

SCIENCE & HEALTH PROFESSIONS

NURSING PROGRAM

NRS 102

COURSE OUTLINE

FALL 2010

Health Assessment across the Lifespan NRS 102 Fall 2010 Course Syllabus/Course Outline

Course Information

Organization	Mercer County Community College
Credits	2 (1 lecture/2 college laboratory)
Instructor	Denise M. Coffey MSN, RN
E-mail Address	coffeyd@mccc.edu
Course/Faculty Website	www.mccc.edu/nursing
Office	MS 145
Campus	West Windsor
Office Phone	570-3322
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

Potter, P. A., Perry, A. G. (2009) *Fundamentals of Nursing*. (7th ed.). St. Louis: Elsevier Mosby. (ISBN 13: 978-0-323-4828-6) Schuster, P. M. (2008) (**Required**)

Learner Supplies

The following medical supplies are recommended for the course: stethoscope, manual blood pressure cuff, watch with second hand, and penlight.

Course goals:

At the conclusion of this course, the student will be able to:

- Acquire the skills needed to perform a comprehensive health history **Core Abilities: A, B, C, E, F Gen Ed Outcomes: 1,3,4,8,9**
- Acquire the skills needed to perform a comprehensive physical/health assessment **Core Abilities: A, B, C, E, F Gen Ed Outcomes: 1,3,4,8,9**

- Analyze and document the health assessment data collected. **Core Abilities: A, B, C, E, F Gen Ed Outcomes: 1,3,4,8,9**
- Differentiate health assessment across the lifespan. **Core Abilities: A, B, C, E, F Gen Ed Outcomes: 1,3,4,8,9**
- Describe how culture and ethnicity affects a patient's health habits. **Core Abilities: A, B, C, E, F Gen Ed Outcomes: 1,3,4,8**

Course-specific General Education Knowledge Goals and Core Abilities.

Health Assessment across the Lifespan supports the MCCC General Education Knowledge Goals and Core Abilities.

MCCC General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Abilities

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Grading Information

Grading Rationale

Student learning will be evaluated by 3 course theory exams, a final exam and a physical assessment project. Course material is from the required textbook and supplemental lecture material. 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. Please refer to the Nursing Program testing policy at the end of this outline.

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

Class attendance will be taken at the beginning of the lecture and lab sessions. If a student arrives to class after attendance has been taken, the student will be marked absent for the class. After the third absence to a lecture or lab class, the student will be withdrawn from the course.

A grade for the course will be assigned as follows:

Physical Assessment Project (practicum) - 20% of final grade

Average of 3 unit exams- 50% of final grade

Final Cumulative Examination- 30% of grade

Grading Scale

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

Lab Guidelines

NRS 102 students are expected to:

1. Review related class notes, reading assignments and specific lab objectives prior to each college lab.
2. Participate in discussion topics listed for each lab.
3. Bring required equipment to each lab.
4. Properly perform return demonstration on selected skills.
5. Attend all scheduled college lab sessions.
6. Arrive at the scheduled time for lab (repeated late arrivals will require intervention by NRS 220 Course Coordinator).

Physical Assessment Project (practicum)

The physical assessment project will be performed in the lab at the end of the semester and is worth 20% of the final course grade. Lab instructors will arrange times when the project will be performed.

Assessment/System Area	Points	Full amount of points	Half amount of points	Zero amount of points	Points Awarded
Introduction of self/ Hand washing	5 points	-Enters room and introduces self as student nurse -Washes hands	n/a	-Does not identify self -Does not wash hands	
Correctly identify patient	5 points	- Identifies patient via ID band	n/a	-Does not identify correct patient	
Blood pressure	15 points	-Correctly places BP cuff and stethoscope in anatomically correct area of arm	-Correctly places BP cuff and stethoscope in anatomically	-Incorrectly places BP cuff and stethoscope in anatomically incorrect area of arm	

		-Inflates cuff correctly and obtain accurate blood pressure	correct area of arm -Inflates cuff correctly unable to obtain accurate blood pressure	-Inflates cuff incorrectly and obtains inaccurate blood pressure	
Pulse	8 points	-Correctly landmarks radial pulse -Obtains accurate pulse	-Correctly landmarks radial pulse -Obtains inaccurate pulse	- Incorrectly landmarks radial pulse -Obtains inaccurate pulse	
Respirations	2 points	- Correctly counts respirations verbalizing counting for 30 seconds - Obtains accurate respirations	n/a	- Obtains inaccurate respirations	
Neurologic	10 points	-Performs assessment and asks questions to obtain understanding aaox3. -Performs pupillary light reflex.	-Performs assessment and asks questions to obtain understanding aaox3. -Does not obtain 1 or more pieces of assessment to understand aaox3 or does not perform pupillary light reflex.	- Does not perform assessment and did not ask questions to obtain understanding aaox3. - Does not obtain 1 or more pieces of assessment to understand aaox3 and -Does not perform pupillary light reflex.	
Respiratory	15 points	-Performs auscultation of lungs, all fields anteriorly & posteriorly using correct landmarking and auscultation technique (side to side comparison,	-Performs auscultation of lungs, all fields anteriorly & posteriorly using correct landmarking	-Does not perform auscultation of lungs, all fields anteriorly & posteriorly using correct landmarking and auscultation	

