

Oakland University School of Nursing

Health Assessment Across Life Span

NRS 2321 (282)

CRN #10881

Faculty:

CARLY MILLER, MSN, FNP-BC

Full Time - Visiting Instructor

Winter, 2018

COURSE NUMBER	<u>NRS 2321 (282) – CRN #10881</u>		
CREDITS & HOUR ALLOCATION:	<u>Credits</u>	<u>Hrs/Wks</u>	<u>Total Hours Semester</u>
	<u>3</u>	<u>6 x 7</u>	<u>42</u>
COURSE TITLE:	<u>Health Assessment Across Life Span</u>		
CLASS TIME & LOCATION:	<u>Monday and Friday, 1:00 pm – 3:30 pm</u>		
	<u>Anton Frankel Center (AFC)</u>		
	<u>January 3, 2018 – February 17, 2018</u>		
FACULTY OF RECORD:	<u>Carly Miller, MSN, FNP-BC</u>		
	<u>Full Time - Visiting Instructor</u>		
	<u>Office: 2031 Human Health Building (HHB)</u>		
	<u>Office Telephone: (248) 364-8738</u>		
	<u>Office Hours: By Appointment Only</u>		
	<u>Email: crmiller23@oakland.edu</u>		

PREREQUISITE or CO-REQUISITE

Co-requisites: NRS 2323 (283)

COURSE OVERVIEW

This course will introduce students to the role of the professional nurse in performing a holistic health assessment/physical examination with individuals across the lifespan. Students will acquire knowledge that facilitates therapeutic, professional communication to elicit subjective data from individuals and/or their families/significant others; collect objective data; and validate and analyze, and document the data correctly. Teaching methods will include discussion, demonstration, and active learning exercises.

COURSE OBJECTIVES

1. Explore effective therapeutic communication methods used by professional nurses to perform a holistic health assessment/physical examination.
2. Identify appropriate methods of data collection needed to perform a holistic health assessment on individuals and their families/significant others.
3. Recognize health deviations when performing a holistic health assessment/physical examination.
4. Examine the influence of culture, lifestyle, family, environment, developmental stage, etc. on the findings obtained during a health assessment/physical examination.

CONTACT INFORMATION

Please contact me using the *course internal email* function on our course Moodle site. You can access course email by logging into Moodle and then clicking on course email, located toward the top of the course Moodle page.

If Moodle is unavailable for any reason or if it is an urgent matter, please email me through my Oakland University email account at crmiller23@oakland.edu. In cases that you need more immediate assistance, please utilize this method of contact.

Please feel free to contact me if you have any concerns, questions, or are in need of further assistance and/or support with course content. As your instructor, I encourage you to reach out to me and can often offer suggestions or further resources to facilitate your success within the course.

Cell Phone: (586) 381-4336

Please contact if unable to make it to class or for any other emergency.

OFFICE HOURS

Your success in this course is very important to me. I am available to hear your concerns, discuss course topics, and offer any support that you may need. Please contact me by phone, e-mail, or in person to set up a meeting time. We can meet prior to class, through WebEx, or through another scheduled meeting time.

If at any time during the course, you feel that your concerns have not been appropriately addressed, please use the following chain of command in addressing any issues:

Instructor: Carly Miller, FNP-BC, Director of Undergraduate Program: Dr. Carolyn Tieppo; Associate Dean: Dr. Gary Moore ; Dean of SON: Dr. Judy Didion

COURSE DESCRIPTION

This course explores the essential role for the professional nurse in performing a holistic health assessment and physical examination for individuals across the lifespan. Students will acquire knowledge that facilitates therapeutic, professional communication, in order to elicit subjective and objective data from individuals and/or their families/significant others. In this course, you will learn essential techniques in data collection through interviews, observation, and the physical exam to formulate your plan of care for patients/clients.

Health assessment is a systematic, deliberative, and interactive process by which nurses use critical thinking to collect, validate, analyze and synthesize information to make judgement about the health status and life processes of individuals and/or families. Health assessment is utilized to identify client needs, clinical problems, and to develop nursing diagnoses. Assessment is not solely based on physiologic data, and inclusive to the patient's psychosocial, cultural, spiritual, economic, and current lifestyle needs.

