocket Guide to Physical Exam & History Taking*. Philadelphia: Lippincott Williams & Wilkins.

Dains, J, Baumann, L., Scheibel, P. (6th edition). *Advanced Health Assessment & Clinical Diagnosis in Primary Care*. Saint Louis, Missouri: Mosby.

Pagana, K. & Pagana, T. (current edition). *Mosby's manual of diagnostic and laboratory tests*. Saint Louis, Missouri: Mosby.

Dynamed Plus is a peer-reviewed database available to you through the library.

Optional Didactic Texts:

Durbin, D. (current edition). *Rapid interpretation of EKGs*. Fort Myers, Florida: Cover Publishing Company.

Optional Clinical Texts:

Hollier, A., & Hensley, R. (current edition). *Clinical Guidelines in Primary Care: A Reference and Review Book*. Lafayette, LA: Advanced Practice Education Associates, Inc.

O'Connell, T. (current edition). *Instant workups: A clinical guide to medicine*. Philadelphia, PA: Saunders.

O'Connell, T., Wong, J., Haggerty, K., & Horita, T. (current edition). *Instant workups: A clinical guide to pediatrics*. Philadelphia, PA: Saunders.

Wolf, K., Johnson, R.A., & Suurmond, D. (current edition) *Fitzpatrick's Color Atlas Synopsis of Clinical Dermatology*. McGraw Hill.

Chiocca, E. (current edition). *Advanced Pediatric Assessment*. Baltimore, MA: Lippincott Williams & Wilkins.

Please consider all texts as incomplete reference sources, since no complete reference book exists. Therefore, you are expected to use these texts as the primary sources of information, which can then be supplemented by other sources as needed to fulfill the assignment for identified content areas.

Learning Experiences and Teaching Methods

Course objectives may be met through individual study of required and recommended resources, formal and informal exchange of ideas with classmates, colleagues and both clinical and class faculty regarding specific topics and practicum activities, while utilizing the critical thinking skills demanded of the graduate student.

Teaching methods include online asynchronous discussion, independent study of texts, library and other professional resources, web-based activities, analysis and synthesis of clinical applications, feedback on clinical experience activities and reports, and the assignments listed in the course. While faculty provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, and demonstration of course objectives.

Requirements and Grading

Syllabus: Students are expected to review the syllabus, Clinical Guidelines document, along with guidelines for assignments and related grading criteria throughout the semester to ensure that class assignments are completed correctly.

Word is used as the word processor for the SOAP notes and other written assignments. Web-based assignments, in general, take more time to complete than traditional face-to-face classroom work. However, time spent through independent internet work is determined both by each student's learning style and the tasks involved in the assignment. Students with limited experience using Canvas software are expected to seek assistance from the supportive services at the university Helpdesk to insure satisfactory completion of the required work.

- **Course communication:** Communication should be conducted online, using the course specific Canvas software.
 1. Canvas email is to be used for private communication concerning the course.
 2. Canvas discussions are to be used for group collaboration on discussion assignments and weekly clinical discussion group posts. All discussions should be posted in the body of dialogue box versus using attachments when possible. Tables can be posted as attachments. As with most graduate courses, superior performance on assignments can only be achieved through independent efforts. Required readings provide a general framework for understanding topics relevant to this course. However, required readings are insufficient to establish expertise on any

one topic. Therefore, students are expected to read additional material before completing most assignments. Course content sometimes promotes exchange of differing or alternative information during class discussion. Because it is assumed students are prepared for discussions, any student contributions will be considered “knowledgeable” ones on a given subject by demonstrating a breadth of reading as the foundation for ideas and opinions.

- APA formatting is to be used for all papers and references. When citing Dynamed Plus use the following when Citing a specific record:

DynaMed Plus. (2015, March 8). Acetaminophen poisoning. Ipswich, MA: EBSCO Information Services. Retrieved from <http://www.dynamed.com/login.aspx?direct=true&site=DynaMed&id=113862> Citing using an in text citation: Severe effects of acetaminophen poisoning are more common after age 40. (DynaMed Plus, 2015).

