**NURS 320: Health Assessment and Health Promotion for RN to BS Students**

**Fall 2015**

**COURSE INFORMATION**

<table>
<thead>
<tr>
<th>Class Days: Lectures (Thursday) *Hybrid</th>
<th>Professors: Stephen Jaime RN, MS, CNS &amp; Erika Rodriguez RN, MS, CNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Times: 1430-1600</td>
<td>Contact Information: sjaimemail.sdsu.edu</td>
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<tr>
<td>Class Location: N101 and CLAT 104/105</td>
<td><a href="mailto:erikardz2739@gmail.com">erikardz2739@gmail.com</a></td>
</tr>
</tbody>
</table>

| Lab Section #1                          | Thursdays: 0900-1400 (CLAT 104/105)                          |
| Schedule # 60041                        | Stephen Jaime RN, MS, CNS sjaimemail.sdsu.edu                |
| Lab Section #2                          | Fridays: 0900-1400 (CLAT 104/105)                            |
| Schedule # 60042                        | Erika Rodriguez RN, MS, CNS erikardz2739@gmail.com           |
| Lab Section #3                          | Saturdays: 0900-1400 (CLAT 104/105)                          |
| Schedule #60043                         | Erika Rodriguez RN, MS, CNS erikardz2739@gmail.com           |

**Course Overview**

**Course Description**: Expands the registered nurse’s ability to measure and interpret physical, physiologic, and psychosocial functioning. Assessment of variables that effect the clinical presentation of disease and disability. Analysis of evidence based practice guidelines for health promotion and disease management.

**Course Overview**: This course is specifically designed to enhance and expand the assessment skills and knowledge of the registered nurse returning to complete a baccalaureate degree in Nursing. Students are expected to hone their assessment skills to identify normal versus abnormal findings and the need for intervention or referral. Assessment will also include measures of psychologic, nutritional, behavioral, developmental and functional status as indicators of health. Emphasis is placed on evidence-based guidelines for health promotion and chronic disease management. Students will actively participate in lab activities to refine their assessment skills, and present evidence based health promotion recommendations and national guidelines for chronic disease management.

**Student Outcomes:**

Upon completion of this course, the student shall:

1. Demonstrate effective interviewing techniques needed to collect and record health data.
2. Perform a complete physical exam using appropriate techniques and equipment, distinguishing between normal and abnormal findings.
3. Document health history and assessment findings in an accurate, concise, and organized way appropriate for a variety of settings.
4. Explain the clinical presentation of common acute and chronic national health problems.
5. Discuss physiologic, nutritional, behavioral, developmental, cultural and functional instruments used in the assessment of health status.
6. Discuss evidence based guidelines for health promotion and chronic disease management.
7. Discuss assessment findings that influence transitions of care in health care systems.

**Enrollment Information**

This course is intended as the pre-requisite course for NUR 400: Nursing Care of High-Acuity, Complex Patients.

- Students admitted to the RN-BS Program are eligible to take the course.
- This course requires successful completion of both the lecture & lab components.
- Students must adhere to University add/drop dates outlined on the campus academic calendar.
Course Materials

Required Text for ALL Students:
2. Scantron forms

Recommended Text:


Required Evidence-Based Practice Guidelines (Please use the link listed to obtain the documents)

   
   [http://care.diabetesjournals.org/content/37/Supplement_1/S14.extract](http://care.diabetesjournals.org/content/37/Supplement_1/S14.extract)

   

   
   [http://circ.ahajournals.org](http://circ.ahajournals.org)

   
   [https://www.nhlbi.nih.gov/guidelines/asthma/asthrgdl.pdf](https://www.nhlbi.nih.gov/guidelines/asthma/asthrgdl.pdf)


   

INSTRUMENTS to be used in LAB

*Psychosocial Instruments*
Beck Depression Inventory, Beck, 2000
Beck Anxiety Inventory, Beck, 1988
CAGE Questionnaire, Ewing, 1984
Global Assessment of Functioning (GAF) Scale, APA, 2000
Geriatric Depression Scale, Yesavage, 1983
Recent Life Changes Questionnaire, Rahe, 1995
Self-report Pain Scales, verbal descriptor, numeric rating, faces etc,

