

CLARENDON COLLEGE
PROFESSIONAL NURSING PROGRAM
RNSG 1300 Health Assessment across the Lifespan
LVN-to-RN Bridge Program
Summer 2019

Course Name: RNSG 1300 – Health Assessment across the Lifespan

Credit Hours: 3

Classroom Location: 101

Pampa: 1601 W. Kentucky, Pampa, 79065

Phone: (806) 665-8801 ext.137

Instructor: Sherrie Denham, MSN, RN

Office location: Auvenshine nursing office

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Office Hours: As posted or by appointment

Prerequisites: Admission to the Professional Nursing Bridge Program.

Co-requisite(s): RNSG 1327 Transitions to Professional Nursing, RNSG 1301 Pharmacology, RNSG 1163 Clinical – Registered Nursing/Registered Nurse.

Course Description:

Development of skills and techniques required for a comprehensive nursing health assessment of patients across the lifespan: pediatric, adult, and geriatric. Includes assessment of patients' health promotion and maintenance, illness and injury prevention, and restoration; application of the nursing process within a legal/ethical framework.

End-of-Course Outcomes: (WECM)

1. Demonstrate techniques utilized in the nursing health assessment of individuals across the lifespan;
2. Perform systematic physical assessment using appropriate equipment and techniques for all body systems;
3. Utilize cognitive and psychomotor skills in assessing patients' physiologic health and psychosocial status;
4. Document findings utilizing appropriate terminology and legal/ethical format; and
5. Identify legal and ethical standards related to health assessment.

Course Outcomes: (DEC)

The DEC competencies are fully integrated throughout the curriculum for the ADN student. The DEC relates to the entry level skills each student will acquire as they relate to the working world and the competencies required by the Texas Board of Nursing.

Learning Outcomes: (DEC)

Member of the Profession

1. Discuss health assessment skills within the context of an ethical-legal framework and applicable professional standards and requirements.
2. Identify own personal strengths and weaknesses in the development of health assessment skills for patients across the lifespan.
3. Describe quality nursing care practices integral to health assessment of patients across the lifespan.

Provider of Patient-Centered Care

1. Develop assessment skills in order to assist patients in the promotion, maintenance, and restoration of health.
2. Utilize a systematic process and clinical reasoning when performing the health assessment of patients across the lifespan.
 3. Discuss the application of nursing concepts specific to meeting unique psychosocial needs of patients during the health assessment process.
4. Demonstrate the principles of health teaching during the assessment of patients across the lifespan.
5. Demonstrate competency in basic and advanced health assessment skills patients across the lifespan.
6. Utilize compassionate behaviors and appropriate communication skills during health assessment of patients across the lifespan.
7. Determine appropriate community resources to meet the assessed health needs of patients across lifespan.

Patient Safety Advocate

1. Discuss evidence-based practice data which pertains to the health assessment of patients across the lifespan and the provision of quality nursing care.
2. Identify governmental and organizational requirements and professional standards to promote and ensure patient safety in relation to health assessment of patients across the lifespan.

Member of the Healthcare Team

1. Describe strategies to effectively work with other disciplines in the comprehensive health assessment of patients across the lifespan.
2. Discuss effective communication skills with other healthcare team members in relation to health assessment data.
3. Discuss the application of technology in the efficient management of health assessment data.
4. Identify the professional role of the nurse within the healthcare team related to performing a health assessment.

THECB Core Objectives

Clarendon College endeavors to meet the Core Objectives proposed by the Texas Higher Education Coordinating Board (THECB). The THECB has determined the following categories as necessary achievements of core curriculum in higher education:

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Empirical and Quantitative Skills** – including application of scientific and mathematical concepts.
- **Teamwork** – including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making.
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Teaching Strategies

Lecture, patient case studies (vignettes) focusing on nursing interventions and priority-setting, evaluation of content mastery utilizing the class polling system (i>Clicker).

