

New Course Proposal Checklist

Submission Date: 10-29-21
 Department: Nursing
 Course Title: NUR200-Health Assessment
 Prepared by: Carol Velas
 Department Chair: Carol Velas

X if standards are met	Required Information	Questions/Comments
x	Cover page that includes the department's endorsement	
x	A brief rationale for proposing a new course	
x	Course description for the catalogue	
x	Prerequisites	
x	Course Credit Units	
x	Modified catalog requirements showing new course placement in each major track and minor (if appropriate)	
x	Syllabus that follows the guidelines for syllabus preparation	
x	Course Learning Outcomes (CLOs) aligned with the departmental PLOs and listed in a syllabus	
	Frequency of offering: Check the appropriate box:	
	- every semester	
	- once a year (F or S)	
	- once every other year	
	- Mayterm only	
x	- other (specify) Each Fall and Spring Semester	
	Resources application: Check the appropriate box:	
x	- staffing requirements (adjunct)	
x	- IT resources	
	- other resources such as equipment, space, lab resources	
	<i>Attached Letter /Email from Provost if resources are required</i>	
	<i>Library resources : Attached Letter/Email from the Library Director or Associate Library Director if resources are required</i>	
NUR200	Requested Course number: Final determination by the Registrar upon consultation with the Department Chair	

Carol A. Velas

10/26/21

 Department Chair (signature)

 Date

WESTMONT



To: Academic Senate

From: Department of Nursing-ABSN Program

Subject: Proposal for new course

Date: October 25, 2021

The Accelerated Bachelor of Science in Nursing program is a new program at Westmont College. This is a second bachelor degree program with an accelerated prelicensure nursing curriculum. The program is 4 semesters of 16 weeks each. Nursing courses include concurrent theory and clinical courses.

New course

NUR200- Health Assessment is a 3-unit course with 2 units of theory and 1 unit of lab placed in the first semester. This is a course in a series of prelicensure nursing courses to prepare the nursing student for the safe, patient-centered and family-supported, compassionate care in a variety of healthcare settings.

We are proposing this course so students will have the knowledge and experience of the health history and head to toe assessment as they continue through the nursing courses. The course will begin with the importance of building trust with the patient and the privilege nurses have to protect their patient's privacy. Students will learn and practice therapeutic communication and be introduced to the theory of compassionate care. The course will continue through the assessment of systems and the practice of a systematic head to toe assessment.

The attached syllabus enumerates the Course Learning Outcomes including mapping to the Program Learning Outcomes.

The course will be offered two times per year in the Fall and Spring. Because this is a new course and a new program it will require new staff and IT resources.

This course is part of the required curriculum for the Bachelor of Science in Nursing Program. The placement of this course in the curriculum is permanent in the first semester.

Westmont catalog course description

The Health Assessment course prepares the learner with the interviewing techniques and skills for a comprehensive biopsychosocial, cultural, religious, and physical

assessment. Using palpation, auscultation, percussion, and inspection, a wholistic approach is taken to assess the whole patient.



NUR200 Health Assessment

2022

NUR200 Health Assessment

3 units (Theory=2units, clinical=1unit)

Pre-requisites: Acceptance into ABSN program

Placement in curriculum: Prelicensure requirement

Time: Wednesdays 9:00-12:00

Room: Classroom 1

Course Faculty: Lesley Gardia, MSN, rn

Faculty office: TBD

Faculty email: TBD

Faculty phone: TBD

Faculty office hours: TBD

I. Important Information

This is a course in a series of prelicensure nursing courses to prepare the nursing student for the safe, patient-centered and family-supported, compassionate care in a variety of healthcare settings. The best way to be prepared for your lecture and clinical experience is to maintain a healthy mental, physical, and spiritual life. Come to class after a good night's sleep, eat nutritious food, and stay current with reading assignments. For your clinical experience, come with excitement and understand you will continue to learn in the clinical setting and apply the concepts and skills you are learning in class. To help with your success in this course and program, it is not suggested you work more than 20 hours per week if you have to work.

Westmont catalog course description

The Health Assessment course prepares the learner with the interviewing techniques and skills for a comprehensive biopsychosocial, cultural, religious, and physical assessment. Using palpation, auscultation, percussion, and inspection, a wholistic approach is taken to assess the whole patient.

