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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Teresa Shellenbarger Phone 7-2559
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Department Nursing and Allied Health

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Adv Health Assess
Suggested 20 character title

New Course* NURS 411: Advanced Health Assessment
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program* _____
Program Name

Program Revision* Nursing, New RN Track
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

Maria E. Tawal 11-8-00
Department Curriculum Committee

Leah Kuzneski 11-8-00
Department Chair

Mary E. Seeman 11/15/00
College Curriculum Committee

Parleen P. Zoni 11.15.00
College Dean

+ Director of Liberal Studies (where applicable)

*Provost (where applicable)

NURS 411 Advanced Health Assessment

2 lecture hours
3 lab hours
3 semester hours
(2c-3l-3sh)

Prerequisites: Registered nurse or permission of instructor

This clinical course will build upon the basic assessment techniques of the registered nurse. It is designed to provide the student with the ability to assess the health status of adults. This course will enable the student to collect a comprehensive health history and perform complete physical examination on adults from various backgrounds. Examination techniques and identification of deviations from normal will be the focus.

II. Course Objectives

At the completion of the course students will be able to:

1. Gather a comprehensive health history from adults of various sociocultural backgrounds.
2. Formulate hypotheses about the individual's health status.
3. Demonstrate appropriate use of inspection, percussion, palpation, and auscultation to gather client health data.
4. Differentiate between normal, deviations from normal, and abnormal physical assessment findings associated with health problems of individuals of various backgrounds.
5. Analyze history, physical examination and other supporting data to formulate an accurate assessment of the individual's health status and use this information to establish care priorities.
6. Utilize critical thinking and diagnostic reasoning skills in the clinical decision making process.
7. Relate assessment findings to the underlying pathology and physiological changes.

III. Detailed Course Outline

Week 1	A. Assessing Wellness 1. Health and Wellness Defined 2. Clinical Decision Making B. Understanding Development of Adults 1. Early Adulthood 2. Middle Adulthood 3. Late Adulthood	(2 class hours, 3 lab hours)
Week 2	C. The Health Assessment 1. Advanced Data Collection 2. Interviewing techniques	(2 class hours, 3 lab hours)
Week 3	D. The Health History	(2 class hours, 3 lab hours)
Week 4	E. Advanced Mental Status Assessment F. Advanced Nutritional Assessment	(1 class hour, 3 lab hours)
	Exam I	(1 class hour)
Week 5	G. The Advanced Physical Examination 1. Assessment techniques 2. Clinical Thinking H. Skin, Hair, and Nail Assessment 1. Methods of advanced examination 2. Normal findings 3. Pathophysiologic changes and abnormal findings	(2 class hours, 3 lab hours)
Week 6	I. Eyes and Advanced Visual Assessment 1. Methods of advanced examination 2. Normal findings 3. Pathophysiologic changes and abnormal findings	(2 class hours, 3 lab hours)
Week 7	J. Ears and Advanced Hearing Assessment 1. Methods of advanced examination 2. Normal findings 3. Pathophysiologic changes and abnormal findings K. Head, Neck, and Lymphatics Assessment 1. Methods of advanced examination 2. Normal findings 3. Pathophysiologic changes and abnormal findings	(2 class hours, 3 lab hours)

- Week 8 L. Thorax and Advanced Lung Assessment (2 class hours, 3 lab hours)
 1. Methods of advanced examination
 2. Normal findings
 3. Pathophysiologic changes and abnormal findings
- Week 9 M. Advanced Cardiovascular Assessment (2 class hours, 3 lab hours)
 1. Methods of advanced examination
 2. Normal findings
 3. Pathophysiologic changes and abnormal findings
- Week 10 N. Breasts & Regional Lymphatic Assessment(1 class hour, 3 lab hours)
 1. Methods of advanced examination
 2. Normal findings
 3. Pathophysiologic changes and abnormal findings
- Exam II** (1 class hour)
- Week 11 O. Advanced Abdominal Assessment (2 class hours, 3 lab hours)
 1. Methods of advanced examination
 2. Normal findings
 3. Pathophysiologic changes and abnormal findings
 P. Anus, Rectum, and Genitalia Assessment
 1. Methods of advanced examination
 2. Normal findings
 3. Pathophysiologic changes and abnormal findings
- Week 12 Q. Advanced Musculoskeletal Assessment (2 class hours, 3 lab hours)
 1. Methods of advanced examination
 2. Normal findings
 3. Pathophysiologic changes and abnormal findings
- Week 13 R. Neurological Assessment (2 class hours, 3 lab hours)
 1. Methods of advanced examination
 2. Normal findings
 3. Pathophysiologic changes and abnormal findings
- Week 14 S. Integrating the Adult Examination (2 class hour, 3 lab hours)
- Finals Week **Exam III** during final exam period

IV. Evaluation Method

Required Course Assignments and Evaluation Criteria - Students are expected to complete each of the assignments described below. An **approximate** weighting of your final grade in this class will be based on the following:

Weekly assessment summaries	25%
Examinations (3)	40%
Demonstration of examination and written report of findings	<u>35%</u>
	100%

Class Attendance and Written Assessment Summary - Students are expected to attend class and practice physical assessment during clinical lab time. Weekly summary of physical assessment findings for the assessment topic for each week will be expected and evaluated.

