Michigan State University

College of Nursing

NUR 330
Health Assessment and Nursing Therapeutics

FALL 2006

Credits: 7 Lecture/Recitation/Discussion Hours: 3 Lab/Clinical Hours: 10
(7(3-10)

Prerequisite: NUR 300
Corequisites: PHM 350 concurrently, NUR 350 concurrently, NUR 340 concurrently

Faculty: Carol Vermeesch RN, MSN
    Phone Number: 432-4531
    Pager: 232-8597
    Office Number: 110 Life Science Building
    Office Hours: Thursdays 10:00am-12 noon

Course Meeting Day, Time, Location:
    Theory: Thursday 12:40pm-3:30pm Life Sciences A131
    Lab: 8:00am-12 noon: Section 1 & 2 Mondays, Simulation Lab (LSB)
        Section 3-5 Tuesdays, Simulation Lab (LSB)
    Clinical: 7:00am-2:00pm. Section 1 &2 Tuesdays
             Sections 3-5 Wednesdays
    Clinical will initially meet in the Simulation Lab (LSB)

Course Description
The study of abnormal physiological health transitions over the lifespan. This includes disorders affecting cells, organs, and systems involved in the regulation of structure and function within the human organism as well as
how diseases affect the structures, functions, and systems of the human organism. There will be a concentration on the influence of genetics, ethnicity, environment, and age

Level I Outcomes and Competencies

The CON has defined the following competencies that must be achieved by all students in Level I before progressing onto Level II. At the end of Level I, all students will achieve the objectives and competencies listed below, as well as the bolded indicators specific to this course. **All indicators, as well as the overall grade for the course, must be at 75% to proceed on to the next level.**

NURSING THERAPEUTICS I: Follows protocols for the delivery of standardized nursing care to individuals.

**Competencies**
1. Obtains an in-depth history and physical on healthy and acutely ill clients in order to obtain individual baseline data
2. Identifies and implements standardized nursing care plans on acutely ill individuals

**Indicators**
1. At least one satisfactory nursing care plan reflecting integration of nursing knowledge with biological, physiological, developmental and psychological concepts with annotated bibliography with at least three references identifying the relationship between scientific theories and principles (Also ILLNESS AND DISEASE MANAGEMENT; NUR 330)
2. Performs satisfactory Head-to-Toe physical examination on a well adult. (NUR 330)

ILLNESS AND DISEASE MANAGEMENT I: Follows procedures related to the coordination of care necessary for the focused management of illness and disease.

**Competencies**
1. Applies Standards of Care in the nursing care of individuals
2. Recognizes and manages illness and disease states of the individual based on underlying theories and principles

COMMUNICATION I: Follows procedures of the interactive processes in relating to clients, colleagues, and others with direct supervision.

**Competencies**
1. Applies basic principles of therapeutic communication with assigned clients.
2. Differentiates among therapeutic, social, and professional communication.

**Indicators**
1. Clinical evaluation rating of satisfactory in patient focused and professional communication (COMMUNICATION Overrider; NUR 330)
PROFESSIONAL LEADERSHIP I: Discuss the impact of an effective professional nursing within varied types of health and nursing care delivery systems

Competencies
1. Identify characteristics that make nursing a profession.
2. Identifies and describes nursing theory, history, philosophy, and research of the nursing profession
3. Describe various health care systems

Indicators
1. Paper contrasting two Nursing theories to the development of the profession of nursing (Also

CRITICAL THINKING and EVIDENCE-BASED PRACTICE; NUR 340)

ETHICAL PRACTICE I: Comprehends and practices basic ethical problem solving in nursing practice scenario.

Competencies
1. Understands how personal values relate to contemporary ethical issues
2. Practice ethical problem-solving process in case studies

Indicators
1. Case study analysis will identify: ethical consideration that create the problem; alternatives to resolve the problem; critical examination of the pros and cons for selecting any given alternative solution; and, on the basis of this analysis, select a solution (NUR 340)

HEALTH PROMOTION AND RISK REDUCTION I: Understands basic theories and principles underlying health promotion and risk reduction

Competencies
1. Describe determinants of health relevant to the individual, family and community
2. Explain basic key health promotion/risk reduction concepts

Indicators
1. Complete, analyze and interpret a health risk and genogram with a ‘client’. Examine census tract data to identify level of income, racial composition, housing density, etc of ‘client’ and discuss the implications of these factors on individual health (Also GLOBAL AND CULTURAL COMPETENCE; NUR 350).