Instructor's further description

In a very short period of time, you will build trust between yourself and your patient. Your patient will share privileged information about their medical history that others may not know. It is imperative that nurses maintain strict confidentiality to protect your patients privacy. Be sure you understand compliance of Health Insurance Portability and Accountability Act (HIPAA).

ABSN Program Mission

Prepares faithful servant leaders to provide patient-centered and family supported safe, compassionate care for diverse populations and communities across the lifespan and in all health care settings.

AACN Baccalaureate Essentials (2018)

The Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. A specialized/professional accrediting agency, CCNE strives to promote the quality and integrity of baccalaureate and graduate nursing programs. Following are the nine baccalaureate essentials used as the framework for the current curriculum. In 2021 the Essentials were revised and will be integrated into the curriculum over the next three years.

- I Liberal Education for Baccalaureate Generalist Nursing Practice
- II Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- III Scholarship for Evidence-Based Practice
- IV Information Management and Application of Patient Care Technology
- V Healthcare Policy, Finance, and Regulatory Environments
- VI Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- VII Clinical Prevention and Population Health
- VIII Professionalism and Professional Values
- IX Baccalaureate Generalist Nursing Practice

AACN Essentials (revised 2021)

The Essentials: Core Competencies for Professional Nursing Education provides a framework for preparing individuals as members of the discipline of nursing, reflecting expectations across the trajectory of nursing education and applied experience. The *Essentials* introduce 10 domains that represent the essence of professional nursing practice and the expected competencies for each domain. The competencies accompanying each domain are designed to be applicable across four spheres of care (disease prevention/promotion of health and wellbeing, chronic disease care, regenerative or restorative care, and hospice/palliative/supportive care), across the lifespan, and with diverse patient populations.

Domains for Nursing

Domains are broad distinguishable areas of competence that, when considered in the aggregate, constitute a descriptive framework for the practice of nursing.

The Ten Domains:

- Domain 1-Knowledge for Nursing Practice
- Domain 2-Person-centered Care
- Domain 3-Population Health
- Domain 4-Scholarship for Nursing Practice
- Domain 5-Quality and Safety
- Domain 6-Interprofessional Partnerships
- Domain 7-Systems-based Practice
- Domain 8-Information and Healthcare Technology

Domain 9-Professionalism

Domain 10-Personal, Professionals, Leadership Development

(The Essentials: Core Competencies for Professional Nursing Education, 2021)

Program Learning Outcomes (PLO)

1. Exhibit Christian character and servant leadership while providing compassionate care for a diverse population in communities across state, national, and global settings.
2. Evidence-based best practices, critical thinking, and clinical reasoning, inform clinical judgement for the provision of patient-centered, safe, quality care.
3. Create patient education plans that are culturally specific to the patient and that incorporate the family support system.
4. Communicate effectively with the interprofessional team to ensure a wholistic approach to patient-centered care.
5. Continue inquisitive learning by using the Electronic Medical Record and Informatics to meet quality metrics in a variety of healthcare and geographic settings.
6. Advocate for healthcare policies for the underserved, vulnerable populations to ensure equity with access to care for prevention, remedial, supportive, and rehabilitative nursing care regionally, nationally, and globally.

Course Learning Outcomes (CLO)

1. Describe the importance of building a trusting relationship with your patient.
2. Discuss the organized, systematic head to toe assessment using best practices of inspection, auscultation, percussion, and palpation.
3. Apply therapeutic communication skills and compassionate care during the patient's biopsychosocial, cultural, and religious interview.
4. Demonstrate a comprehensive head to toe assessment within 10 minutes.
5. Differentiate a normal from abnormal physical assessment.

PLO and CLO Alignment Table

Program Learning Outcomes	Course Learning Outcomes
1. Exhibit Christian character and servant leadership while providing compassionate care for a diverse population in communities across state, national, and global settings.	1. Describe the importance of building a trusting relationship with your patient. 3. Apply therapeutic communication skills and compassionate care during the patient's biopsychosocial, cultural, and religious interview.
2. Evidence-based best practices, critical thinking, and clinical reasoning, inform clinical judgement for the provision of patient-centered, safe, quality care.	2. Discuss the organized, systematic head to toe assessment using best practices of inspection, auscultation, percussion, and palpation. 4. Demonstrate a comprehensive head to toe assessment within 10 minutes. 5. Differentiate a normal from abnormal physical assessment.