Examinations - There will be three examinations consisting of multiple choice, short answers, matching, and case study situations.

Demonstration of History and Physical Examination. A complete history and physical will be done on an adult. The findings of the examination will be documented in a written report along with a student self-critique of the performance. Guidelines for the examination will be provided in class during week 1. Graduate students will be expected to select an adult client with a complex health problem and will identify and diagnose abnormal findings in the written report. Undergraduate students will be expected to focus on mastery of normal assessment findings and identification of select abnormal findings.

Grading Scale:

Undergraduate students

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = below 60%

V. Required Books and Readings

Bickley, L.S., & Hoekelman, R.A. (1998). Bates' guide to physical examination and history taking. (7th ed). Philadelphia: Lippincott.

Bickley, L.S. (1999). Bates' pocket guide to physical examination and history taking. (3rd ed.) Philadelphia: Lippincott.

VI. Special Resource Requirements

There is no lab fee associated with this course.

All nursing students are responsible for and required to have the following items to attend the clinical lab component of this course:

- a. RN licensure
- b. CPR certification (current)
- c. Professional liability insurance
- d. Health requirements
- e. Physical assessment equipment
- f. Clearance papers (Criminal record check and child abuse)
- g. Clinical agency requirements

Please refer to the Nursing Student Information Handbook for detailed information regarding these items. Students will not be permitted to attend clinical without these requirements.

VII. Bibliography

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Kelly, J. S. (1996). Eye examination and vision testing. British Journal of Nursing, 5(10), 630-4.

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Welsh, J.R., Arzouman, J., & Holm, K. (1996). Nurses' assessment and documentation of peripheral edema. Clinical Nurse Specialist, 10(1), 7-10.

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Wright, J. A. (1997). Seven abdominal assessment signs every emergency nurse should know. Journal of Emergency Nursing, 23(5), 446-50.

COURSE ANALYSIS QUESTIONNAIRE
NURS 411: Advanced Health Assessment

Section A: Details of the Course

- A1 This course is a required course for all registered nurse students enrolled in the Bachelor of Science degree in Nursing program, registered nurse track.
- A2 This course is part of a new track for registered nurses.
- A3 This course has been offered as a graduate level special topics course at IUP. During the Summer of 1999 five graduate students completed the course. The course is also planned for Fall 2000.
- A4 This course is intended to be offered as a dual-level course. The course has received departmental and college approval as NURS 511 and is currently moving to the graduate committee for approval.
- A5 This course is not intended to be taken for variable credit.
- A6 Many baccalaureate nursing programs for Registered Nurses require a course such as this. Examples of such programs include: University of Central Florida, NUR 3065; LaSalle University, Nursing 313; The Pennsylvania State University, NURS 351; and Widener University, NURS 351.
- A7 The content in this course is a necessary component of professional nursing practice as recommended by the American Association of Colleges of Nursing. Assessment skills have been identified as a core competency for baccalaureate nurses. (See attached documentation).

Section B: Interdisciplinary Implications

- B1 Each section of this course will be taught by one faculty member within the Nursing Department.
- B2 This course does not overlap with any other courses at the University.
- B3 Two seats will be available for Continuing Education students who meet course pre-requisites.

Section C: Implementation

- C1 No new faculty are needed to teach this course. See faculty resource section of proposal.
- C2 Other resources
- a. Current space allocations are adequate to offer this course.
 - b. Currently Stapleton Library subscribes to a number of nursing journals that would be helpful for students in this course. These journals include: American Journal of Nursing, RN, Nursing, Heart and Lung, and Family and Community Health. In addition, the Department of Nursing and Allied Health Professions receives subscriptions to other journals that might be useful to students in this course. These journals include: Journal of Professional Nursing, and Image: Journal of Nursing Scholarship. The library has a satisfactory holding of references related to nursing and the Internet provides additional reference materials for students. Periodic updates of library holdings are necessary. The department has a mechanism in place for identifying and recommending future purchase for library holdings.
- C3 No grant funds are associated with this course.
- C4 This course will be offered every Fall semester
- C5 One section of the course will be offered at a time.
- C6 Twenty students will be accommodated in each section.
- C7 No professional society limits enrollments in a course of this nature.