		full respiration).	and auscultation technique (side to side comparison, full respiration). Student leaves out 1 of requirements.	technique (side to side comparison, full respiration).	
Cardiac	15 points	-Performs cardiac assessment utilizing auscultation. Verbalizes understanding of landmarking of heart sounds, -Counts apical pulse for 1 minute using correct landmarking.	-Performs cardiac assessment utilizing auscultation. -Does not verbalize understanding of heart sounds or does not count apical pulse for 1 minute using correct landmarking.	-Does not perform cardiac assessment utilizing auscultation. Student verbalizes understanding of heart sounds, student counts apical pulse for 1 minute using correct landmarking.	
GI	10 points	-Performs assessment of all 4 quadrants verbalizing importance of auscultation prior to palpation. -Palpates all 4 quadrants -Auscultates all 4 quadrants verbalizing findings	- Leaves out 1 or more quadrants or does not verbalize importance of sequencing.	-Does not perform assessment of all 4 quadrants verbalizing importance of auscultation prior to palpation.	
Musculoskeletal	5 points	-Performs assessment of the musculoskeletal system by assessing for ROM of extremities, extremity strength.	- Leaves out 1 or more extremities.	-Does not perform assessment of the musculoskeletal system by assessing for ROM, extremity strength.	
Skin	5 points	-Verbalizes need to perform skin assessment. (-One or more points of interest are left	- Does not perform skin assessment.	

		pressure points, skin turgor) -Verbalizes need to assess mucous membranes	out.		
Peripheral vascular	5 points	- Palpates for pedal and radial pulses. - Verbalizes understanding strength (0,+1, +2, +3) -Assesses for peripheral edema	-Palpates for pedal and radial pulses. -Verbalizes understanding of strength (0, +1, +2, +3). -Assesses for peripheral edema - 1 or more of criteria is left out	- Does not assess for pedal and radial pulses. -Does not verbalize understanding of strength (0,+1, +2, +3) -Does not assess for peripheral edema	

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 of Classes Fall 2010		
Session	Target Competencies: The student will be able to:	Student Learning Activities
Session 1	Acquire the skills needed to perform a comprehensive health history	<p>Caring Throughout the Lifespan: <i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Describe how culture affects a patient's health history 2. Differentiate developmental tasks across the lifespan <p>Required readings: Potter &Perry: Chapters 9-11</p> <p>Lab:</p> <ol style="list-style-type: none"> 1. Perform a cultural assessment 2. Class discussion regarding cultural backgrounds represented in class, differences in various cultures. 3. Class discussion regarding various stages of development and their abilities to perform tasks and socialization skills. 4. Perform a developmental assessment.
Session 2	Acquire the skills needed to perform a comprehensive health history	<p>Caring Throughout the Lifespan: <i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Differentiate developmental tasks across the lifespan (cont.) <p>Required readings: Potter &Perry Chapters 9-14</p> <p>Lab: Utilize case scenarios to discuss care of patients throughout the lifespan</p> <p>Critical Thinking in Nursing Practice:</p> <ol style="list-style-type: none"> 1. Describe the components of a nursing assessment 2. Differentiate between subjective and objective data <p>Required readings: Potter &Perry: Chapter 16</p> <p>Lab: Perform health history and document subjective and objective data</p>

Session 3	Acquire the skills needed to perform a comprehensive physical/health assessment and health history Analyze and document the data collected	<p>Scientific Basis for Nursing Practice/ The Physical Examination :The student will be able to:</p> <ol style="list-style-type: none"> 1. Identify the basic equipment used in a physical assessment 2. Explain the anatomical reasons for vital signs <p>Required readings: Potter & Perry Chapter 32</p> <p>Lab: Perform and document vital signs including blood pressure, temperature, pulse, pulse oximetry and respirations</p>
Session 4	Acquire the skills needed to perform a comprehensive physical/health assessment Analyze and document the data collected	<p>Scientific Basis for Nursing Practice/ The Physical Examination <i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Identify the basic equipment used in a physical assessment (cont.) 2. Explain the anatomical reasons for vital signs (cont.) <p>Required readings: Potter & Perry Chapter 32</p> <p>Lab: Perform and document vital signs including blood pressure, temperature, pulse, pulse oximetry and respirations (cont.), interview for prior learned components of the health assessment.</p>
Session 5		<p>Exam # 1</p> <p>Lab: Continues with vital signs, interview/documentation of cultural assessment, developmental assessment and health history.</p>
Session 6	Acquire the skills needed to perform a comprehensive physical/health	Scientific Basis for Nursing Practice/ The Physical Examination