*Physiologic & Functional Measures, Instrumentation*
Heart sounds simulator
Lung sounds simulator
Wright Respirometer to measure Peak Expiratory Flow Rates
Monofilament testing to measure loss of protective sensation
Anthropometric measures for nutritional assessment
Oto/ophthalamoscope for ear and eye exams
Doppler, Ankle-Brachial Index to measure limb perfusion
Episcope to measure skin lesions
Tinetti Balance and Gait, to assess fall risk
Get Up and Go to measure balance and fall risk
FRAX to measure fracture risk
WEBSITES


CA Dept. of Public Health – Information for Health Care Providers
http://www.cdph.ca.gov/PROGRAMS/LNC/Pages/OASIS.aspx

Heart Sounds
http://depts.washington.edu/physdx/heart.html/tech

Mediquation application site

Nutrition information
http://caloriecount.about.com
http://calorieking.com

Obesity in America. Website: www.obesityinamerica.org

Physical Assessment
http://meded.ucsd.edu/clinicalmed
http://stanford25.wordpress.com

United States Preventive Health Taskforce Screening Recommendations http://www.uspreventiveservicestaskforce.org

Required Equipment/Supplies/Electronics
Stethoscope
Metric rulers
Sports bra or bathing suit for women
Personal Smart, Enabled Device
Ability to access all online course materials through Blackboard

Course Structure and Conduct

• This will be a hybrid course that involves weekly online lectures, lab, and self-directed learning activities (SLAs).
• Individual and Group Activities Required.
• Blackboard will be used for all lecture, lab course materials, and announcements.

ATTENDANCE is MANDATORY for Lab

Laboratory Attendance

Attendance is expected for all laboratory sessions except for serious or extenuating circumstances. Students should not make outside commitments that require an absence from lab. Appointments and other commitments should not be scheduled during lab hours and this includes elective healthcare appointments. Employment/work commitments do NOT justify an excused absence.

Absence from lab not only affects the individual student but potentially affects the student’s lab partner. An absence from lab is taken very seriously and an unexcused absence will result in a grade point reduction. More than one unexcused absence will result in course failure.

For an absence to be excused, the student must provide appropriate written documentation justifying the absence (e.g., a note from a healthcare provider, a letter from the court, a time/dated receipt showing automobile breakdown en route to lab, etc.). Failure to provide appropriate documentation will result in an unexcused absence. If you have any doubt about whether an absence will be excused or what type of documentation is needed to justify an excused absence, YOU SHOULD DISCUSS THIS WITH THE LAB INSTRUCTOR PRIOR TO THE ABSENCE. Oversleeping or “failure of the alarm clock to go off” does NOT justify an excused absence. There will be no exceptions to this policy.

The written documentation for the absence must be presented to the lab instructor on the first day that the student returns to school. Evidence of falsifying documents will be treated as academic dishonesty and will be subject to University sanctions and may include dismissal from the University.

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• An unexcused absence will result in a loss of 7 points in the calculation of the final course grade. In some cases this could drop the total points below the minimal passing score for successful course completion.
• A second unexcused absence will result in course failure.

IMPORTANT. If it becomes necessary to miss lab, a student must email to contact his/her lab instructor prior to the absence. If this is not possible he/she should make contact on the same day of the absence. Failure to do so may result in an unexcused absence.

Excessive absences (even if justified) may result in failure to meet course objectives. Please contact the course coordinator if you are having problems that affect your attendance in lecture or lab.

Tardiness

Arriving late to lab is disruptive and potentially affects the learning of others. Late arrival to lab will be handled in the same way as an unexcused absence (e.g., appropriate documentation). Tardiness will result in final grade point deductions as follows:
- 5-30 minutes late = 1 point penalty
- 31-59 minutes late = 2 point penalty
- 1-3 hours late = 3.5 point penalty
  - More than 3 hours late = 7 point penalty

Examination Attendance

No provision is made for examinations that are missed because of unexcused absences. An unexcused absence will result in a grade of F (0%) for the exam. In order to avoid an unexcused absence, the course coordinator should be notified prior to the absence. For an absence to be excused, the student must provide appropriate written documentation justifying the absence as noted above.

If a make-up examination is necessary, it may differ in format and content from the original exam (e.g., essay, short answer, or other test forms may be given). Please note that examinations are “timed tests”, therefore, arriving late to class on exam days will limit the amount of time available to complete the exam.

