

Health Assessment Across the Lifespan NRS 101

Syllabus

Course Information

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| Organization | Mercer County Community College |
| Credits | 2 (1 lecture/2 college laboratory) |
| Instructor | Donna M Penn RN MSN CNE |
| E-mail Address | pennd@mccc.edu |
| Course/Faculty Website | www.mccc.edu/nursing |
| Office | MS 149 |
| Campus | West Windsor |
| Office Phone | 609-570-3819 |
| Number of Weeks | 15 |

Description

This nursing course is designed to introduce the new nursing student to health assessment which is the first step in understanding the nursing process. This course focuses on the concepts, knowledge and skills necessary to complete a health assessment for patients in all age groups, emphasizing the major elements, sequence and methodology of health assessments.

Prerequisites

BIO 103, BIO 104

Textbooks

Wilson, S.P. Giddens J.F... *Health Assessment for Nursing Practice*. Mosby Elsevier. 2009. **Edition:** 4th. **ISBN:** 978-0-323-05322-8. Required.

Learner Supplies

Mosby's Nursing Video Series Physical Examination & Health Assessment DVD-ROM. **Manufacturer:** Mosby Elsevier. **Quantity:** 1. Required.

Companion CD for Health Assessment for Nursing Practice. **Manufacturer:** Mosby Elsevier. Required.

Core Abilities

- A. Communicate effectively in speech and writing, and demonstrate proficiency in reading.
- B. Use critical thinking and problem solving skills in analyzing information.
- C. Recognize, analyze and assess ethical issues and situations.
- D. Recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
- E. Use computers to access, analyze or present information, solve problems, and communicate with others.
- F. Demonstrate interpersonal skills required for effective performance in group situations.
- G. Demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

General Education Outcomes

- A. Goal 1. Written and Oral Communication in English: Students will communicate effectively in speech and writing, and demonstrate proficiency in reading. *USE CORE COMPETENCY A.
- B. Goal 3. Natural Science: Students will apply the scientific method of inquiry to draw conclusions based on verifiable evidence, use scientific theories and knowledge to understand the natural world, and assess the impact of scientific theories, discoveries and technological changes on society.
- C. Goal 4. Technology: Students will use technology to access, analyze or present information, solve problems, and communicate with others.
- D. Goal 10. Diversity and Global Perspective: Students will analyze the importance of a global perspective and culturally diverse peoples.

Competencies

1. Acquire the skills needed to perform a comprehensive health history
Linked Core Abilities
Communicate effectively in speech and writing, and demonstrate proficiency in reading.
Use critical thinking and problem solving skills in analyzing information.
General Education Outcomes
Goal 1. Written and Oral Communication in English: Students will communicate effectively in speech and writing, and demonstrate proficiency in reading. *USE CORE COMPETENCY A.
Goal 3. Natural Science: Students will apply the scientific method of inquiry to draw conclusions based on verifiable evidence, use scientific theories and knowledge to understand the natural world, and assess the impact of scientific theories, discoveries and technological changes on society.
2. Acquire the skills needed to perform a comprehensive physical/health assessment
Linked Core Abilities
Communicate effectively in speech and writing, and demonstrate proficiency in reading.
Use critical thinking and problem solving skills in analyzing information.
Demonstrate interpersonal skills required for effective performance in group situations.
General Education Outcomes
Goal 1. Written and Oral Communication in English: Students will communicate effectively in speech and writing, and demonstrate proficiency in reading. *USE CORE COMPETENCY A.
Goal 3. Natural Science: Students will apply the scientific method of inquiry to draw conclusions based on verifiable evidence, use scientific theories and knowledge to understand the natural world, and assess the impact of scientific theories, discoveries and technological changes on society.
3. Analyze and document the data collected
Linked Core Abilities
Communicate effectively in speech and writing, and demonstrate proficiency in reading.
Use critical thinking and problem solving skills in analyzing information.
Use computers to access, analyze or present information, solve problems, and communicate with others.
General Education Outcomes
Goal 1. Written and Oral Communication in English: Students will communicate effectively in speech and writing, and demonstrate proficiency in reading. *USE CORE COMPETENCY A.
Goal 3. Natural Science: Students will apply the scientific method of inquiry to draw conclusions based on verifiable evidence, use scientific theories and knowledge to understand the natural world, and assess the impact of scientific theories, discoveries and technological

changes on society.