3. Create patient education plans that are culturally specific to the patient and that incorporate the family support system.	N/A
4. Communicate effectively with the interprofessional team to ensure a wholistic approach to patient-centered care.	N/A
5. Continue inquisitive learning by using the Electronic Medical Record and Informatics to meet quality metrics in a variety of healthcare and geographic settings.	N/A
6. Advocate for healthcare policies for the underserved, vulnerable populations to ensure equity with access to care for prevention, remedial, supportive, and rehabilitative nursing care regionally, nationally, and globally.	N/A

Required Textbooks

Title	Author	Publisher	ISBN#
Essential Health Assessment	Janice Thompson	F. A. Davis 2018	9-780803627888
Fundamentals of Nursing, (10 th ed.)	Patricia A. Potter & Anne G. Perry	Elsevier	9-780323677721
Gerontologic Nursing (6 th ed.)	Sue E. Meiner & Jennifer J. Yeager	Elsevier	9-780323498111
Clinical Nursing Skills & Techniques	Perry & Potter	Elsevier	9-780323400695
Clinical Nursing Skills & Techniques (Skills Checklists)	Perry & Potter	Elsevier	9-780323182387
Nursing Diagnosis textbook of your choice (can be a bundled application on smart phone)			
Nursing Drug textbook of your choice (can be a bundled application on smart phone)			
Publication Manual of the American Psychological Association (7 th ed.)	American Psychological Association	American Psychological Association	978-143383216

Suggested Resources

1. Articles
2. Position Papers

3. Healthcare Policies

4. Westmont College Library and online databases (EBSCO, ProQuest, ERIC, CINALH)

Assessment of CLOs (Assignments, quizzes, exams)

The assessments used in this course to measure your learning and meeting the content objectives and course learning outcomes will include class participation, quizzes, exams using NCLEX style questions, and a signature assessment (comprehensive assessment or exam).

Course Learning Outcomes	Instructional activity	Assessment
1. Describe the importance of building a trusting relationship with your patient.	Lecture, class discussion, shared experiences, simulation	Quiz, comprehensive exam, individual and group presentations
2. Discuss the organized, systematic head to toe assessment using best practices of inspection, auscultation, percussion, and palpation.	Lecture, class discussion, skills lab and simulation	Competency evaluation in skills or simulation lab
3. Apply therapeutic communication skills and compassionate care during the patient's biopsychosocial, cultural, and religious interview.	Lecture, class discussion, shared experiences, scaffolding case studies, simulation	Quiz, comprehensive exam, competency evaluation in skills or simulation lab.
4. Demonstrate a comprehensive head to toe assessment within 10 minutes.	Practice in the skills lab on lab partner	Competency evaluation in skills or simulation lab.
5. Differentiate a normal from abnormal physical assessment.	Lecture, class discussion, shared experiences, scaffolding case studies, simulation	Written assignment

Class participation	= P/NC
Weekly quizzes 8 x 10pts each	= 80pts
Exams 2 x 100pts each	= 200pts
Cultural Diversity paper	= 100pts
<u>Comprehensive Final Exam</u>	<u>= 100pts</u>
Total = 480pts	

*Student must have 75% in course and lab to progress

II. Course Policies

Grading

Grade points per unit of credit are assigned on the following scale:

A 4 grade points

A- 3.7 grade points

B+ 3.3 grade points

B 3.0 grade points

B- 2.7 grade points

C+ 2.3 grade points

C 2.0 grade points

C- 1.7 grade points

D+ 1.3 grade points

D 1.0 grade points

D- 0.7 grade points

P (At least D-) No grade points assigned. Not computed in the grade point average.

F 0 grade points

NC (F) No grade points assigned. Not computed in the grade point average. W No grade points assigned. Not computed in grade point average.

WF No grade points assigned. Not computed in grade point average.

WP No grade points assigned. Not computed in grade point average.

WX No grade points assigned. Not computed in grade point average.

