

LSC Use Only Proposal No:
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Senate Action Date: App-2/26/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

- | | | |
|---|--|--|
| ☐ New Course | ☐ Course Prefix Change | ☐ Course Deletion |
| ☒ Course Revision | ☐ Course Number and/or Title Change | ☒ Catalog Description Change |

Current course prefix, number and full title: NURS 214 Health Assessment

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- | | | | |
|--|---|---|---|
| ☐ Learning Skills | ☐ Knowledge Area | ☐ Global and Multicultural Awareness | ☐ Writing Across the Curriculum (W Course) |
| ☐ Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one) | | | |
| ☐ Global Citizenship | ☐ Information Literacy | ☐ Oral Communication | |
| ☐ Quantitative Reasoning | ☐ Scientific Literacy | | |

3. Other Designations, as appropriate

- | | |
|--|---|
| ☐ Honors College Course | ☐ Other: (e.g. Women's Studies, Pan African) |
|--|---|

4. Program Proposals

- | | | | |
|---|---|---|--------------------------------|
| ☐ New Degree Program | ☐ Catalog Description Change | ☐ New Track | ☐ Other |
| ☐ New Minor Program | ☐ Program Title Change | ☐ Liberal Studies Requirement Changes in Program | |

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	Theresa Gropelli	10/16/12
Department Chairperson(s)	Elizabeth Palmer	10/16/12
College Curriculum Committee Chair	Jan Kuchta	11/12/12
College Dean	Mary E. Sauer	11/14/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signatures (with title) as appropriate:		
UWUCC Co-Chairs	Gail Schuch	2/12/13

Please Number All Pages

Received

JAN 28 2013

Liberal Studies

Received

NOV 15 2012

Liberal Studies

Part II. Description of Curriculum Change

1. New syllabus of record:

I. CATALOG DESCRIPTION

NURS 214 Health Assessment

3 class hours

0 lab hours

3 credits

(3c-0l-3cr)

PREREQUISITES: BIOL 150, NURS 211, 212

PREREQUISITE OR COREQUISITE: BIOL 151

COREQUISITES: NURS 213, 236

Introduces students to basic health assessment for the purpose of determining a client's health status. Students learn to conduct a comprehensive health history and physical assessment on adults and older adults. Incorporates concepts of human anatomy and physiology in the assessment of clients. Identifies appropriate nursing interventions to promote health.

II. COURSE OUTCOMES

Students will be able to:

1. Identify how to perform a complete health assessment using appropriate assessment techniques.
2. Utilize knowledge of human anatomy and physiology to differentiate between normal and abnormal assessment findings.
3. Identify appropriate health promotion activities for adults and older adults.
4. Communicate the subjective and objective data appropriately.

III. COURSE OUTLINE

- | | |
|--|------|
| A. Health Assessment in Nursing Practice | 3 hr |
| 1. Review of syllabus | |
| 2. Models for data collection | |
| 3. Cultural considerations | |
| B. Subjective Data Collection | 4 hr |
| 1. Review of interviewing | |
| 2. Complete health history | |
| 3. Health promotion | |
| 4. Functional assessment | |
| 5. Documentation | |
| C. Techniques of Assessment | 2 hr |
| 1. Equipment | |
| 2. Professional boundaries | |

Examination One	1 hr
D. Introduction to Physical Assessment	3 hr
1. General assessment	
2. Health assessment	
E. Mental Status Assessment	2 hr
1. Structure and function	
2. Subjective data	
3. Objective data	
4. Documentation and critical thinking	
5. Health promotion	
F. Respiratory Assessment	4 hr
1. Structure and function	
2. Subjective data	
3. Objective data	
4. Documentation and critical thinking	
5. Health promotion	
G. Circulatory Assessment	4 hr
1. Structure and function	
2. Subjective data	
3. Objective data	
4. Documentation and critical thinking	
5. Health promotion	
H. Peripheral Vascular Assessment	3 hr
1. Structure and function	
2. Subjective data	
3. Objective data	
4. Documentation and critical thinking	
5. Health promotion	
Examination Two	1 hr
I. Abdominal/Gastrointestinal Assessment	2 hr
1. Structure and function	
2. Subjective data	
3. Objective data	
4. Documentation and critical thinking	
5. Health promotion	
J. Male and Female Reproductive System Assessment (Including breast assessment)	1 hr
1. Structure and function	
2. Subjective data	
3. Objective data	
4. Documentation and critical thinking	
5. Health promotion	
K. Musculoskeletal Assessment	1 hr