Goal 4. Technology: Students will use technology to access, analyze or present information, solve problems, and communicate with others.

4. Differentiate health assessment across the lifespan

Linked Core Abilities

Communicate effectively in speech and writing, and demonstrate proficiency in reading.

Use critical thinking and problem solving skills in analyzing information.

General Education Outcomes

Goal 1. Written and Oral Communication in English: Students will communicate effectively in speech and writing, and demonstrate proficiency in reading. *USE CORE COMPETENCY A.

Goal 3. Natural Science: Students will apply the scientific method of inquiry to draw conclusions based on verifiable evidence, use scientific theories and knowledge to understand the natural world, and assess the impact of scientific theories, discoveries and technological changes on society.

5. Describe how culture and ethnicity affects a clients health habits

Linked Core Abilities

Communicate effectively in speech and writing, and demonstrate proficiency in reading.

Use critical thinking and problem solving skills in analyzing information.

Demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

General Education Outcomes

Goal 1. Written and Oral Communication in English: Students will communicate effectively in speech and writing, and demonstrate proficiency in reading. *USE CORE COMPETENCY A.

Goal 3. Natural Science: Students will apply the scientific method of inquiry to draw conclusions based on verifiable evidence, use scientific theories and knowledge to understand the natural world, and assess the impact of scientific theories, discoveries and technological changes on society.

Goal 10. Diversity and Global Perspective: Students will analyze the importance of a global perspective and culturally diverse peoples.

Grading Information

Grading Rationale

Student learning will be evaluated by 3 course theory exams, a final exam and a physical assessment project. If a test is missed by the student, a make-up exam will be administered at the discretion of the instructor. The instructor **MUST** be notified in advance of the inability of a student to take an exam as scheduled. Failure to notify the instructor will result in a 0 grade for the exam. All tests are scored on Scantron forms. The Scantron sheet stands as the formal grade.

In order to successfully pass this course, point scores for the calculation of exams, final and the physical assessment project must be 75% or higher.

A grade for the course will be assigned as follows:

Physical Assessment Project- 20% of final grade

Average of 3 unit exams- 40% of final grade

Final Examination- 40% of grade

Grading Scale

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| A | 97-100% |
| A- | 93-96% |
| B+ | 89-92% |
| B | 85-88% |
| B- | 81-84% |
| C+ | 78-80% |
| C | 75-77% |
| D | 61-74% |
| F | 60 or below |

Guidelines for Success

Academic Honesty 2

Academic honesty is important to the learning organization's purpose of helping learners to develop critical, independent thinking skills and habits. Cheating and other forms of academic dishonesty run counter to this purpose and violate ethical and intellectual principles; they are therefore subject to penalties. For purposes of this course we will define academic dishonesty as:

Plagiarism:

Presentation of work that originates from another unacknowledged source as one's own. Presenting someone else's ideas, argument, or information verbatim (or close to verbatim) without acknowledgement of the source in assessments, papers, or discussions, constitutes plagiarism.

Cheating:

- a) Giving, receiving, or using, or attempting to give, obtain, or use, unauthorized information or assistance during an assessment or an examination
- b) Obtaining or conveying, or attempting to obtain or convey, unauthorized information about an assessment or examination questions
- c) Giving or receiving assistance on an essay or assignment that goes beyond that specifically allowed by the instructor (this includes buying and selling, or attempt to buy or sell essays and/or research assistance relating to course assignments)
- d) Impersonating someone else or causing or allowing oneself to be impersonated in an examination, or knowingly availing oneself of the results of impersonation
- e) Presenting a single piece of work in more than one course without the permission of the instructors involved

ADA Statement 2

If you believe that you may require special accommodations or services to participate in this course, please contact the instructor or a counselor in Student Services. See the MCCC Student Handbook for further details.