Westmont does not compute the units and grades students earned at other colleges in its grade average. (Exception: Courses and grades taken as part of a Westmont off-campus program are posted on the Westmont transcript and will be calculated in the Westmont GPA.)

Apart from the exceptions identified below, all courses at Westmont are graded using a letter scale (A, B, C, D, F).

Instructor Initiated Exceptions:

1. For pedagogical reasons, an instructor may elect to use P/NC grade reporting in any class not approved for GE credit. It is assumed that the same grade-reporting system will be applied to the entire class.
2. With the approval of the General Education Committee, P/NC grade reporting may be used in appropriate, GE-approved courses.
3. When P/NC grade reporting is used, the syllabus must reflect this fact. In addition, departments are encouraged to include a notice in the catalog that the course may use P/NC grading.

Office of Disability Services

Students who have been diagnosed with a disability are strongly encouraged to contact the Office of Disability Services as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Office of Disability Services. These accommodations may be necessary to ensure your equal access to this course.

Please contact Sheri Noble, Director of Disability Services. (310A Voskuyl Library, 565-6186, snoble@westmont.edu) or visit the website for more information:

<http://www.westmont.edu/offices/disability>

Dress Code

Comfortable, non-binding clothing

Academic Integrity

When students join our college community, they are expected, as apprentice scholars, to search for truth with integrity and accuracy. This quest requires humility about our abilities, respect for the ideas of others, and originality in our thinking. Since Westmont is a Christian community, the integrity of our scholarship is rooted in the integrity of our faith. We seek to be followers of Christ in the classroom, in the library, and at the privacy of our computers. Violations of academic integrity are a serious breach of trust within the Westmont community because they violate the regard for truth essential to genuine learning and Christian consistency. Such deception also hurts those students who do their work with integrity. Violations of Academic Integrity may consist of cheating (the use of unauthorized sources of information on an examination or other assignment), falsification (misrepresentation of facts in any academic project or obligation) or plagiarism (the use of someone else's words or ideas without giving proper credit). Faculty and students should operate in an environment of mutual trust and respect. Faculty will expect students to act in ways consistent with academic integrity. However, for both scholarly and spiritual reasons, cheating, falsification, plagiarism and all other violations of academic integrity will not be tolerated in the Westmont community. Please familiarize yourself with [the entire Westmont College Academic Integrity Policy](#). This document defines different violations of academic integrity and their consequences. It also contains very helpful information on strategies to recognize violations of academic integrity before they occur. Dishonesty in the clinical setting, will not be tolerated and students will be removed followed by program suspension or termination.

Technology in the Classroom

Laptops, tablets, and smart phones can be used in the classroom with the permission of the faculty. The use of smart phones in the clinical setting will depend on each clinical setting's rules. Smart phones in the clinical setting can be used for clinical related resources (drug book, Tabers, calculation, etc). Recording lectures is also at the discretion of the faculty and permission must be granted.

Emergencies

In the event that an emergency occurs during instruction, it is important to be familiar with the practices in place for the classroom. Please review the document at <https://integready.app.box.com/AnticipatingInClass> and direct any questions or concerns to the Office of Institutional Resilience.

III. Weekly course schedule

1. Essentials of Health Assessment (Thompson)

2. Fundamentals of Nursing Practice (P&P)
3. Gerontologic Nursing (Meiner)
4. Clinical Nursing Skills & Techniques (Potter)

***Subject to change at any time, you will be notified of any changes**

Week	Content Objectives	Reading	Activities and assignments	Outcome Measurement
1	<p><i>Orientation to class/lab</i></p> <p>Understanding the Health Assessment, Interviewing, and taking health history</p> <ol style="list-style-type: none"> 1. Discuss healthcare reform in the U.S. today. 2. Explore the US Dept. of Health and Human Services Healthy People 2020 initiative. 3. Identify the five steps of the Nursing Process. 4. Describe the components and barriers of therapeutic communication. 5. Discuss the purpose of a physical assessment. 6. Discuss how cultural diversity influences a nurse's approach to and findings from a health assessment. 7. List techniques for preparing a patient physically and psychologically before and during an examination. 8. Identify the unique needs of patients 	<p>Thompson Ch. 1-3</p> <p>P&P: Ch. 16 & 30</p> <p>Meiner: Ch. 1</p>	<p>Lecture, class discussion</p> <p>Online activity: Have students visit www.healthypeople.gov, explore the website. Click on "How Healthy People 2030 has changed" Why do you think this change was important to make?</p> <p>Discussion Topic: What are the two steps in nursing assessment?</p> <p>Group activity: Pair with a partner and practice phase one of the interview process.</p> <p>Activity: Provide students with a list of mixed subjective and objective data and have students sort them into columns by type. Discuss their answers as a group.</p> <p>Lab: Small Group Activity: Divide students into small groups to practice communication and observational skills on each other. Discuss any techniques the students had problems performing.</p>	N/A