1. Structure and function
 2. Subjective data
 3. Objective data
 4. Documentation and critical thinking
 5. Health promotion
- L. Neurological Assessment 2 hr
1. Structure and function
 2. Subjective data
 3. Objective data
 4. Documentation and critical thinking
 5. Health promotion

Examination Three 1 hr

- M. Skin, Hair, and Nails Assessment 2 hr
1. Structure and function
 2. Subjective data
 3. Objective data
 4. Documentation and critical thinking
 5. Health promotion
- N. Head, Face, Neck, and Lymphatic Assessment 1 hr
1. Structure and function
 2. Subjective data
 3. Objective data
 4. Documentation and critical thinking
 5. Health promotion
- O. Eye Assessment 1 hr
1. Structure and function
 2. Subjective data
 3. Objective data
 4. Documentation and critical thinking
 5. Health promotion
- P. Ears, Nose, Mouth, and Throat Assessment 1 hr
1. Structure and function
 2. Subjective data
 3. Objective data
 4. Documentation and critical thinking
 5. Health promotion

Examination Four 1 hr

- Q. Putting the Assessments Together 2 hr

Final Examination 2 hr

IV. EVALUATION METHODS

An example of the evaluation method is as follows:

Test 1 - 15%
Test 2 - 20%
Test 3 - 20%
Test 4 - 20%
Final Exam - 25%

V. EXAMPLE GRADING SCALE

A 90-100%
B 80-89 %
C 70-79 %
D 60-69 % or an average on course exams of 60-69%
F Less than 60% or an average on course exams less than 60%

NOTE: for a student whose exam grade is less than a 70% average, a grade of D/F will be assigned regardless of performance on written assignments or class projects. To progress in the Nursing Program, the student must achieve a 70% average grade (C) or higher on the course exams and satisfactorily complete all assignments. Please see the Department Academic Progression and Graduation Policy.

VI. UNDERGRADUATE COURSE ATTENDANCE POLICY

The undergraduate course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

VII. REQUIRED TEXTBOOK(S), SUPPLEMENTAL BOOKS AND READINGS

Jarvis, C. (2012). *Physical examination & health assessment* (6th ed.). St. Louis, MO: Saunders.

Jarvis, C. (2012). *Physical examination & health assessment student laboratory manual* (6th ed.). St. Louis, MO: Saunders.

Mosby's Medical, Nursing and Allied Health Dictionary (2012) (6th ed.). St. Louis, MO: Mosby.

VIII. SPECIAL RESOURCE REQUIREMENTS

None.

IX. BIBLIOGRAPHY

- Ackerman, C. L. (2011). 'Not on my watch:' Treating and preventing pressure ulcers. *MEDSURG Nursing*, 20(2), 86-93.
- Bae, S., Mark, B., & Fried, B. (2010). Impact of nursing unit turnover on patient outcomes in hospitals. *Journal of Nursing Scholarship*, 42(1), 40-49.
- Baumann S. (2009). A nursing approach to pain in older adults. *MEDSURG Nursing*, 2, 77-82.
- Chaboyer, W., Johnson, J., Hardy, L., Gehrke, T., & Panuwatwanich, K. (2010). Transforming care strategies and nursing-sensitive patient outcomes. *Journal of Advanced Nursing*, 66(5), 1111-1119.
- Codwell, F. (2010). Promoting skin health in older people. *Nursing Older People*, 22(10), 21-26.
- Cunningham, C., McClean, W., & Kelly, F. (2010). The assessment and management of pain in people with dementia in care homes. *Nursing Older People*, 22(7), 29-36.
- Harley, S., & Timmons, S. (2010). Clinical assessment skills and the use of monitoring equipment. *Pediatric Nursing*, 22(8), 14-18.
- Healey, F. (2010). A guide on how to prevent falls and injury in hospitals. *Nursing Older People*, 22(9), 16-22.
- Jesson, B. (2011). Minimizing the risks of polypharmacy. *Nursing Older People*, 23(4), 14-20.
- Jones, D., & Whitaker, T. (2011). Preventing falls in older people: Assessment and interventions. *Nursing Standard*, 25(52), 50-55.
- Kelley, T. F., Brandon, D. H., & Docherty, S. L. (2011). Electronic nursing documentation as a strategy to improve quality of patient care. *Journal of Nursing Scholarship*, 43(2), 154-162.