- **Student evaluations:** Students are expected to complete self, course, didactic faculty, clinical faculty, and preceptor evaluations at the end of the course.
- **Grading and evaluation of students:** This course is designed with evaluation as an ongoing process to provide feedback regarding the meeting of course objectives. Exams are conducted using Respondus Lockdown Browser with web cam. Students must attain an average of $\geq 75\%$ on the three scheduled course exams. Once the student has attained $\geq 75\%$ average on the three exams, all other assignments will be averaged into the final grade. **If a 75% average on the course exams is not attained, the final grade (in SAIL) will be the student’s exam average.**

Furthermore, an evaluation of “unsatisfactory” in the clinical portion of the course will supersede any class grade and result in a failing grade (F) for NURS 5624

Grading Scale

A=	90 -100
B=	83 – 89
C=	75 – 82
D=	67 – 74
F=	< 67

Class Course Grade Components

Graded Activity	Assignment Percentage
Exams	50%
Didactic Discussions (Didactic Instructor grades this)	50%
Total Course Grade	100%

Course faculty will evaluate individual test questions for psychometric soundness and based on this review, adjustment to scoring may occur. **Should a student have concerns about specific questions on the test, the student should contact course faculty privately by emailing through Canvas.**

*Tests will only be given on the scheduled date and at the scheduled time. If a student has a valid reason for missing a test, as determined by University policy **AND** with proper faculty notification **PRIOR** to the exam, faculty will follow official guidelines.*

Failure to comply with the testing policy could result in disciplinary action which may include dismissal from the program or a “0” on the exam.

****Students are responsible for having all the necessary equipment prior to the test.**

1. **Unit quizzes:** Unit quizzes will be offered through Canvas and will not require a secured test site contract. These quizzes will be limited to 15 questions or less and will cover pertinent information from current unit reading assignments and topical outline materials. This is to help you prepare for the exam content but is not a graded assignment.

Discussion postings (study questions) are to be completed no later than midnight on Friday.

- **Minimally**, students are expected to post 1-2 substantive postings within 48 hours **and** to post thoughtful responses to a minimum of one to two peer postings per instructions for response postings assigned. If two response postings are required that week then students should post responses on two different days of the assignment week. To earn **the full credit** for each discussion the student must participate at a **higher level than minimum requirements**. Please see rubric and grading criteria are located under the Information tab.

Group Discussion Etiquette:

- Recognize that everyone's contribution is important.
- Respect a group member's confidentiality, if requested.

- When disagreeing with other student(s), do so without judgment or blame. Be open to new paths and new ways of thinking.
- If a group leader emerges, that person should identify him/herself as such and communicate with the faculty periodically about the group progress when necessary; if a group leader does not emerge, choose one.
- Feel free to develop group dynamic working guidelines but make them guidelines (not rules) that everyone can live with; if a guideline does not fit the group anymore, then negotiate to change or eliminate it.
- Members should stay in touch and communicate with group members. If a personal situation develops preventing an individual from meeting a group assignment deadline, please notify group members and course faculty as soon as possible.
- Remember that satisfactorily working within groups is a learned skill that is important in the FNP's career.

Clinical Course Grade Components

Component	Grading
<u>1. Assessment Skills check-off</u> (Skills check-off will be observed by clinical faculty in person at the College of Nursing and Health Sciences' Skills check-off day)— you must pass the skills assessment checkoff. It is scheduled for <u>8/27/2025</u> . Check with your clinical instructor and/or wait for an email or course announcement with the date, time, and location. All clinical sites must be approved by your assigned clinical instructor before clinicals may begin).	S/U
<u>2.</u> Completion of a minimum of 90 clinical hours spread throughout the semester.	S/U
<u>3.</u> Typhon documentation: Electronic clinical log documentation of patient encounters must be posted <u>within a one-week period</u> from date of patient visit. Entries later than one week may lead to "Not Approved" status that will necessitate additional clinical hours. See Clinical Guidelines	S/U