Course Assessment and Grading

GRADING SCALE: % of total points (73% or greater is required for passing the course)

- A = 93-100
- A- = 92-90
- B+ = 89-87
- B = 86-83
- B- = 82-80
- C+ = 79-77
- C = 76-73
- C- = 72-70
- D = 69-63
- F = 62 or less

COURSE REQUIREMENTS AND GRADE DETERMINATION

• Presentations (5%)
• In-class exams (80%)
• Final physical exam performance (15%)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage of Grade</th>
<th>Due Date</th>
<th>Lecture or Lab</th>
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<tbody>
<tr>
<td>Presentations (Individual)</td>
<td>5%</td>
<td>*Weeks 3, 7, 8, 10 or 11</td>
<td>Lab</td>
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<td>*Students will pick topic/date in Week #1</td>
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<tr>
<td>Exam #1 Content Covered</td>
<td>25%</td>
<td>Week 6: 10/1</td>
<td>Lecture</td>
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<td>• Health History</td>
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<td>• Health Promotion</td>
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<td>• Disease Prevention</td>
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<td>• Skin Assessment</td>
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<tr>
<td>• Eyes &amp; Ears</td>
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<td>• Nose, Mouth &amp; Throat</td>
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<td>• Head &amp; Neck</td>
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<td>Exam #2</td>
<td>25%</td>
<td>Week 10: 10/29</td>
<td>Lecture</td>
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Content Covered
- Breasts & Lymphatics
- Lungs & Thorax
- Cardiovascular & Peripheral Vascular
- Abdomen & Nutrition

Exam #3
Content Covered
- Neurologic & Mental Health
- Musculoskeletal
- Male Genitalia
- Female Genitalia
- Key Concepts (Exams 1 & 2)