Requirements & Evaluation Methods

Exams	Percentage
Exam 1	20
Exam 2	20
Exam 3	20
End-of-Course Exam (HESI)	15
Adaptive Quizzing	5
Final Exam	20
TOTAL for COURSE GRADE	100

Grading Scale

The following grading scale is utilized for the ADN Nursing Program

A	90-100
B	81-89
C	78-80
D	68-77
F	Below 68

HESI CONVERSION GRADING SCALE

HESI SCORE	STUDENT SCORE
951 or GREATER	100
900 – 950	90
850 – 899	89
750 – 849	80
649 – 749	77
Less than 648	68

HESI EXAM SCORES BY SCORING INTERVAL	
HESI SCORING INTERVAL	PERFORMANCE LEVEL
> 950	Recommended Performance
900 – 949	
850 – 899	Acceptable Performance
800 – 849	Below Acceptable Performance
750 – 799	
700 – 749	Needs Further Preparation
650 – 699	
< 649	

Failure of a total of any two (2) nursing theory courses, two (2) nursing clinical courses, or any combination thereof equaling two (2) courses will result in ineligibility for transfer, admission, or readmission to Clarendon College's Professional Nursing Program at any campus.

Rounding Policy

In order to successfully complete a nursing course and progress in the nursing program, students are required to achieve an exam average of 78% or greater. The exam average will include all unit exams and the final exam. Other course assignments including but not limited to scholarly papers, return demonstrations, and/or quizzes will be considered part of the final course grade *only after* this minimum exam average is attained. Students not attaining a major exam average of 78% or greater will not pass the course. *Students must achieve a final overall course grade of 78% to pass any RNSG course in the professional nursing program. Each quiz/exam/project grade will be calculated to two decimal points. At the end of the term, actual percentages will be used to determine letter grades: ****NOTE: GRADES WILL NOT BE ROUNDED.** (Example: A grade of 77.46 to 77.99 will NOT be considered a passing grade)*

1. All grades will be posted by the instructor on the Clarendon College online grade book.
2. Grades **will not** be given out by phone, email, or text.
3. ***THERE ARE NO OPTIONS FOR EXTRA-CREDIT WORK OR REPEATING EXAMS OR PAPERWORK TO RAISE COURSE GRADES, EITHER DURING OR AT THE END OF A COURSE.***

Learning Accommodation

Students with qualified and documented disabilities may request reasonable accommodations which will enable them to participate in and benefit from educational programs and activities. Students requesting accommodation must provide documentation of the disability, complete an application for support services, and participate in an interview with the Dean of Students. The Dean of Students will review the request for accommodation, determine appropriate services, and plan an educational program. *Students with disabilities must also show ability to meet program goals and outcomes to be eligible for the professional nursing program.*

Attendance

Regular attendance and consistent study habits are essential to success in college and are expected of all students. Absences are defined as time away from classroom teaching, clinical laboratory, clinical, or clinical simulation of greater than 15 minutes. It is the responsibility of the student to consult with all instructors when an absence occurs. The student will notify the instructor each day the student will not

be in attendance for class, lab, or clinical. Students who miss more than three days in any one course may be dismissed from the program. Students who fail to notify instructor of class or clinical absent, are considered “No Call, No Show”. Disciplinary action is at the discretion of the instructor and Director of Allied Health. Any two “No Call, No Show” are grounds for dismissal.

To evaluate attainment of course objectives, students are expected to attend and participate in all scheduled classroom/clinical experiences. Failure to meet course objectives, due to lack of attendance, will result in an unsatisfactory evaluation, and may result in failure of the course.

Examination/ Delayed Examinations and Use of Resources during Examinations

1. Exam schedules will be given to students at the beginning of the course each semester;
2. Examination attendance: Examinations will be given on dates noted on the course syllabus and course schedule. If a student cannot attend an examination, the course instructor/professor must be notified at their office number or by email ***before the examination begins***. It is the student’s responsibility and a requirement to notify the instructor/professor in advance of any absence.
3. All major exams include multiple choice and alternate format questions based on the NCLEX-RN Test Plan;
4. All exams are timed; Time allotted for a Final Exam is two (2) hours and will follow Clarendon College’s policy.
5. Assigned seating may be used during any exam;
6. Grades will be available one week following an exam;
7. Make up exams will only be given at the discretion of the faculty member and can be a different version or alternate format than the scheduled exam.
8. Basic function calculators will be provided for exams with dosage calculation questions;
9. SCANTRON™ forms and exam booklets are turned in to the proctor who is monitoring the exam and will be counted at the end of the testing period. Students must NOT remove Exams from the testing room;
10. The answer recorded on the Scantron™ will be the official answer sheet;
11. Scratch paper, if used, will be provided by the instructor/professor and must be turned in immediately following the exam;
12. Classroom exam reviews will be conducted at the discretion of the faculty. Students will not be allowed to take any notes during the review and all personal belongings must be left at the back of the classroom;

13. Individual review of exams by a student with the instructor/professor must be scheduled within one (1) week of the exam being administered. Individual test reviews will be performed only in the faculty member's office. Students may review only the most recent test (In other words, exam one (1) cannot be reviewed after exam two (2) has been administered). Review of all tests taken by a student at one time will not be allowed;
14. A student who achieves an exam grade of less than 78% shall schedule an appointment with the faculty member within 3 days from posting of exam grades and will complete a Student Action Report (SAR) to discuss with the faculty.