GLOBAL AND CULTURAL COMPETENCE I: Identifies theories and principles underlying the interaction between humans and their environment that affect health and health disparities.

Competencies
1. Performs appropriate assessments for diverse clients across the life span, including perception of health.
2. Situate professional nursing within the global and cultural context

Indicators
CRITICAL THINKING I: Comprehends the relevance of the critical thinking process in nursing practice

*Competencies*
1. Apply critical thinking in nursing practice with comprehension and acceptance.
2. Know and practice the critical thinking process.

*Indicators*

EVIDENCE-BASED PRACTICE I: Analyzes general concepts of theory and research.

*Competencies*
1. Describes and examines the general components of the research process.
2. Compare and contrast concepts, theories, & models in terms of their relevance to nursing.

*Indicators*

Course Objectives

At the end of this course students will:
1. Follow procedures of the interactive processes in collecting health histories and physical appraisals from healthy individuals. (Communication)
2. Follow interactive process procedures in relating to persons, populations and colleagues when preparing for or providing care.
3. Demonstrate the use of the critical thinking process used in nursing practice, including the significance of abnormal findings. (Critical thinking)
4. Follow protocols for the delivery of standardized nursing care to selected persons and populations.
5. Distinguish underlying risk factors and health promotion needs identified by the health history and physical appraisal. (Health promotion/risk reduction)
6. Understand principles of safety, asepsis and sterile technique when performing skills to promote health and reduce risk of disease
7. Follow procedures associated with the coordination of care required to manage illnesses or diseases of selected persons and populations.
8. Describe the impact of effective professional leadership within varied types of health care delivery settings.
9. Follow basic ethical decision making processes in their nursing practice.
10. Apply concepts from theories and research to the prevention and treatment of illness and disease of selected persons and populations.
11. Demonstrate cultural awareness when performing a health history and physical appraisal (Global and cultural competence)
12. Describe underlying theories and principles of human and environment interactions that affect the health of selected persons and populations.

Required Textbooks (Equipment)
College of Nursing Clinical Uniform: students will order uniforms Sept. 05, 2006 (they are to be worn to lab/clinical as soon as they are available).
College of Nursing Skills Bag (to be picked up at orientation)
College of Nursing ID Badge (to be obtained through the CON)
Stethoscope (with bell and diaphragm)
Watch with Second Hand or Second Hand Function


**Recommended Textbooks**


Tauber’s Cyclopedic Medical Dictionary may be utilized via the MSU Libraries Home Page (E-resources; STAT!REF)
**Instructional Model (Credits: 7)**

NUR 330 is a 7-credit course that includes a theoretical, lab and clinical component. This course introduces the beginning nursing student to the concepts and skills related to health assessment, and the development of professional nursing practice across the lifespan.

Three hours per week are designated for theory content. Theory content will be presented through lecture, small group discussion, independent viewing of media, and workbook assignments. The completion of assigned readings, workbook exercises and media prior to each class is necessary to facilitate comprehension, understanding and integration of content vital to this course.

Ten hours a week are designated for lab/clinical study. Four hours a week are designated for study in the simulation lab while six hours a week are designated for clinical experience. The lab content of the course will be front loaded with the students utilizing clinical time initially in the simulation lab, and lab time will be utilized toward the end of the semester in clinical situations. Laboratory content will be taught through small group discussion, demonstration-return demonstration techniques, independent viewing of media, independent student practice of skills, and written assignments. The clinical practicum will provide immersion of health assessment throughout the life span with application in acute care settings, child day care settings and school settings. Initial health assessment will be focused on the healthy individual and progress throughout the semester to the acutely ill individual.

**Evaluation/Grading Scale**

Standard College of Nursing grading scale will be utilized to report course grades. Percentages will be rounded to the nearest whole number before a grade point is assigned. Points $\geq 0.5$ will be rounded up. See Clinical Performance Evaluation form for further clarification of grade determination.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94%</td>
<td>4.0</td>
</tr>
<tr>
<td>93-89%</td>
<td>3.5</td>
</tr>
<tr>
<td>84-88%</td>
<td>3.0</td>
</tr>
<tr>
<td>83-79%</td>
<td>2.5</td>
</tr>
<tr>
<td>75-78%</td>
<td>2.0</td>
</tr>
<tr>
<td>74-70%</td>
<td>1.5</td>
</tr>
<tr>
<td>65-69%</td>
<td>1.0</td>
</tr>
<tr>
<td>$\leq$64%</td>
<td>0</td>
</tr>
</tbody>
</table>