Final Physical Exam Performance
100%

Other Course Policies

Lecture & Laboratory Schedule: Changes may be made at the discretion of the faculty.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Content Exam Schedule</th>
<th>Lab Activities (CLAT 104/105)</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Lecture 8/27 NO LABS</td>
<td>1430-1600: Meet in N101 ONLINE: Review BB Lecture Slides Course orientation, requirements, introductions &amp; lab overview</td>
<td>No labs will meet this week. We will cover the Lab Activities in the lecture period. • Self-assessment of knowledge &amp; physical exam skills • Review of exam techniques &amp; equipment</td>
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<td>• Student presentation schedule Reading Chapters: 1, 2, 8, 9</td>
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<td>2</td>
<td>Labs: 9/3, 9/4, 9/5</td>
<td>Meet in CLAT 1045/105 Health History, Health Promotion, Disease Prevention</td>
<td>• Completion of Health History &amp; Problem List • Measurement: Global Assessment of Functioning Scale, Recent Life Changes Questionnaire • Group Discussion: Health Promotion, Disease Prevention Guidelines</td>
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<td></td>
<td>Reading Chapters: 3, 4, 6, 7 Online EBP Guidelines: • American Cancer Society Recommendations • USTFPS Guidelines</td>
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<td>3</td>
<td>Labs: 9/10, 9/11, 9/12</td>
<td>Skin Assessment</td>
<td>• History, physical exam techniques, documentation, interpretation of abnormal findings • Instrumentation: Episcope • Guidelines: Skin cancer prevention • Student Presentations: Wound assessment scales &amp; wounding healing; MRSA Guidelines</td>
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<td>Reading Chapters: 12 EBP Guidelines</td>
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<td>4</td>
<td>Labs: 9/17, 9/18, 9/19</td>
<td>Eye &amp; Ear Assessment</td>
<td>• History, physical exam techniques, documentation, interpretation • Instrumentation: oto/ophthalmoscope</td>
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<td>Assessment videos Reading Chapters: 14, 15</td>
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<td>5</td>
<td>Labs: 9/24, 9/25, 9/26</td>
<td>Nose, Mouth, Throat, Head &amp; Neck</td>
<td>• History, physical exam techniques, documentation, interpretation of abnormal findings</td>
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<td>Reading Chapters: 13, 16</td>
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<td>6</td>
<td>Exam: 10/1 NO EXAM # 1</td>
<td>1430-1600: Meet in N101</td>
<td>• History, physical exam techniques, documentation, interpretation • ACS Breast Cancer Screening Guidelines</td>
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<td>EXAM # 1</td>
<td>Assessment video Reading Chapter: 17 ACS Breast Cancer Screening</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Guidelines</td>
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<tr>
<td>10/2, 10/3</td>
<td>Breast &amp; Lymphatics</td>
<td>Guidelines</td>
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| 7          | Pulmonary (Lungs & Thorax) Assessment      | • History, physical exam techniques, documentation, interpretation of abnormal findings  
 | Labs: 10/8, 10/9, 10/10 | • Measurement: Pul Function (PFTs), PEFRs, O2 Indices  
 |            |                                            | **Student Presentations**: GOLD Guidelines for COPD, National Asthma Guidelines, Smoking Cessation Guidelines  |
| 8          | Cardiovascular & Peripheral Vascular      | On-line assessment videos                                                 |
| Labs: 10/15, 10/16, 10/17 | Assessment                              | Reading Chapter: 19, 20                                                   |
|            |                                            | EBP Guidelines                                                               |
| 9          | Abdominal Assessment Nutritional          | On-line assessment video                                                  |
| Labs: 10/22, 10/23, 10/24 | Assessment                              | Jarvis, Chapters 11, 21                                                   |
|            |                                            | • Nutritional Self-Assessment                                               |
|            |                                            | • Measurement of Nutritional Status & Repletion in Hospitalized Patients    |
| 10         | 1430-1600: Meet in N101 EXAM #2           | • Student Presentations: Nutritional Assessment & Repletion Project        |
| Exam: 10/29 |                                            | • Practice for Final Physical Exam (FPE) review requirements for FPE       |
| Labs: 10/29, 10/30, 10/31 |                                            |                                                                            |
| 11         | Neurologic & Mental Health Assessment      | On-line assessment video                                                  |
| Labs: 11/5, 11/6, 11/7 |                                            | Jarvis, Chapters 5, 23                                                   |
|            |                                            | EBP Guidelines                                                               |
| 12         | Musculoskeletal Assessment                 | On-line assessment video                                                  |
| Labs: 11/12, 11/13, 11/14 |                                            | Reading Chapter: 22                                                      |
|            |                                            | EBP Guidelines                                                               |
| 13         | Male Genitalia, Anus, Rectum, Prostate    | Practice for Final Physical Exam & Exam #3                                 |
| Labs: 11/19, 11/20, 11/21 |                                            | Read Chapters: 24, 25                                                     |
| 14         | Female Genitalia                           | Student Performance: Physical Exam testing (lab)                           |
| Labs: 12/3, 12/4, 12/5 |                                            | Read Chapter: 26                                                          |
| 15         | 1430-1600: Meet in N101 EXAM #3            |                                                                            |
| 12/10      |                                            |                                                                            |
**Classroom/Laboratory Etiquette**
The use of electronic devices (computers, smart phones, ipads, etc.) may only be used to access course-related information. These devices may not be used to send/receive/check text messages during class or lab time. Cell phones should be turned off or on vibrate mode and are not to be used during class or lab.

**Students With Disabilities**
Students who need disability accommodation should provide documentation of their disability to Student Disability Services at 619-594-6473 (Calpulli Center, Suite 3101), and receive authorization for academic or clinical accommodations. After accommodations have been authorized by SDS, students are responsible for notifying faculty in advance of the need for accommodation. This can best be accomplished by making an appointment to meet privately with the faculty member early in the semester, or as soon as possible in the event that a disability is diagnosed during the course of the semester. On the SDSU-IV Campus, Student Affairs can offer assistance.

**Confidential Information**
In the course of your professional education you will encounter personal and sensitive information about others. It is your legal and ethical responsibility to maintain the confidentiality of this information and to protect the anonymity of those involved. This includes, but is not limited to, avoiding discussions that would allow others to identify the subject of the information and removing patient names from course papers/class assignments. Failure to protect the privacy of others may have serious repercussions.

**Lost or Damaged Laboratory Supplies/Equipment**
The student is responsible for the replacement of lost or damaged laboratory supplies and equipment. Final grades will be held until laboratory items are returned or replaced.

**Other**
“This course may require students to participate in field trips, research, or studies that include course work that will be performed off-campus. Participation in such activities may result in accidents or personal injury. Students participating in off-campus activities are aware of these risks, and agree to hold harmless San Diego State University, the State of California, the Trustees of the California State University and Colleges and its officers, employees and agents against all claims, demands, suits, judgments, expenses and costs of any kind on account of their participation in the activities. Students using their own vehicles to transport other students to such activities should have current automobile insurance.”