<u>4.</u> Minimum of two SOAP note Assignments (2 comprehensive patient visits from clinical).	S/U
<u>5.</u> Preceptor & Self-Evaluation (found in the “Preceptor Guide”)	S/U
<u>6.</u> Faculty Observation and Evaluation	S/U
<u>7.</u> Clinical Group Discussions- Discussions include <u>weekly</u> sharing of scholarly clinical discussion from clinical experiences. (Remember HIPAA- no patient names)	S/U

*******FNP Assessment Skills Seminar and Checkoffs scheduled date is: 8/27/2025 and will be on campus all day!!!!!!This is mandatory and must be completed before you can begin clinicals, even if your clinical packet has been approved, you MUST pass the skills check-off first.**

*****All clinical questions should be directed to your assigned clinical instructor or the clinical coordinator.**

Preferred Method of Communication

Preferred method of communication is BB message. Email messages must come from student Islander account; email from unknown personal accounts will not be opened due to security issues

Clinical hours:

At least ninety (90) hours of clinical experience related to course content are required. Additional hours may be assigned at the discretion of the clinical faculty based on student needs. Students are responsible for working with their clinical faculty member to plan experiences that meet the course objectives and take into consideration student skills and learning needs. Clinical learning experiences should reflect the course’s didactic content and be flexible to meet the needs of the clinical setting. To meet the course requirements and assignments, students should organize their clinical hours/days, so that they **span the entire semester**. This allows for continuing development of skills and affords clinical faculty ample time to schedule visits and evaluate students during the semester. Every student should use personal protective equipment during clinical practice and as directed by the organization.

Clinical practice prerequisites: Clinical hours may **NOT** begin until the following requirements are met:

Current information on file in Castle Branch Database Software: BLS for Healthcare Providers, TB test results, immunization record, urine drug screen, criminal background

check and verification of Texas RN license. Clinical site and preceptor approval by the clinical faculty member: A signed, and approved Preceptor Agreement must be sent to the clinical faculty member. Following approval, a “Student Clinical Information Form” and “clinical schedule” must be submitted to the clinical faculty member.

Successful completion of the Skills Seminar /Check Off will need to be completed by each student.

RN Skills. Students are expected to come adequately prepared to perform these skills after reviewing and practicing at home prior to the seminar attendance. All students are expected to have a good quality stethoscope that has both an adult and pediatric bell and diaphragm, and a reflex hammer for use during the clinical experience.

- **Typhon documentation:** Electronic clinical log documentation of EVERY patient encounter must be posted using the Typhon software within a one-week (seven calendar days) period from date of the patient visit for the clinical time to count toward the minimum 90 hours. Typhon entries are reviewed and must be approved by clinical faculty. **Incomplete entries in Typhon after the 7-day deadline are subject to non-approval of the cases and the deletion of the associated Shift Time.** Participation in clinical procedures must be documented in Typhon.
- **SOAP Note Assignments:** Students will complete a minimum of two comprehensive SOAP note assignments throughout the semester. The due dates for the SOAP note assignments are included in the course schedule. SOAP notes are submitted through Canvas “Assignments” and graded by clinical faculty. Subsequent assignments should reflect improvement from previous submissions. Additional SOAP note assignments may be assigned by clinical faculty as indicated. Students should complete notes on the following types of visits:
 - Two (2) **Comprehensive** patient assessments.
- **Preceptor and Self-Evaluations:** All the end of clinical, Preceptor and Student Evaluations must be completed and submitted within one week of completion of the clinical experiences.
- **Faculty Observation and Evaluation:** **Safe and satisfactory clinical practice** is mandatory for successful completion of the course. The clinical laboratory portion of this course is graded as either satisfactory or unsatisfactory (S/U) and is based on the Clinical Course Components listed above.

There will be at least one evaluative clinical site visit made by the clinical faculty member based on their assessment of the student’s needs. Additional visits are dependent on individual student progress observed or reported in the clinical area.

Unsatisfactory Clinical Performance - One-third of the academic credit for this course is based on

meeting the clinical performance components of the course. Safe and satisfactory clinical practice is mandatory for successful completion of the course. Unsatisfactory performance in the clinical laboratory requirements of the course results in a failure of the course.