NUR 330 course grade will be based on 50% of the grade from theory and 50% of the grade from lab/clinical (lab/clinical includes performance behaviors and clinical assignments). **A student must achieve a minimum grade of 75% or 2.0 in performance behaviors, clinical assignments and in the theory class in order to pass the course, regardless of the weighted total of the three. If the student fails to make a grade of 75% or 2.0 in either performance behaviors, clinical assignments, or in the theory class, a grade point of “0” will be assigned for the course.**

The theory grade will be based on quizzes and exams.
Theory Grade (50%)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (Weekly)</td>
<td>15%</td>
</tr>
<tr>
<td>Exam I</td>
<td>25%</td>
</tr>
<tr>
<td>Exam II</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
</tr>
</tbody>
</table>

Eleven quizzes will be given in theory. The lowest quiz grade will be dropped in grade calculation. There will be no make-up for the quizzes. Quizzes will be based on the readings for that week.

The lab/clinical grade will further be divided into assignments and clinical performance. The clinical performance will be based on the clinical evaluation tool. Assignments will include a health history, the performance of a head to toe physical exam, medical terminology quizzes, dosage calculation quizzes, a written patient assessment, a master problem list, a care plan and a paper based on the health assessment of children. Both Math Calculation exams must be passed by a 75%. If you do not achieve a 75% you will be required to remediate and be re-tested until you achieve 75% (your original grade will not be changed after the re-testing).

Clinical Grade (50%)

| Clinical Evaluation (Indicator for Communication) | 40% |
| Clinical Assignments/Quizzes                      | 60% |

Clinical assignments/quizzes are weighted as follows:

- Health History Assignment (Written)
- Health History Assignment (Learning Assessment Center)
- Quizzes:
  - Medical Terminology I & II
  - Math Calculation I & II
  - Physical Exam Final (Indicator)
  - Physical Assessment Write Up
  - Physical Assessment and Master Problem List
  - Care Plan (Indicator)
  - Write Up on Health Appraisal of Children
  - Presentation of Community Resource

Pass-Fail:

Each student must successfully complete ALL pass-fail experiences, including Health History on a Standardized Patient, return demonstrations of lab skills, assigned paperwork, and individual clinical faculty assigned work to receive credit for NUR 330. Return demonstrations of lab skills (clinical skills check-offs) will be scheduled throughout the semester. The student is expected to demonstrate competency during these check-offs. If the student does not demonstrate competency during the check-off, a Lab Clinical Deficiency Form will be filled out and filed in the student’s permanent record in the Office of Student Affairs. Students will have ONE opportunity to repeat a lab skill. If students are not successful in passing the skill after two (2) attempts, they will be reported to the Course Chair and the Office of Student Affairs for potential failure of NUR 330.
University, CON, and Course Policies

A. Refer to MSU Spartan Life Handbook and College of Nursing BSN Handbook for Policies regarding:

1. Academic Dishonesty
2. Taping and communication devices
3. Weather
4. Protection of property/computers
5. Protection of Scholarship and grades
6. SIRS
7. Clinical Attire/dress code
8. Disabled Student

B. Attendance

1. Nursing is a professional program and attendance is an expectation. If you are unable to attend NUR 330 Lab or Clinical related to an emergency or serious illness, notification of the lab/clinical instructor must be made prior to the Lab or Clinical experience time. Failure to assume responsibility and accountability for lab or clinical attendance will result in the student being individually counseled and reported to the Course Chair and Office of Student Affairs. It is expected that students will be on time for lab and clinical. If a student is late to lab or clinical, 0.5% will be deducted from their clinical evaluation grade for each occurrence (beginning the second and each subsequent occurrence). Excessive absence and or tardiness, or a perceived pattern of absences or tardiness may result in a 0.0 being awarded for the course. If a message is left on voice mail or an answering machine, it is the student’s responsibility to follow up the recorded message with a personal conversation within 48 hours.

2. Attendance for clinical is required. Any missed hours will be made up on designated dates for successful completion of the course.