- Leah, V., & Adams, J. (2010). Assessment of older adults in the emergency department. *Nursing Standard*, 24(46), 42-45.
- Leddy, A. L., Crowner, B. E., & Earhart, G. M. (2011). Functional gait assessment and balance evaluation system test: Reliability, validity, sensitivity, and specificity for identifying individuals with Parkinson disease who fall. *Physical Therapy*, 91(1), 102-113.
- Lees, L., & McAuliffe, M. (2010). Venous thromboembolism risk assessments in acute care. *Nursing Standard*, 24(22), 35-41.
- Linton, E., & Watson, D. (2010). Recognition, assessment and management of anaphylaxis. *Nursing Standard*, 24(46), 35-39.
- Sheldon, A., Belan, I., Neill, J., & Rowland, S. (2009). Nursing assessment of obstructive sleep apnea in hospitalized adults: A review of risk factors and screening tools. *Contemporary Nurse: A Journal for the Australian Nursing Profession*, 34(1), 19-33.
- Tait, D. (2010). Nursing recognition and response to signs of clinical deterioration. *Nursing Management - UK*, 17(6), 31-35.
- Tannen, A., Balzer, K., Kottner, J., Dassen, T., Halfens, R., & Mertens, E. (2010). Diagnostic accuracy of two pressure ulcer risk scales and a generic nursing assessment tool. A psychometric comparison. *Journal of Clinical Nursing*, 19(11/12), 1510-1518.
- Westerby, R. (2010). Cardiovascular risk assessment and risk management. *Practice Nurse*, 40(6), 43-49.

2. A summary of the proposed revisions:

The course description, outcomes, and outline were changed and updated to reflect current nursing standards. The course bibliography has also been updated. The course has been expanded from a 2 credit course to a 3 credit course. Nursing assessment needed to be expanded in the program. The additional one credit will allow more time for practice and simulation. One credit was moved from NURS 236.

3. Justification/rationale for the revision:

This course was revised to meet current nursing practice standards. Changes were also made to the course following the American Association of Colleges of Nursing (AACN) revision to the Essentials of Baccalaureate Education for Professional Nursing Practice (2008). This document is the guiding document of the National Accreditation Agency, Commission of Collegiate Nursing Education (CCNE). CCNE accredits the IUP nursing program. The revision was also based on the department's systematic program assessment process which includes data from students, faculty, alumni, and employers in the community.

4. The old syllabus of record:

I. Course Description

NURS 214 Health Assessment

2 class hours
0 lab hours
2 credit hours
(2c-0l-2cr)

Prerequisites: BIOL 150 or 151, NURS 211, or permission

Pre or Corequisite: BIOL 150 or BIOL 151

Corequisite: NURS 213, 236, or permission

Introduces basic health assessment, which is a systematic method of data collection, organization, and validation for the purpose of determining a client's health status. Involves assessment of clients across the life span. Emphasizes assessment of client needs that affect the total person, which is consistent with nursing's holistic approach to client care. Methods of data collection used for health assessments include observing, interviewing, and examination. Students learn to apply these methods effectively in order to gather accurate and complete assessments.

II. Course Objectives

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

1. Apply essential methods of data collection in order to complete an accurate and complete health assessment
2. Utilize appropriate terminology for documenting client status
3. Document client health assessments
4. Identify essential elements of a holistic approach to client
5. Apply appropriate assessment techniques for assessing body systems

III. Course Outline

Week 1

A. Health Assessment in Nursing Practice

2 hrs.

1. Introduction to the nursing process

2. Review of effective interview techniques

Weeks 2-4

- B. Holistic approach to assessment 6 hrs.
1. Growth and development issues
 2. Psychosocial health
 3. Environmental issues
 4. Socioeconomic concerns
 5. Cultural concerns
 6. Spiritual concerns
 7. Biophysical health

Week 5

- C. Assessing self-care and wellness activities 2 hrs.
1. Growth and development issues
 2. Biophysical health
 3. Psychosocial health
 4. Environmental concerns

Weeks 6-14

Mid-term Exam

1 hr.