	<p>who are hearing, and visually impaired or aphasiac.</p> <p>9. Practice phase one of the interview process with a partner.</p> <p>10. Differentiate between subjective and objective data.</p> <p>11. Discuss the components of the health assessment by describing three types of nursing assessment.</p> <p>12. Identify the importance of the biopsychosocial, religious, and cultural history.</p> <p>13. Explain how to maintain professionalism during history taking.</p>			
2	<p>Assessing nutrition, anthropometric measurements, and assessing the older adult</p> <p>1. Define nutrition including overnutrition and malnutrition.</p> <p>2. Explore the diagnostics used to identify nutritional status.</p> <p>3. Discuss cultural considerations for a nutritional assessment.</p> <p>4. Compute the height, weight, and body mass index of an elderly patient to assess nutritional status.</p> <p>5. Evaluate the social and environmental factors that influence healthcare.</p>	<p>Thompson: Ch. 4 and 24</p> <p>Potter: Ch. 31</p>	<p>Discussion Topic: How do decreasing calorie needs in older adults make getting nutrients more difficult? What impact does culture have on food intake?</p> <p>Large Group Activity: As a class, order take-out or delivered food for a meal from an establishment that has published nutrient values available—without looking at the values and without telling the students the plan. As you and the students are eating, discuss the amounts of nutrients they think they are ingesting (possibly focusing on macronutrients or on one vitamin or mineral, such as calcium or iron) and have them make notes about what foods they ate and what nutrients they think the foods contained. After the meal, access the nutrient values so all can see what the actual nutrient components were.</p>	<p>Quiz 1 on Week 1 content</p>