In the unusual circumstance that a student is unable to provide safe and satisfactory care to patients, based on the clinical instructor's professional judgment, and if this deficit cannot be remedied in the remaining clinical time and (within the limits of available faculty or preceptor supervision), the student may be removed from the clinical setting at any time. This would result in a grade of "F" in the course.

- **Clinical group discussion posts:** A weekly scholarly clinical discussion is required. Clinical discussion posting may include clinical pearls and patient case encounters and must include relevant references. Students should participate in their clinical discussions each week. Please note that your clinical faculty may choose to communicate to the clinical group via this forum; therefore, you must check this site at least three times per week. If a student is not scheduled for clinical, discussion participation is still required in the form of scholarly responses to other students' postings.

POLICIES:

Evaluation Input from Students

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in ().

AI Permission/Prohibition Statement (following are sample statements according to usage

permission)

Permit AI with Conditions

- As a part of this course, students may have the opportunity to interact with AI tools, such as ChatGPT, for educational purposes. These tools can provide valuable insights and assistance in understanding course material, generating ideas, and enhancing learning experiences. However, it's important to note that while AI tools can be helpful, they are not a substitute for critical thinking, creativity, and human judgment. Students are expected to use AI tools responsibly, acknowledge their limitations, and critically evaluate the information provided by these tools. It's also crucial to consider ethical considerations, such as bias and privacy when using AI assistance in this course or any other educational context. The use of AI tools should align with the course objectives and policies, and students should always properly cite and acknowledge the use of AI tools in their work. The instructor will provide guidance and support on the responsible use of AI assistance, and students are encouraged to seek clarification or raise any concerns they may have regarding the use of AI tools.
- Generative AI: This course (will use or allows usage of) generative AI tools, such as ChatGPT or OpenAI API for instructional use, assignments, and projects. Use of shared accounts is not permitted.
- Using Generative AI Tools: Use of generative AI tools is allowed as assistive learning tools to understand and clarify concepts or simplify labor-intensive tasks; however, such tools do not replace research, use and citation of reputable original sources of work, such as books, journal articles, patents, and other as relevant to this course; nor does use of such tools replace critical thinking, analysis and interpretation of results by the student. Students are responsible for their academic integrity when representing their knowledge and skills when using such tools and other sources.

Prohibit AI

- We recognize that various AI tools are available to assist with different tasks. It must be underlined that these are not a substitute for human knowledge, logic, and critical thinking. As our class focuses on developing a foundational understanding of computing and programming, using such tools cannot contribute positively to your skills. Therefore, using AI tools to get academic credit is prohibited in this class, and any violation will be considered a breach of TAMU-CC's Student Code of Conduct.
- The use of artificial intelligence (AI) or other automated writing tools to complete assignments is strictly prohibited in this class. Any evidence of the use of AI will be considered a violation of academic integrity and will be met with a failing grade for the assignment and may result in further disciplinary action. It is the responsibility of each student to ensure that all work submitted for this class is their own original work, written and completed without the use of AI or other automated writing tools.
- Special Note: If the instructor suspects that a student engaged in academic dishonesty, cheating, and/or plagiarism for any of the course's assessments involving the use of third party individuals, groups, or technology (e.g., unpaid outsourcing, traded goods or services, paid goods or services, artificial intelligence and related machine learning systems, programs, software, applications/apps, etc.), the student will be required to have an in-person oral defense of the subject matter, content, format, resources, etc. with the instructor and another university faculty member or administrator present to determine the veracity and reliability of the student's work and mastery of material. Based on the results of the

oral defense, consequences for academic dishonesty, cheating, and plagiarism include, but are not limited to, a failing grade for an assignment, a failing grade for the course, noncredit for an assignment, additional work, and/or direct referral to university officials.

- Respect for yourself and your education: I will strongly enforce the University's academic misconduct policies (for more information see section on academic misconduct). Collaboration or discussion about individual assignments with other persons, artificial intelligence, websites, or applications other than your instructor or other persons/materials approved by your instructor is considered cheating. As part of your introduction to the course, you will complete the CITI Plagiarism Training Module— more information on this is located on the course Blackboard site. Sharing of course content or materials may also result in copyright infringement and will be considered a breach of academic conduct.