Assessment is the first step in the Nursing Process:

The Nursing Process is a systematic, five step process, that is utilized to identify, prevent, and treat actual or potential health problems. The nursing process is inclusive to ***assessment, nursing diagnoses, planning, implementation, and evaluation.***

- This systematic and cyclical process provides the essential framework for professional nursing practice.
- Assessment is the first step in the nursing process and **the most important step**, thus setting the tone for the rest of the process. Assessment is interactive, and is the integration of data collected through essential components of the health history and physical examination. The data collected is clustered and analyzed in order to form a nursing diagnosis.
- Assessment takes place initially in the nursing process to establish a **baseline, continuously** throughout the process in order to evaluate the patient's responses to care provided, and during **evaluation to determine effectiveness** of the plan of care and for the identification of new patient needs or risks.
- If your assessment is not accurate, the entire process will be misguided. You will learn to use critical thinking and clinical decision-making during the process of assessment in order to effectively analyze your findings and formulate an effective plan of care in your nursing practice. Your assessment is also foundational to prioritizing patient care.

COURSE OBJECTIVES

Upon completion of this course the student will have the ability to:

- Conduct comprehensive and focused physical assessments of individuals across the lifespan.
- Complete a health history that assess protective and predictive factors, including lifestyle, genetic, genomic and environmental risks, in order to identify current and potential health problems and promote health across the lifespan.
- Assess health/illness beliefs, values, attitudes, and practices of diverse individuals.
- Perform a complete review of systems and physical assessment, discriminating between normal and abnormal findings, using developmentally and culturally appropriate approaches.
- Identify evidence based guidelines/research, theories from nursing and other disciplines that support the prioritization of activities, implementation of nursing skills, and quality outcomes in health promotion and disease and injury prevention.
- Demonstrate collaboration and communication with healthcare professionals and individuals to develop plans of care that take into account the determinates of health, genetics and genomics, patient preferences, available resources, and various activities that contribute to health promotion and disease prevention.

COURSE PREREQUISITES

Clinical Anatomy & Physiology Pathophysiology & Pharmacology

In order to perform an accurate history and physical assessment, one must rely on previous knowledge of basic anatomy, physiology, and pathophysiology. Physical assessment relies on this knowledge, in order to accurately identify normal and abnormal exam findings. Abnormal assessment findings are directly correlated with pathophysiologic states. As we progress through system components of the history and physical exam, it is essential to review basic anatomy, physiology, and pathophysiology. It will be assumed that you have this knowledge from previous courses and you will be held accountable for any content review that you feel may be needed.

REQUIRED TEXTBOOK

Jarvis, C. (2015). *Physical examination and health assessment*. (7th ed.). St. Louis, MO: W.B. Elsevier-Saunders ISBN 978-1-4557-2810-7

COURSE STRUCTURE

As your instructor, I will guide and instruct you through the acquisition of essential knowledge and development of analytical skills that are foundational to professional nursing practice. I am 100% dedicated to providing you with the resources and support needed to not only be successful within the course, but to develop the essential foundational knowledge to your future practice as a professional nurse. I have the same expectations of you as the student, and ask that you put forth the same dedication. It is truly about developing a partnership and working as a team; ultimately facilitating a supportive, student-centered learning environment.

Professional nursing practice requires your commitment to continuous, life-long learning. An active learning approach will lay foundation for your ability to critically analyze and integrate, evidence based practice within the clinical setting as a professional nurse. With this approach, students must commit to preparation prior to in-class meetings and maintain active participation during class. Class time will be dedicated to clarifying difficult concepts and creating the essential link to clinical practice and patient care.

The following strategies will be utilized:

- Content Lectures: Lectures requiring pre-class viewing will be available on the course Moodle site. Students are responsible for viewing the lectures prior to class. Classroom time is used to review difficult to understand concepts and to participate in active learning exercises that reinforce the material.
- Content Moodle Books: Contains areas of review & videos (Assessment, A&P, Pathophysiology)
- Physical Assessment Videos: Visualize Assessment skills (Moodle Books and/or Bates Videos)

- Team activities: Refines understanding of course content through team discussion, case studies, and hands on activities.
- Handouts: Course content provided in a quick and easy format

EVALUATION METHODS

Evaluation will consist of in-class/online assignments, case studies, quizzes, and exams to determine how successful you are at achieving the course learning objectives outlined in the syllabus. If you find that you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each section of course content. As your instructor, I welcome any dialogue and may be able to assist you in finding resources that will improve your performance.

Exams:

There will be three course examinations scheduled throughout the semester. The first two exams are non-cumulative, covering content from specified content sections. Exam #3 is *cumulative* in nature, covering content from the beginning-to-end of the course. Dates for exams will be posted on the course Moodle site and located on the course calendar. Examinations will consist of multiple choice, short answer questions, and application and/or critical thinking questions, similar to what you will see on the NCLEX examination. Exams will be completed within a set time-frame during the scheduled course dates/times.