<p>3</p>	<p>Assessment techniques and vital signs</p> <ol style="list-style-type: none"> 1. Discuss the rights of the patient to have informed consent for treatment including assessment. 2. Identify the steps of proper hand hygiene and use of Personal Protective Equipment (PPE). 3. Explain the principles and mechanisms of thermoregulation. 4. Describe factors that cause variations in body temperature, pulse, oxygen saturation, respirations, capnography, and blood pressure measurement. 5. Accurately record and report vital sign measurements. 6. Discuss how cultural diversity influences a nurse's approach to and findings from a health assessment. 7. List techniques for preparing a patient physically and psychologically before and during an examination. 8. Identify data to collect from the nursing history before an examination. 9. Discuss how cultural diversity influences a nurse's approach to and findings from a health assessment. 10. Discuss developmental considerations. 	<p>Thompson: Ch. 5, 6 & 7 P&P: Ch. 29 & 30</p> <p>Potter: Ch. 6 Skill 6.1</p> <p>Thompson: Ch. 2 pg. 15-16</p>	<p>Discussion Topic: What are the pros and cons of different sites to measure body temperature?</p> <p>Online Activity: Have students research the physiologic mechanisms of fever to answer the following questions: What is the most common cause? How is it best prevented in a healthcare environment? When is a fever dangerous and why?</p> <p>10 minute Small Group Activity: Have students answer these questions: Why is pain considered to be a vital sign? What effect does pain have on other vital signs?</p> <p>Discussion Topic: What are four characteristics of the pulse, and what do they signify? (Discuss, rate, rhythm, strength, and equality.)</p> <p>Small group activity: Divide students into groups with diverse students. Ask each student to share their values and traditions and how they would like to include these in their care if hospitalized.</p> <p>Lab: Small Group Activity: Divide students into small groups to practice maintaining a quiet, formal demeanor intended to make patients more comfortable. Students should introduce themselves and explain the examination process for your preferred scenario while maintaining appropriate body language, eye contact, tone of voice, and professional demeanor. Students who are not participating should critique those who are.</p>	<p>Quiz 2 on Week 2 content</p>
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	Review communication techniques for different age groups.			
4	<p>Assessing the head, neck, and Integumentary System</p> <ol style="list-style-type: none"> 1. Identify the purpose of the physical examination. 2. List techniques for preparing a patient physically and psychologically before and during an examination. 3. Demonstrate the techniques used with each physical assessment skill. 4. Identify normal physical findings in a young, middle-age, and older adult. 5. Identify self and preventive screenings and the appropriate age(s) for each screening to occur. 	<p>Thompson: Ch. 8, 9, 10, 11</p> <p>Potter: Ch. 6 Skill 6.2</p>	<p>Discussion Topic: Have students list places where nurses gather assessment data. (Discuss acute and restorative locations, health fairs, etc.)</p> <p>Activity: Demonstrate how to perform inspection, palpation, percussion and auscultation.</p> <p>Discussion Topics: What information can be gained by inspection? What information can be gained by olfaction? Why is palpation usually performed by advanced practice nurses rather than by nurses in daily practice at the bedside?</p> <p>Lab: Demonstration of skill, practice, return demonstration.</p>	Cultural Diversity Paper
5	<p>Assessing the Respiratory System</p> <ol style="list-style-type: none"> 1. Define the purpose of the physical examination. 2. Explain techniques for preparing a patient physically and psychologically before and during an examination. 3. Demonstrate the techniques used with each physical assessment skill. 4. Discuss normal physical findings in a young, middle-age, and older adult. 5. Discuss self and preventive 	<p>Thompson: Ch. 12</p> <p>Potter: Ch.6 Skill 6.3</p>	<p>Discussion Topic: What change in physiology for each body system occur with aging that affect normal physical findings?</p> <p>Activity: Play a recording of normal breath sounds and abnormal breath sounds to give students a basis of comparison for when they listen. Describe the origin of each sound.</p> <p>Online Activity: Have students visit the American Cancer Society website (www.cancer.org), review information about prevention of skin cancer, and report at least five ways to reduce risk.</p> <p>Lab: Demonstration of skill, practice, return demonstration.</p>	Exam 1 (weeks 1-4)

	screenings and the appropriate age(s) for each screening to occur.			
6	<p>Assessing the Cardiovascular System and the peripheral vascular and lymphatic system</p> <ol style="list-style-type: none"> 1. Complete the physical examination including all prior assessments. 2. Practice techniques for preparing a patient physically and psychologically before and during an examination. 3. Demonstrate the techniques used with each physical assessment skill. 4. Interpret normal physical findings in a young, middle-age, and older adult. 5. Explain self and preventive screenings and the appropriate age(s) for each screening to occur. 	<p>Thompson Ch. 13 & 15</p> <p>Potter: Ch. 6 Skill 6.4</p>	<p>Discussion Topic: Why is it important to be culturally aware and avoid stereotyping when performing an examination?</p> <p>Activity: Play a recording of normal heart sounds and abnormal heart sounds to give students a basis of comparison for when they listen. Describe the origin of each sound.</p> <p>Lab: Demonstration of skill, practice, return demonstration.</p>	<p>Quiz 3 on Weeks 4 & 5 content</p>
7	<p>Assessing the Abdomen, Anus, and Rectum</p> <ol style="list-style-type: none"> 1. Analyze the need for the physical examination. 2. Categorize techniques for preparing a patient physically and psychologically for an examination to practice time management. 3. Demonstrate the techniques used with each physical assessment skill. 4. Analyze normal physical findings in a 	<p>Thompson Ch. 14, 20</p> <p>Potter: Ch. 6 Skill 6.5, Skill 6.6</p>	<p>Discussion Topic: What are some ways to make the patient less embarrassed and apprehensive about an examination? What should you do if a patient seems uncomfortable or tired during an examination?</p> <p>Discuss the importance of understanding the bowel pattern of each patient and how age, diet, and disease influence them.</p> <p>Lab: Demonstration of skill, practice, return demonstration.</p>	<p>Quiz 4 on Week 6 content</p>