| Schedule | | |
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| Session | Target Competencies: The student will be able to: | Student Learning Activities |
| Session 1 | Acquire the skills needed to perform a comprehensive health history | Unit 1: Assessment of the Whole Person: <i>The student will be able to:</i> 1. Explain the purpose and components of a health history 2. Explain the purpose and components of vital signs 3. Describe how culture affects a patient's health history |
| Session 2 | Acquire the skills needed to perform a comprehensive health history | Unit 1 con't: Assessment of the Whole Person: <i>The student will be able to:</i> 1. Review the procedure for documenting a health history 2. Complete a health history |
| Session 3 | Acquire the skills needed to perform a comprehensive health history | Unit 1 con't: Assessment of the Whole Person: <i>The student will be able to:</i> 1. Perform a mental status exam 2. Perform a nutritional assessment 3. Perform a pain assessment |
| Session 4 | Acquire the skills needed to perform a comprehensive physical/health assessment | Unit II: Approaches to the Physical Assessment: <i>The student will be able to:</i> 1. Identify the basic equipment used in a physical assessment 2. Describe the four physical assessment techniques: a. Inspection b. Palpation/Percussion c. Auscultation d. Olfaction |
| Session 5 | Acquire the skills needed to perform a comprehensive physical/health assessment | Unit II con't: Approaches to the Physical Assessment: <i>The student will be able to:</i> 1. Perform a general survey and vital signs. a. General Survey b. Height & Weight c. Vital Signs d. Documentation Examination 1 |

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| Session 6 | Acquire the skills needed to perform a comprehensive physical/health assessment | Unit III The Physical Examination: <i>The student will be able to:</i> 1. Perform an assessment of the Neurological system: a. System overview b. Subjective data c. Objective data d. Documentation |
| Session 7 | Acquire the skills needed to perform a comprehensive physical/health assessment | Unit III con't: The Physical Examination: <i>The student will be able to:</i> 1. Perform an assessment of the Head, Face, Ear, Eye, Nose, Mouth and Throat: a. System overview b. Subjective data c. Objective data d. Documentation |
| Session 8 | Acquire the skills needed to perform a comprehensive physical/health assessment | Unit III con't: The Physical Examination: <i>The student will be able to:</i> 1. Perform an assessment of the Respiratory System: a. System overview b. Subjective data c. Objective data d. Documentation |
| Session 9 | Acquire the skills needed to perform a comprehensive physical/health assessment Analyze and document the data collected | Unit III con't: The Physical Examination: <i>The student will be able to:</i> 1. Perform an assessment of the Cardiovascular System: a. System overview b. Subjective data c. Objective data d. Documentation Examination 2 |
| Session 10 | Acquire the skills needed to perform a comprehensive physical/health assessment Analyze and document the data collected | Unit III con't: The Physical Examination: <i>The student will be able to:</i> 1. Perform an assessment of the Peripheral Vascular and Lymphatic System: a. System overview b. Subjective data c. Objective data d. Documentation |
| Session 11 | Acquire the skills needed to perform a comprehensive physical/health assessment Analyze and document the data collected | Unit III con't: The Physical Examination: <i>The student will be able to:</i> 1. Perform an assessment of the Gastrointestinal System: a. System overview b. Subjective data c. Objective data |

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| | | d. Documentation |
| Session 12 | Acquire the skills needed to perform a comprehensive physical/health assessment Analyze and document the data collected | Unit III con't: The Physical Examination: <i>The student will be able to:</i> 1. Perform an assessment of the Genitourinary (male and female) System: a. System overview b. Subjective data c. Objective data d. Documentation |
| Session 13 | Acquire the skills needed to perform a comprehensive physical/health assessment Analyze and document the data collected | Unit III con't: The Physical Examination: <i>The student will be able to:</i> 1. Perform an assessment of the Musculoskeletal and Integumentary (hair, nails, skin) Systems: a. System overview b. Subjective data c. Objective data d. Documentation Examination 3 |
| Session 14 | Differentiate health assessment across the lifespan | Unit IV Integration of the Health Assessment: <i>The student will be able to:</i> 1. Perform a pediatric/geriatric assessment |
| Session 15 | | Final examination and Physical Assessment Project |