	<p>assessment Analyze and document the data collected Differentiate health assessment across the lifespan</p>	<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Identify skills of physical assessment: inspection, palpation, auscultation, and olfaction 2. Identify basic equipment used for a physical assessment 3. Perform a general survey of the patient 4. Perform an assessment of height and weight 5. Explain preparation needed for a physical examination <p>Required readings: Potter & Perry Chapter 33 pages: 552-566</p> <p>Lab: Review video on health history, perform/ identify situations when inspection, palpation, auscultation, and olfaction are used.</p>
Session 7	<p>Acquire the skills needed to perform a comprehensive physical/health assessment Analyze and document the data collected Differentiate health assessment across the lifespan</p>	<p>Scientific Basis for Nursing Practice/ The Physical Examination <i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Explain and perform an assessment of the neurological system <ol style="list-style-type: none"> a. System overview b. Subjective data c. Objective data d. Documentation <p>Required readings Potter & Perry Chapter 33 pages: 631-639</p> <p>Lab: Perform an assessment of the neurological system <ol style="list-style-type: none"> a. System overview b. Subjective data c. Objective data d. Documentation Vital signs</p>
Session 8	<p>Acquire the skills needed to perform a comprehensive physical/health</p>	<p>Scientific Basis for Nursing Practice/ The Physical Examination</p>

	<p>assessment Analyze and document the data collected Differentiate health assessment across the lifespan</p>	<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Explain and perform an assessment of the thorax and lungs <ol style="list-style-type: none"> a. System overview b. Subjective data c. Objective data d. Documentation <p>Required readings Potter &Perry Chapter 33 pages: 592-598</p> <p>Lab: Perform an assessment of the thorax and lungs <ol style="list-style-type: none"> a. System overview b. Subjective data c. Objective data d. Documentation Vital signs</p>
Session 9		<p>Exam #2</p> <p>Lab: Perform health assessment including all information/content provided.</p>
Session 10	<p>Acquire the skills needed to perform a comprehensive physical/health assessment Analyze and document the data collected Differentiate health assessment across the lifespan</p>	<p>Scientific Basis for Nursing Practice/ The Physical Examination</p> <p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Explain and perform an assessment of the heart <ol style="list-style-type: none"> a. System overview b. Subjective data c. Objective data d. Documentation 2. Explain and perform an assessment of the vascular and lymphatic system <ol style="list-style-type: none"> a. System overview b. Subjective data c. Objective data d. Documentation <p>Required readings Potter &Perry Chapter 33 pages: 598-609</p>

		<p>Lab: Perform an assessment of the heart, vascular system and lymphatic system</p> <ol style="list-style-type: none"> a. System overview b. Subjective data c. Objective data d. Documentation <p>Vital signs</p>
Session 11	<p>Acquire the skills needed to perform a comprehensive physical/health assessment</p> <p>Analyze and document the data collected</p> <p>Differentiate health assessment across the lifespan</p>	<p>Scientific Basis for Nursing Practice/ The Physical Examination</p> <p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Explain and perform an assessment of the abdomen <ol style="list-style-type: none"> a. System overview b. Subjective data c. Objective data d. Documentation <p>Required readings Potter &Perry Chapter 33 pages: 615-618</p> <p>Lab: Perform an assessment of the abdomen</p> <ol style="list-style-type: none"> a. System overview b. Subjective data c. Objective data d. Documentation <p>Vital signs</p>
Session 12	<p>Acquire the skills needed to perform a comprehensive physical/health assessment</p> <p>Analyze and document the data collected</p> <p>Differentiate health assessment across the lifespan</p>	<p>Scientific Basis for Nursing Practice/ The Physical Examination</p> <p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> 1. Explain and perform an assessment of the musculoskeletal system <ol style="list-style-type: none"> a. System overview b. Subjective data c. Objective data d. Documentation <p>Required readings Potter &Perry Chapter 33 pages: 625-631</p> <p>Lab: Perform an assessment of the musculoskeletal system</p> <ol style="list-style-type: none"> a. System overview

		<ul style="list-style-type: none"> b. Subjective data c. Objective data d. Documentation Vital signs
Session 13		<p>Examination 3</p> <p>Lab: Perform health assessment.</p>
Session 14	<p>Acquire the skills needed to perform a comprehensive physical/health assessment</p> <p>Analyze and document the data collected</p> <p>Differentiate health assessment across the lifespan</p>	<p>The Physical Examination: <i>The student will be able to:</i></p> <ul style="list-style-type: none"> 1. Explain an assessment of the Skin <ul style="list-style-type: none"> a. System overview b. Subjective data c. Objective data d. Documentation <p>Required readings Potter & Perry Chapter 33 pages: 566-569</p> <p>Lab: Physical Examination Project</p>
Session 15		<p>Final cumulative examination</p> <p>Lab: Physical Examination Project</p>

Revised August 2010