Quizzes:

Frequent quizzes are integrated within the course not only to assess strengths/weaknesses, but to also facilitate higher level learning. Utilizing this method creates a systematic process that will ultimately help you master course content. Therefore, quizzes are mandatory and need to be completed on the scheduled dates. Students will have one attempt at each quiz. Quizzes are to be taken individually, without the use of notes and/or resources. There will be no make-up quizzes within the course.

Complete Health History Assignment:

As we progress through the course and system components of physical assessment, we will build an effective format to obtain an accurate, holistic, comprehensive health history. Developing your skills to obtain both a comprehensive and focused health history, is an essential skill that you need to become proficient with in order to be a safe clinician. We will work together as a team in order to develop these skills. Obtaining an accurate and comprehensive health history is crucial to your practice as a nurse. Toward the end of the course, you will submit a comprehensive health history document as a portion of your grade for the course. Further details and grading rubric will be posted on the course Moodle site.

ATI Exam:

The School of Nursing provides all Accelerated Second Degree students with access to ATI Nursing Education. ATI Nursing Education provides resources that are designed to facilitate student success throughout nursing courses, as well as in preparation for NCLEX-RN examination. ATI exams are strategically placed throughout the program within specific courses designated by the School of Nursing.

The ATI Proctored test, *Fundamentals of Nursing Practice*, is a course requirement for Nursing Fundamentals. Health Assessment content is on the Nursing Fundamentals ATI exam and applicable readings will be posted on the course Moodle site. The ATI exam is *not* a portion of your grade for this

course.

Grading Totals:

Students will be graded based on the following assessments:

Quizzes	15% of final grade
Exam #1	25% of final grade
Exam #2	25% of final grade
Exam #3	30% of final grade
Health History	5% of final grade

All students are directed to the Student Handbook for School of Nursing “Grade Point Policy”. If a student fails NRS 308 (<70%), he/she will be required to retake the course in order to progress in the program and will be placed on academic probation. Final grades will NOT be rounded up (i.e. 69.8% is considered failing).

ACADEMIC CONDUCT AND PROFESSIONALISM

Completion of all course related assignments must be the result of the student’s individual effort, except in the circumstance where the assignment requires group effort. Students will be prohibited from taking and/or receiving the efforts of another person on any exam or assignment, prohibited from using unauthorized resources on quizzes and/or exams, prohibited from giving and/or selling other student/faculty papers or assignments **unauthorized by the instructor**.

Penalties for academic misconduct in this course will be severe and will result in a numerical grade of 0.0 for this course.

All students are directed to the School of Nursing Undergraduate Student Handbook Policies and Procedures for Progression, Retention and Dismissal in the School of Nursing.

ACADEMIC CONDUCT POLICY:

Cheating on examinations, plagiarism, falsifying reports/records, and unauthorized collaboration are serious breaches of academic conduct. The Oakland University Policy on academic conduct will be strictly followed with no exceptions.

All students are directed to the School of Nursing Undergraduate Student Handbook Policies and Procedures for Progression, Retention and Dismissal in the School of Nursing.

Use of Camera and/or Recording Devices

Use of recording devices, including camera phones and tape recorders is prohibited in the classroom or any location where instruction or testing occurs.

EXAM PROTOCOL

All exams are considered “secure”, and therefore should never be removed from the classroom. If an examination is not turned in at the end of the examination period, the student will receive a “0”.

Your signature on the exam cover signifies that you have neither given nor received assistance on the exam (cheating).

Any student suspected of cheating on an exam will be reported to the Office of the Dean of Students. If found guilty of cheating, the student will receive a zero for the course.

During all exam periods

- ☐ Students are not permitted to wear hats, eat, or have drinks during examinations.
- ☐ Nothing is permitted on the desk except the examination and 2 pencils.
- ☐ All belongings are to remain on the floor.
- ☐ Students that arrive 20 or more minutes late for an exam **WILL NOT** be able to sit for the exam and will be given 0 points for the exam grade.
- ☐ Students are responsible for monitoring their own test-taking time so that tests are completed during the allotted time.
- ☐ Students are to keep answer sheets covered.
- ☐ After turning in the examination booklet and scantron, students are not permitted to return to the examination room until all students have completed the exam.
- ☐ Cell phones are to be set on silent and/or turned off and are not allowed on students desk. Please be courteous to your fellow colleagues.