Standardized Achievement Testing

At various times during the nursing program, students are required to take comprehensive, standardized examinations. These examinations provide students with the interpretive information about their knowledge base for nursing practice. The testing provides information for students' preparation for the NCLEX-RN examination. These examinations should be taken seriously. The examination scores will be calculated as a portion of the respective course grade in which the examination is given.

Remediation will be performed following administration of the examination. Students are responsible for performing the required remediation. Students may make an appointment with the faculty member to discuss their individual performance on the examinations.

Classroom Courtesy

- a. Arrive at least 15 minutes early to prepare for the exam so that it may begin on time;
- b. All belongings (book bags, books, caps, hats, purses, study guides, beverages, etc.) must be stored at the back of the classroom 10 minutes before the exam, this will allow the exam to begin on time;
- c. You are not allowed to wear a cap, hat, or sunglasses during testing situations;
- d. The student may have only a pencil during the testing period;
- e. After the exam begins there will be absolutely NO talking;
- f. When you are finished with your exam, please submit the test and answer sheet to the proctor and quietly leave the room. **Do not re-enter the classroom until all students have completed the exam;**
- g. Leave the classroom area – **DO NOT** congregate outside the classroom door; remain quiet as to not disrupt the classroom area.
- h. It is the responsibility of all students to maintain test security. Do not discuss test content in the

presence of students who have not tested. Students who have not tested are expected to remove themselves from the area if such conversations occur.

Audio/Video/Photography/Distribution of Course Materials

All course materials are only for the use of students enrolled in this course for purposes associated with this course. Audio/Video recording or photography of courses in session is strictly prohibited by students unless previous permission has been granted by the faculty. Duplication and/or distribution of any classroom materials via print, email, or other electronic means to individuals who are not currently enrolled in this course are prohibited.

Electronic Communication

Clarendon College School of Nursing faculty and staff will send official correspondence to a student via e-mail using the student's e-mail address as assigned by Clarendon College. Faculty, students, and staff are expected to use their Clarendon College e-mail address for all official communication.

Syllabus Disclaimer

Although every effort will be made NOT to change schedules, unforeseen events may cause changes to the scheduling of campus classes/labs/activities, exams, etc. Class topic and exam schedule may change with notice. Faculty reserve the right to make any changes deemed necessary to best fulfill the course objectives. Students registered for this course will be made aware of any changes in a timely fashion using reasonable means of communication. It is the responsibility of each student to know what changes if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course.

For students in this course who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your instructor or the Vice President of Academic Affairs. You also have the right to request a criminal history evaluation letter from the applicable licensing agency.

Student Rights and Responsibilities are listed on the College website at:

<http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilitiies.pdf>

Required Text and Online Resources

Jarvis, C. (2014). Physical examination & health assessment, (7th ed.). Oak Park, IL.,

Saunders – Elsevier. ISBN: 978-1-437-70151-7

Jarvis, C. (2014). Physical examination & health assessment: Student laboratory manual, (7th ed.).

Oak Park, IL., Saunders – Elsevier. ISBN: 978-1-437-71445-6

Additional Required Text:

Ackley, B. J. & Ladwig, G. B. (2014). Nursing diagnosis handbook: An evidence-based guide to planning care (10th ed.). St. Louis, MO: Mosby – Elsevier

Gahart, B. L. & Nazareno, A. R. 2019. Intravenous medications, (35th ed.). St. Louis, MO: Mosby

Mosby's 2017 Nursing drug reference, (32nd ed.). St. Louis: MO: Mosby – Elsevier

Mosby's 2014 Pocket dictionary of medicine, nursing & health, (8th ed.). St. Louis, MO: Mosby – Elsevier

Olgden, S. & Fluharty, L. (2019). Calculation of Drug Dosages (11th ed.). St. Louis: MO: Mosby – Elsevier

Pagana, K. D. & Pagana, T. J. (2014). Mosby's manual of diagnostic and laboratory tests, (5th ed.). St. Louis: MO. Mosby – Elsevier.