· Undergraduate and Graduate

The intent of academic integrity is to present your own original work on all assignments. Examples of Academic Integrity Violations include, but are not limited to, the following:

- (1) Copying and pasting from the internet, without attribution,
- (2) Copying and pasting from the textbook or other sources, without attribution,
- (3) Using Artificial Intelligence applications to write, enhance, or alter your exam or assignment,
- (4) Using Grammarly Go to write, enhance, or alter your exam or assignment,
- (5) Forwarding your exam or assignment to another person for review and/or alteration,
- (6) Paying a person, organization, or website to originate, review, write, or contribute to your exam or class assignment,
- (7) Using unauthorized materials while taking an exam,
- (8) Discussing an individual exam or assignment with another when not permitted, and
- (9) Assisting another student by any of these means.

· Undergraduate

Generative AI Tools: Students may not use ChatGPT or any other similar generative AI tool programs to write any course assignments. Assignment files uploaded to Turnitin are checked for likelihood of being written with an AI program. Any student assignment Turnitin reports to be likely prepared by an AI program will be uploaded to ZeroGPT or a similar program. If that program likewise identifies the assignment as likely prepared by an AI program, the assignment will receive a zero score.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. ***Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.*** Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. (4/11/2025) is the last day to drop a class with an automatic grade of “W” this term.

Classroom/Professional Behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility (can be in place of classroom/professional behavior)

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high-quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Student Grade Appeals*

As stated in university procedure 13.02.99.C0.03, Student Grade Appeals, a student who believes that their final grade reflects academic evaluation which is arbitrary, prejudiced, or inappropriate in view of the standards and practices outlined in the class syllabus, may appeal the final grade given for the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. Student are encouraged to first discuss their final grade with the instructor prior to filing a grade appeal. For complete details on the grade appeal process, including the timeline, please review university procedure 13.02.99.C0.03, Student Grade Appeals at <https://www.tamucc.edu/governance/rules-procedures/assets/13.02.99.c0.03-student-grade-appeals.pdf>. For assistance and/or guidance in the grade appeal process, students may contact the Dean's/Director's office in the college/school in which the course is taught.

Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Civil Rights Reporting

Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options, and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Rosie Ruiz, at Rosie.Ruiz@tamucc.edu ext. 5826, or visit website edcs.tamucc.edu.

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me. These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.

Campus Emergencies*

At TAMU-CC, your safety is a top concern. We actively prepare for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus.

- For any emergency, dial the University Police Department (UPD) at **361-825-4444** or dial 911. It's a good idea to have the UPD emergency number (and non-emergency number 361-825-4242) saved in your cell phone.
 - There are nearly 200 classroom telephones throughout campus. If you feel threatened or need help and don't have a cell phone, dial 4444 (emergency) or 4242 (non-emergency) to be connected to UPD.
 - If we hear a fire alarm, we will immediately evacuate the building and proceed outside and away from the building a minimum of one hundred feet.
 - Proceed to the nearest building exit or evacuation stairway. Do not use the elevator.
- Persons who need help navigating stairs should proceed to a marked Area of Rescue Assistance, if possible.
- Persons with disabilities should speak with their faculty about how to best assist them in case of an emergency.

- Review the evacuation route (see specific Building Emergency Plan).
- TAMU-CC employs the Code Blue Emergency Notification System, an alert system which connects the campus community during emergency situations.
 - The notifications include emails, text and pre-recorded messages, as appropriate.
 - Code Blue emergencies may include severe weather warnings, threats, school closures, delays, evacuations and other incidents which disrupt regular campus activities.
 - Students can update personal contact information anytime at <https://emergency.tamucc.edu/contactform/>
- Shelter in Place via Code Blue.
 - "Shelter-in-place" means to take immediate shelter where you are and may be implemented for severe weather, hazardous material spills, active shooters or other dangerous situations.
 - If there is a shelter in place for a **tornado warning**, our preferred location is the bottom floor of this building, away from windows and doors.