- D. Assessment process 17 hrs.
1. Integumentary
 - Growth and developmental issues.
 - Biophysical health
 - Psychosocial health
 - Environmental concerns
 2. Circulatory
 - Growth and development issues
 - Biophysical health
 - Psychosocial health
 - Environmental concerns
 3. Respiratory
 - Growth and development issues
 - Biophysical health
 - Psychosocial health
 - Environmental concerns
 4. Abdominal/ Gastrointestinal
 - Growth and development issues
 - Biophysical health
 - Psychosocial health
 - Environmental concerns
 5. Head and Neck
 - Growth and development issues
 - Biophysical health
 - Psychosocial health
 - Environmental concerns

- 6. Neurological and Mental Status
 - Growth and development issues
 - Biophysical health
 - Psychosocial health
 - Environmental concerns
- 7. Musculoskeletal and Mobility
 - Growth and development issues
 - Biophysical health
 - Psychosocial health
 - Environmental concerns
- 8. Male and Female Reproductive System
 - Growth and development issues
 - Biophysical health
 - Psychosocial health
 - Environmental concerns

Finals Week: Final Exam

IV. Evaluation Methods*

The grade for this course will be calculated based on:

1. The grade (P/F) in assignments, including: written assignments/case studies/group activities
2. 75% Exams (multiple choice) and quizzes
3. 25% Final exam (multiple choice)

Grading Scale:

- A 90-100% + Pass in assignments
- B 80-89% + Pass in assignments
- C 70-79% + Pass in assignments
- D 60-69% + Pass in assignments
- F Less than 60% AND/OR F in written assignments

V. Textbooks

Kozier, B., Erb, G., Berman, A.J., & Burke, K. (2000). Fundamentals of nursing:

Concepts, process, and practice (6th ed.). Upper Saddle River, NJ: Prentice Hall Health. Units

5 and 7.

Bickley, L.S. (1999). Bates' guide to physical examination and history taking (7th ed.).

Philadelphia: Lippincott.

VI. Special Course Requirements

None

VII. Bibliography

Aroskar, M.A. (1997). Ethical issues in community health nursing. In B.W. Spradley & J.A.

Allender (Eds.), Readings in community health nursing (pp. 135-143). Philadelphia: Lippincott.

Bomar, P. J. (Ed.) (1996). *Nurses and family health promotion: Concepts, assessment and intervention* (2nd ed.). Philadelphia: W. B. Saunders.

Carlson, L.K. (1997). The next step: Creating healthier communities. In B.W. Spradley & J.A. Allender (Eds.), *Readings in community health nursing* (pp. 177-185). Philadelphia: Lippincott.

Carpenito, L. J. (1997). *Nursing diagnosis: Application to clinical practice* (7th ed.). Philadelphia: Lippincott-Raven.

Ellis, J. R. & Hartley, C. L. (1998). *Nursing in today's world: Challenges, issues, and trends*, (6th ed.). Philadelphia: Lippincott.

Faria, S. H. (1999). Assessment of peripheral arterial pulses. *Home Care Provider*, 4, 140-141.

Finan, S.L. (1997). Promoting healthy sexuality: Guidelines for the school-age child and adolescent. *Nurse Practitioner*, 22(11), 62, 65-67, 71-72.

Green, C. (2000). *Critical thinking in nursing: Case studies across the curriculum*. Upper Saddle River, NJ: Prentice Hall Health.

Goldsmith, L. A., Lazarus, G. S., & Thorp, M. D. (1997). *Adult and pediatric dermatology: A color guide to diagnosis and treatment*. Philadelphia: F. A. Davis.

Nettina, S. M. (1996). *The Lippincott manual of nursing practice* (6th ed.). Philadelphia: Lippincott-Raven.

Weinert, C. & Burman, M. E. (1994). Rural health and health-seeking behaviors. *Annual Review of Nursing Research*, 12, 65-92. (Classic)

Wilby, M. L. (1996). *Instant nursing assessment: Respiratory*. Albany, NY: Delmar.

5. Liberal Studies course approval form: – N/A
Part III. Letters of Support or Acknowledgment – N/A