	<p>young, middle-age, and older adult.</p> <p>5. Question self and preventive screenings and the appropriate age(s) for each screening to occur.</p>			
8	<p>Assessing the Musculoskeletal System</p> <p>1. Create a systematic physical assessment of all systems learned thus far.</p> <p>2. Compose techniques for a examination to ensure a systematic and timely exam.</p> <p>3. Demonstrate the techniques used with each physical assessment skill.</p> <p>4. Evaluate normal physical findings in a young, middle-age, and older adult.</p> <p>5. Evaluate self and preventive screenings and the appropriate age(s) for each screening to occur.</p>	<p>Thompson Ch. 16</p> <p>Potter: Ch.6 Skill 6.7</p>	<p>Discussion Topic: What systems that can be observed during routine nursing care?</p> <p>Online Activity: Have students calculate body mass index on the NIH scale and then try various heights and weights and report their findings: http://www.nhlbi.nih.gov/health/educational/lose_wt/BMI/bmicalc.htm.</p> <p>Lab: Demonstration of skill, practice, return demonstration.</p>	<p>Quiz 5 on Week 7 content</p>
9	<p>Assessing the Neurological System and the newborn</p> <p>1. Compare the neurological physical assessment of an adult to the newborn.</p> <p>2. Appraise the assessment of the neurological system in the adult and the presence of reflexes in the newborn.</p> <p>3. Demonstrate the techniques used with each physical assessment skill.</p> <p>4. Evaluate normal physical findings in a newborn, young,</p>	<p>Thompson Ch. 17, 21</p> <p>Potter: Ch. 6 Skill 6.7</p>	<p>Discussion Topic: How does a family history of cancer change the screening schedule?</p> <p>Lab: Demonstration of skill, practice, return demonstration.</p>	<p>Exam 2 (weeks 5-8)</p>

	<p>middle-age, and older adult.</p> <p>5. Evaluate self and preventive screenings and the appropriate age(s) for each screening to occur.</p>			
10	<p>Assessing the Male/Female breasts and reproductive systems and the pregnant women</p> <p>1. Introduce the importance of patient education into the physical assessment.</p> <p>2. Design techniques before and during a physical and psychological exam to ensure patient privacy and comfort.</p> <p>3. Demonstrate the techniques used with each physical assessment skill.</p> <p>4. Evaluate normal physical findings in a young, middle-age, and older adult.</p> <p>5. Evaluate self and preventive screenings and the appropriate age(s) for each screening to occur.</p>	Thompson Ch.18, 19, 23	<p>Health Promotion Discussion: What are the American Cancer Society's recommendations for breast cancer screening? Have students explore the cancer.org website to learn more about the important of mammograms for men and women.</p> <p>Lab: Demonstration of skill, practice, return demonstration.</p>	Quiz 6 on Week 8 & 9 content
11	<p>Assessing the child and adolescent</p> <p>1. Revise the physical assessment to the growth and development of the child and adolescent.</p> <p>2. Differentiate techniques for preparing a patient physically and psychologically exam for different age groups.</p>	Thompson Ch. 22	<p>Activity: Have students create a patient education handout showing recommended immunizations for children. Students should explain the purpose of each test, how often it should be performed and who to contact to schedule it.</p> <p>Lab: Demonstration of skill, practice, return demonstration.</p>	Quiz 7 on Week 10

	3. Demonstrate the techniques used with each physical assessment skill. 4. Evaluate normal physical findings in a young, middle-age, and older adult. 5. Evaluate self and preventive screenings and the appropriate age(s) for each screening to occur.			
12	Systems review		Lab: Refine 10 minutes head to toe exam for final competency check-off.	Quiz 8 on Week 11
13	Physical assessment evaluation			
14	Physical assessment evaluation			
15	Comprehensive Final Exam Weeks 1-15			
16	Course Wrap Up			

Grading Rubric Cultural Diversity (100pts)

Choose three different cultures (one can be your own). Compare and contrast each cultures values and traditions. How would you apply evidence-based, patient-centered, compassionate care to each person from the diverse cultures you have chosen?