Make-up Policy

As you receive instructions and dates concerning required quizzes and exams at the beginning of the semester in the syllabus, make-up exams are only allowed under extreme circumstances as determined by the instructor. *The pace of this program is accelerated and does not allow for falling behind.* As a dedicated student, it is your responsibility to be in attendance on the specified exam dates.

If you are ill or have an emergency on the day of the exam, you must e-mail or call the instructor on the day of the exam before the exam. You and the instructor will discuss the situation and determine if a make-up is allowed. Documentation for illness or funeral services is required and will be verified.

Makeup exams will be taken on the day of the final exam and may be an essay type exam or it may be a comprehensive exam that covers material for the entire term. The make-up exam may consist of different questions with the possibility of multiple choice questions, short answer questions, or essay questions. Only one make-up exam is allowed and after the first missed exam, a grade of “0” will be given for each missed exam thereafter. No exams will be given early. There are no make-ups allowed for quizzes.

ADD/DROP POLICY

The University add/drop policy will be explicitly followed. It is the students responsibility to be aware of the University deadline dates for dropping the course.

SPECIAL CONSIDERATIONS

An official letter from the Department of Disability Support Services is needed for test-taking or other accommodations. For academic help, contact the Academic Skills/Tutoring Center, 103A North Foundation Hall, phone 248-370-4215.

FACULTY & COURSE EVALUATION

Students will be provided the opportunity to evaluate this course and faculty toward the end of the semester. The information students provide regarding the course and faculty is extremely valuable to both the School of Nursing faculty and administration. Student feedback is especially useful for faculty as they continue to revise and refine course content and teaching strategies. Please take the time to complete the evaluation forms. We appreciate your time and attention to this important matter.

INSTRUCTOR & STUDENT EXPECTATIONS

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in course discussions & team activities
- Stay caught up and review lectures, videos, and assignments prior to in-class sessions.
- Read and comprehend the textbook, and any supplemental readings posted.
- Complete required quizzes and exams on scheduled dates.
- Ask for help when there is a question or if further clarification is needed
- Respond to emails within 24-48 hours
- Participate in a thoughtful manner
- Support one another and work with your peers

As your instructor, it is my responsibility to:

- Facilitate an effective learning environment through class activities, discussion, and lecture.
- Facilitate a learning environment that supports continuous and lifelong learning
- Provide the grading scale and detailed grading formula explaining how grades are derived.
- Inform students of policies such as attendance, withdrawal, and academic conduct.
- Arrange to meet with individual students as required.
- Moderate course assignments & activities in class

- Respond to email within 24-48 hours
- Most importantly- I am here to help you be successful

TIPS: Nursing Health Assessment & Professional Nursing Practice

1. Keep on track with the scheduled course content and assigned readings/lectures.
2. ASD courses are very fast-paced and require a continuous process of learning/studying.
3. Review the course schedule closely and plan ahead.
4. Lecture material and course content will be posted on Moodle in order to prepare for class.
5. Understand the material. -Understand WHY- Do not simply memorize the material; have an understanding of the rational and WHY you would see a particular deviation from normal. Think about how this changes your future assessment and plan of care.
6. Analyze all of your data- your history, physical exam, patient labs, medications, tests, etc. A good history guides your physical exam and plan of care- they are not separate entities. Try to pull together the entire clinical picture and integrate your previous knowledge. Much of this becomes intuitive over time with clinical experience.
7. Utilize the ATI Fundamentals Book available on the ATI website. Relevant readings will be posted on Moodle.
8. Be sure to check Moodle frequently... everyday if possible. Important updates and information will periodically be posted within the Announcement Forum. New content and clarifications will also be posted periodically.
9. Have a consistent workspace free of distractions to study. Form study groups & practice!
10. Remember, each and every course you enter is in preparation for your future practice as a professional nurse.
11. Have the technical support phone number readily available for Moodle support (E-Learning and Instructional Support: (248) 805-1625

Course Schedule*

Module	Dates	Topic Overview	Activities
Module 1	January 3, 2018 Wednesday 8:00 am Room 125 Anton Franklin Center	<u>Health Assessment Introduction</u> <ul style="list-style-type: none"> • Course Introduction • Evidence Based Assessment • Assessment Techniques • General Survey, Measurement, Vital Signs 	Readings: <ul style="list-style-type: none"> • Jarvis Chapters 1,8,9 Moodle: <ul style="list-style-type: none"> • Lectures/Books • Assessment Videos
	January 5, 2018 Friday 1:00-3:30	<u>Skin & HEENT</u> <ul style="list-style-type: none"> • Skin, Hair, & Nails • Head, Face, & Neck/Regional Lymphatics • Eyes/Ears • Nose/Mouth/Throat 	<u>Quiz #1</u> Readings: <ul style="list-style-type: none"> • Jarvis Chapters 12, 13, 14, 15, 16 Moodle: <ul style="list-style-type: none"> • Lectures/Books • Assessment Videos