• Active Threat Protocol. There are three things you could do that make a difference if there is an active threat: Run, Hide, and/or Fight. For more information about the Run, Hide, Fight protocol, including what to do when law enforcement arrives, visit **page 5** of the *Quick Reference Guide to Campus Emergencies* <https://www.tamucc.edu/finance-and-administration/facilityadministration/ehs/emergency-management/assets/documents/finalbooklet.pdf>

For the *Quick Campus Guide to Campus Emergencies* (including a list of Areas of Rescue Assistance and additional protocols on assisting persons with physical disabilities, hurricanes, bomb threats, animal bites, crime reporting, elevator entrapment, etc.), visit <https://www.tamucc.edu/finance-and-administration/facility-administration/ehs/emergency-management/assets/documents/finalbooklet.pdf>

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

COVID 19 - Temporary Amendment to Syllabus

Texas A&M University-Corpus Christi has developed a comprehensive list of questions and answers for our students, faculty and staff regarding our policies and procedures and their safety on and off campus. Visit the online Campus Guide's Frequently Asked Questions webpage for in-depth, up-to-date information about procedures and resources surrounding COVID-19 – Frequently Asked Questions | Campus Guide | Texas A&M University-Corpus Christi (tamucc.edu)

To review university rules and guidance on possible exposure and positive COVID-19 results, visit the Islander COVID-19 Isolation/Quarantine Guidance webpage for current protocols – <https://www.tamucc.edu/campus-guide/covid-protocol.php>

Syllabus Disclaimer: While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements via Blackboard. It is the STUDENT'S responsibility to keep abreast of course announcements. Questions regarding course requirements should be addressed when the syllabus is received, within the first week of the course.

Important Dates to Remember:

First class day	08/25/25 Monday
Last day to late register/add a class	09/02/25 Tuesday
Last day to drop a class	11/07/2025 Friday
Thanksgiving Holiday	11/27 & 28/2025 Thursday-Friday
Last Day of Class	12/03/25 Wednesday
Reading Day- No Class	12/04/25 Thursday
Final exams	12/05-6 & 12/08-11 Fri.-Sat, Mon-Thurs.
Commencement	12/13/25 Saturday

**Envisioning the future Transforming healthcare through education, research,
innovation and practice.**

RUBRIC FOR ONLINE PARTICIPATION

Rubric for Assessing the Effectiveness of Student Participation in
Online Discussion

Criteria	5	10	15	20	POINTS
Promptness and Initiative	Does not respond to any student posts, but with a brief response.	Responds to one student post several days after initial discussion with relevant content, but limited initiative.	Responds to a minimum of two student posts within a 48-hour period that is relevant and has substance.	Consistently responds to postings promptly, demonstrates good initiative in directing the conversation.	
Delivery	Utilizes poor spelling and grammar, posts appear hastily composed, no sources cited	Multiple errors in spelling and grammar, sources are poor quality	Few grammar and spelling errors, uses singular peer reviewed source	Consistently uses correct grammar and spelling, APA format is correct, 2 sources are peer-reviewed within last 5 years	
Relevance	Posts topics which do not relate to the discussion content, population/public journal sources are absent	Posts are short in length and offer no further insight into the topic	Frequently posts topics that are relevant to discussion content, asks meaningful questions	Consistently posts topics related to the discussion topic, cites relevant references to support position	
Expression	Does not express opinions clearly and articulately, "rambles," or meaningless chatter	Unclear connection to topic evidenced in minimal expression of ideas	Opinions and ideas are stated clearly with occasional lack of connection to the topic or professional academic discourse	Consistently facilitates academic discourse in a clear, concise, and articulate and professional way	
Contribution to the Online Learning Community	Does not make an effort to participate, is disconnected and indifferent	Occasionally makes meaningful reflection on the group effort, minimal effort to become involved	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by the group	Aware of needs in the community, motivates and enriches group discussion, presents creative approaches to the topic.	
				TOTAL:	

Texas A&M UNIVERSITY-CORPUS
CHRISTI
College of Nursing and Health Sciences
Graduate Nursing Program
NURS 5624 Advanced Health Assessment and Differential Diagnosis