Criteria	Levels of achievement				Assigned points
	25 points	20 points	15 points	0 points	
Identifies three different ethnic cultures comparing and contrasting their values and traditions.	Comprehensive discussion comparing and contrasting three different cultures.	Well written discussion of three different cultures, omits some of the values and traditions when comparing and contrasting them.	Basic discussion of one to three cultures, omits relevant information about values and traditions.	Identifies one to three different cultures, omits values and traditions.	/25
Defines evidence-based practice (EBP) and how it is used to meet the needs and preferences of patients of	Provides comprehensive discussion of EPB and uses examples of EBP best practices in meeting the needs and	Describes the basics of EBP, and mentions some of the best practices in meeting the needs and preferences of patients of	Provides a brief definition of EBP, however omits examples of best practices in meeting the needs and preferences of	Mentions EBP but omits definition, best practices or connection to the patient's needs and preferences.	/25

different cultures.	preferences of patients of different cultures.	different cultures.	patients of different cultures.		
Discusses the role of the registered nurse in adjusting patient-centered, compassionate care to patients from different cultures.	Provides a comprehensive discussion on the role of the registered nurse in adjusting patient-centered, compassionate care to patients from different cultures.	Discusses the role of the registered nurse, however briefly explains how the nurse would adjust patient-centered, compassionate care to patients from different cultures.	Identifies the role of the registered nurse in providing patient-centered, compassionate care but omits adjusting care.	Not enough information written to ascertain knowledge and understanding of this element.	/25
APA format (Introduction, body, conclusion, correct running head and cover page, uses headers for organization, proper grammar and spelling). Resources used: within 5 years, scholarly peer reviewed journals	APA correctly used throughout paper. Citations and references are formatted correctly, resources are within 5 years, and from peer reviewed journals.	Generally acceptable but some minor mistakes. 50% citations and references are formatted correctly, resources are within 5 years and from peer reviewed journals.	Multiple mistakes in APA format. 50% citations and references are formatted correctly, resources, however not within 5 years or from peer reviewed journals.	APA format is not used correctly or at all. Citations and references are formatted incorrectly, many resources are outdated and not from peer reviewed journals.	/25

Clinical Syllabus
45 hours

Clinical time will be spent in the Skills Lab. Please bring your Nursing Skills Bag and textbooks to each class. Please dress in clinical attire (scrubs, white shoes, hair off collar, name badge, see clinical dress code).

We will be using the skills checklists from the Potter & Perry Clinical Nursing Skills & Techniques Skills Checklist textbook.

Week	Demonstration of Skill and practice	Reading Assignment Bring Potter Skills Checklist text and Nursing Bag to Skills Lab
1 and 2	Introduction to course	
3	Demonstrate the General Survey Practice Skill 6.1 General Survey	Pg. 40-42
4	Demonstrate Skill 6.2 Head and Neck Assessment Practice Skill 6.2	Pg. 43-45
5	Demonstrate Skill 6.3 Thorax and Lung Assessment Practice Skill 6.3	Pg. 46-48
6	Demonstrate Skill 6.4 Cardiovascular Assessment Practice Skill 6.4	Pg. 49-53
7	Demonstration of Skills 6.1, 6.2, 6.3, and 6.4 as continuous assessment Practice Skills 6.1, 6.2, 6.3 and 6.4 as one assessment	Pg. 40-53

8	Demonstration of Skill 6.5 Abdominal Assessment Practice Skill 6.5	Pg. 54-56
9	Demonstrate Skills 6.1, 6.2, 6.3, 6.4 and 6.5 as a continuous assessment Practice Skills 6.3, 6.4, and 6.5 as one assessment	Pg. 40-56
10	Demonstrate Skill 6.6 Genitalia and Rectum Assessment Practice Skill 6.6	Pg. 57-59
11	Demonstrate Skill 6.7 Musculoskeletal Assessment Practice Skill 6.7	Pg. 60-63
12	Demonstrate Skill 6.7 Neurological Assessment Practice Skill 6.7	Pg. 60-63
13	Demonstrate Skills 6.6, 6.7, and 6.8 as a continuous assessment Practice Skills 6.6, 6.7, and 6.8 as one assessment	Pg. 57-63
14	Competency exam on full head to toe assessment	Sign-up for exam appointment
15	Competency exam on full head to toe assessment	Sign-up for exam appointment
16	Course wrap-up	