Module 2	January 8, 2018 Monday 1:00-3:30	<u>History Taking</u> <ul style="list-style-type: none">• Interview• Documentation• Health History• Genogram• Pain Assessment	<u>Quiz #2</u> Readings: <ul style="list-style-type: none">• Jarvis Chapters 3,10 Moodle: <ul style="list-style-type: none">• Lectures/Books• Assessment Videos
	January 12, 2018 Friday 1:00-3:30	<u>Exam #1</u>	
January 15, 2018 No Class Martin Luther King			
Module 3	January 19, 2018 Friday 1:00-3:30	<u>Respiratory</u> <ul style="list-style-type: none">• Thorax & Lungs• Respiratory System	<u>Quiz #3</u> Readings: <ul style="list-style-type: none">• Jarvis Chapters 18 Moodle: <ul style="list-style-type: none">• Lectures/Books• Assessment Videos
	January 22, 2018 Monday 1:00-3:30	<u>Cardiovascular</u> <ul style="list-style-type: none">• Heart & Neck Vessels• Peripheral Vascular & Lymphatic System	<u>Quiz #4</u> Readings: <ul style="list-style-type: none">• Jarvis Chapters 19, 20 Moodle: <ul style="list-style-type: none">• Lectures/Books• Assessment Videos
Module 4	January 26, 2017 Friday	<u>Exam #2</u>	

	January 29, 2018 Monday 1:00-3:30	<p><u>MS & Neuro</u></p> <ul style="list-style-type: none"> • Neurologic System • Musculoskeletal System 	<p><u>Quiz #5</u></p> <p>Readings:</p> <ul style="list-style-type: none"> • Jarvis Chapters 22, 23 <p>Moodle:</p> <ul style="list-style-type: none"> • Lectures/Books • Assessment Videos
Module 5	February 2, 2018 Friday 1:00-3:30	<p><u>GI & Nutrition</u></p> <ul style="list-style-type: none"> • Abdominal Exam • Anus/Rectum • Nutritional Assessment 	<p><u>Quiz #6</u></p> <p>Readings:</p> <ul style="list-style-type: none"> • Jarvis Chapters 21, 24, 25, 26 <p>Moodle:</p> <ul style="list-style-type: none"> • Lectures/Books • Assessment Videos
	February 5, 2018 Monday 1:00-3:30	<p><u>Genitourinary & Breast</u></p> <ul style="list-style-type: none"> • Male & Female Genitalia • Breast & Regional Lymphatics 	<p><u>Quiz #7</u></p> <p>Readings:</p> <ul style="list-style-type: none"> • Jarvis Chapters 17, 24, 26, 31 <p>Moodle:</p> <ul style="list-style-type: none"> • Lectures/Books • Assessment Videos
Module 6	February 9, 2018 Friday 1:00-3:30	<p><u>Mental Health & Functional Assessment</u></p> <ul style="list-style-type: none"> • Mental Status Assessment • Suicide Risk Assessment • Substance Use Assessment • Functional Assessment 	<p><u>Quiz #8</u></p> <p>Readings:</p> <ul style="list-style-type: none"> • Jarvis Chapters 5, 6 <p>Moodle:</p> <ul style="list-style-type: none"> • Lectures/Books • Assessment Videos

	February 12, 2018 Monday 1:00-3:30	<p style="text-align: center;"><u>Cultural & Spiritual Complete Health Assessment</u></p> <ul style="list-style-type: none"> • Cultural Competence • Complete Health Assessment- Pulling it All Together • Bedside Assessment of Hospitalized Patient 	<p><u>Quiz #9</u></p> <p><i>Due: Comprehensive Health History</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Jarvis Chapters 2, 27, 29 <p>Moodle:</p> <ul style="list-style-type: none"> • Lectures/Books • Assessment Videos
	February 16, 2018 Friday 1:00-3:30	<p style="text-align: center;"><u>Exam #3</u></p> <p style="text-align: center;"><u>Cumulative Final Course Exam</u></p>	

***Course Schedule subject to change- See Moodle for official dates & assignment instructions.**