Fall 2025

Unit	Dates	Content Areas	
	8/25-8/31 Course Begins	• Introductions • Become familiar with the course Discussion postings are due by the posted due dates in the discussion section.	***** FNP Assessment Skills Seminar and Check-offs will be : <u>08/27/2025 from 0900-1700 on campus.</u> Syllabus quiz due 8/30/2025
1	9/01-9/07	• Bickley - Chapter 1 Approach to the Clinical Encounter • Bickley - Chapter 2 Interviewing, Communication, and Interpersonal Skills • Bickley - Chapter 3 Health History • Preceptor Paperwork due to clinical instructor no later than 09/03/2025 - submit in Canvas.	<i>**Note: Be sure to submit Clinical site paperwork for review and approval prior to beginning clinical.</i>

2	9/08-9/14	• Clinical Reasoning, Differential Diagnosis & Diagnostic Tests Chapter 5 (Bickley) Chapters 1-2 (Dains et. al) • Skin (Dermatology) Advanced Assessment and Differential Diagnosis Chapter 10 (Bickley) Chapter 28 (Dains et. al) 	
3	9/15-9/21	• Geriatric Advanced Assessment and Differential Diagnosis • Pediatric Advanced Assessment, including Sports Physical and Differential Diagnosis Chapters 25 & 27 (Bickley) Chapters 4 & 9 (Dains et. al)	
4	9/22-10/05	• HEENT Advanced Assessment and Differential Diagnosis Chapter 11.2 & 12-15 (Bickley) Chapters 15, 21, 25, 30, 32, 38 (Dains et. al) • Endocrine and Systematic Advanced Assessment and	

		Differential Diagnosis Chapter 11 – Thyroid Assessment (Bickley)	
		Reminder: Mandatory Skills Check Off must be done before you begin your clinicals.	
5	10/06-10/12	Respiratory Advanced Assessment and Differential Diagnosis Chapter 15 (Bickley) Chapters 11 & 14 (Dains et. al)	***** Exam #1- 10/09 & 10/10
6 & 7	10/13-10/26	- Cardiovascular Advanced Assessment and Differential Diagnosis Chapter 16 (Bickley) Chapters 8, 26, 33 (Dains et. al) ***EKG Quiz due 10/19/2025 - Peripheral Vascular Advanced Health Assessment and Differential Diagnosis Chapter 17 (Bickley) Chapters 22 & 23 (Dains et. al) SOAP #1 due to CF via assignment Canvas due 10/19/2025	Reviewed by Clinical Faculty

8	10/27-11/02	Abdomen & GI Advanced Assessment and Differential Diagnosis Chapter 19 (Bickley) Chapters 3, 10, 12, 20, 29 (Dains et. al)	Exam #2- 10/30 &10/31
9 & 10	11/03-11/16	- Genitourinary Advanced Assessment and Differential Diagnosis Chapters 19.6-19.7 & 20-22 (Bickley) Chapters 18, 27, 34, & 35 (Dains et. al) - Gynecological & Breast Advanced Assessment and Differential Diagnosis Chapters 18, 21, & 26 (Bickley) Chapters 5, 6, 7, 36, & 37 (Dains et. al) SOAP # 2 due to CF via assignment dropbox in BB due 11/09/2025	Reviewed by clinical faculty
		See next page.....	

11 & 12	11/17-11/30	- Musculoskeletal Advanced Assessment and Differential Diagnosis Chapter 23 (Bickley) Chapters 22, 23, & 24 (Dains et.al) - Neurological Advanced Assessment and Differential Diagnosis Chapter 24 (Bickley) Chapters 13 & 19 (Dains et. al) ***Thanksgiving Holiday- 11/27&28/2025 ***11/30- Last clinical day to complete clinical hours.	
10	12/01-12/11	Last Day of Class - 12/03/2025 Reading day- 12/04/2025 Final exams- 12/5-6 & 12/8-11/2025	Exam #3- 12/02 & 12/03 ***All Clinical Paperwork and Typhon notes due by 12/03/2025 - Reviewed by clinical faculty