WEEK	COURSE OBJECTIVES	LEARNING ACTIVITIES
1	Chapters 1-3 Orientation to the Course: Evidenced-Based Assessment Cultural Competence The Interview <ul style="list-style-type: none"> A. Collect subjective & objective data B. Analyze data to identify diagnoses C. Apply the steps of the nursing process D. Discuss healthcare disparities among vulnerable populations E. Apply interview techniques. 	Lecture/Discussion Case Studies
2	Chapters 4-7 The Complete Health History Mental Status Assessment Substance Use Assessment Domestic & Family Violence Assessment <ul style="list-style-type: none"> A. Complete a complete health history B. Identify a person's emotional (feeling) and cognitive (knowing) functions C. Discuss the prevalence and diagnosis of substance abuse D. Identify the effects of violence on health 	Lecture/Discussion Case Studies

3	REVIEW PROJECT	
4	EXAM 1 (1-7) Chapters 8-10 Assessment Techniques & Safety in the Clinical Setting General Survey, Measurement, Vital Signs <ul style="list-style-type: none"> A. Identify the effects of violence on health B. Develop senses to gather data for a physical assessment C. Discuss components of the general survey assessment 	
5	Chapters 11-13 Pain Assessment, the Fifth Vital Sign Nutritional Assessment Skin, Hair, & Nails <ul style="list-style-type: none"> A. Discuss the source, type, & characteristics of pain B. Discuss nutritional status based on the physiological/psychosocial, developmental, cultural, & economic components C. Describe assessment components of skin, hair, & nails 	
6	Chapters 14-17 Head, Face, & Neck, Including Regional Lymphatics Eyes, Ears, Nose, Mouth, & Throat <ul style="list-style-type: none"> A. Implement the assessment components of head, face, & neck including regional lymphatics recognizing both normal & abnormal conditions B. Implement the assessment components of the eyes recognizing both normal & abnormal conditions C. Implement the assessment components of the eyes and ears recognizing both normal & abnormal conditions 	

7	Chapters 18,19 Breast & Regional Lymphatics Thorax & Lungs <ul style="list-style-type: none"> A. Implement the assessment components of nose, mouth, & throat recognizing both normal & abnormal conditions B. Implement the assessment components of breast & regional lymphatics recognizing both normal & abnormal conditions C. Implement the assessment components of thorax & lungs recognizing both normal & abnormal conditions 	
8	<p style="text-align: center;">EXAM 2 (9-19)</p> Chapters 20-21 Head & Neck Vessels Peripheral Vascular System & Lymphatic System <ul style="list-style-type: none"> A. Implement the assessment components of the head & neck vessels recognizing both normal & abnormal conditions B. Implement the assessment components of the peripheral vascular system & lymphatic system recognizing both normal & abnormal conditions C. Implement the assessment components of the abdomen recognizing both normal & abnormal conditions 	
9	Chapters 22-24 Abdomen Musculoskeletal System Neurologic System <ul style="list-style-type: none"> A. Implement assessment components of the musculoskeletal system recognizing both normal & abnormal conditions B. Implement assessment components of head & neck vessels recognizing both normal & abnormal conditions C. Implement assessment components of the male genitourinary system recognizing both normal & abnormal conditions 	

10	<p>Monday July 29th Health Assessment EOC 1:00-3:00</p> <p>Wednesday 1:00-5:00 Chapters 25-28 Complete Health Assessment: Adult Male Genitourinary System Anus, Rectum, & Prostate Female Genitourinary System</p> <ul style="list-style-type: none"> A. Implement assessment components of the anus, rectum, & prostate recognizing both normal & abnormal conditions B. Implement assessment components of the female genitourinary system recognizing both normal & abnormal conditions C. Implement assessment components of a complete health assessment on an adult recognizing both normal & abnormal 	
11	<p style="text-align: center;">EXAM 3 (20-28)</p> <p>Chapters 29-30 and 32 Complete Health Assessment: Infant, Child, & Adolescent Bedside Assessment & Electronic Health Recording, Functional Assessment of the Older Adult</p> <ul style="list-style-type: none"> A. Implement assessment components of a complete health assessment on an infant, child, & adolescent recognizing both normal and abnormal conditions B. Implement assessment components of a specialized focused bedside examination recognizing both normal & abnormal conditions C. Implement assessment components of changes made during pregnancy recognizing both normal and abnormal conditions D. Implement assessment components of the older adult recognizing both normal & abnormal. 	
12	FINAL EXAM	