C. Examinations

Examinations will be given during course periods. Students arriving late will have the scheduled time for completion of the exam. All students are expected to take examinations on the date scheduled, unless prior arrangements are made with the course faculty. For emergency situations, students are to contact faculty as soon as possible. If unable to contact faculty, call College of Nursing office and leave a message regarding the reason for absence. It is the student’s responsibility to reach faculty as soon as possible following the examination. Arrangements to take an alternate examination will be made at that time. There will be one opportunity for an alternative exam. Alternate exams may use additional formats (essay, fill in the blank, etc.). Make-up exams are routinely scheduled within one week of the original exam date. Health provider’s statements may be required. Questions regarding examination grades will be put forward within two weeks of the exam date. Alterations will not be made after this time.
Communication

Course Chairperson:
Carol Vermeesch, R.N., M.S.N.
CON Office: A 110 Life Sciences Building;
Office Hours Thursday 10:00am-1:00pm
E-mail: vermeesc@msu.edu
MSU CON Office Telephone: 432-4531 with Voice Mail
Beeper: 232-8597

Clinical Faculty:
To be determined. There will be five (5) sections. More information will be given during orientation.

Frequently Called Telephone Numbers/People:
Simulation Lab (Mary Kay Smith): Life Sciences; 355-5765 (with answering machine)
Media Lab: Life Sciences; 353-9020
College of Nursing; A221 Life Sciences: 355-6523.

E-Mail & Student Mailboxes:
All students are expected to check their e-mail and student mailboxes (in the Student Lounge) to retrieve course information. Student paperwork will be returned on a timely basis and placed in the mailboxes or handed back in lecture or clinical setting.
E-mail is for the sole purpose of conveying constructive, positive course and nursing information ONLY and is a privilege. Any student utilizing this service to convey personal opinion, pass on chain letters, advertising or unauthorized statements will be reported to the Director of the Office of Student Affairs and the Associate Dean for Academic Affairs and dealt with on an individual basis. Inappropriate use may result in the individual being removed from the class list, and any other actions determined necessary by the Course Chairperson and College of Nursing administrators.

Student Faculty Relationship

It is expected that a professional, courteous, positive demeanor will be exhibited to peers, faculty and College of Nursing staff with each encounter. It is expected that you will be on time to theory, lab and clinical. If for some reason you have to be late or leave early, the course chair or your lab instructor should be notified and plans will be made so you will not disturb the entire class. Talking, reading the newspaper and sleeping are considered disrespectful during lecture. Asking questions and requesting clarification of information is highly encouraged as student input is valued and worthwhile. Timeliness, honesty and integrity, a positive attitude, assertive communication skills and motivation are some of the personal skills that one should be developing, or refining, during nursing school. These positive skills will be utilized in your two years at the College of Nursing and in your chosen profession.
<table>
<thead>
<tr>
<th>Week Date</th>
<th>Lecture Content (3 hrs) Assignment Learning Activities</th>
<th>Concepts</th>
<th>Lab Content (4 hrs) Assignment Learning Activities</th>
<th>Clinical Content (6 hrs) Assignment Learning Activities</th>
<th>Assignment Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 04</td>
<td>Therapeutic Communication Interviewing Skills (Quiz)</td>
<td>COM GCC NT</td>
<td>Skin Hair Nails Head, Neck Nose, Mouth and Throat</td>
<td>Practice Physical Assessment</td>
<td>Clinical Skills Check-Off: Bed Bath, Vital Signs</td>
</tr>
<tr>
<td>Sept. 11</td>
<td>The Nursing Process (Quiz)</td>
<td>IDM GCC NT</td>
<td>Cranial nerves, Eyes, Ears, Sensory System (Neuro) Medical Terminology Quiz I</td>
<td>Practice Physical Assessment Practice Transfer Techniques</td>
<td></td>
</tr>
<tr>
<td>Sept. 18</td>
<td>Health History (Assignment= health history---due by week 6) (Quiz)</td>
<td>COM HPRR NT</td>
<td>Breast and Regional Lymph Nodes Thorax and Lungs</td>
<td>Evaluation of Competency of Skills Learned from week 1-3</td>
<td>Clinical Skills Check-off: Transfer Techniques</td>
</tr>
<tr>
<td>Sept. 25</td>
<td>Health Care Delivery Systems; Nursing Informatics; Client Teaching (Quiz)</td>
<td>CT EBP NT</td>
<td>Heart and Neck Vessels, PVS Medical Terminology Quiz II</td>
<td>Practice Physical Assessment Practice Wound Care</td>
<td></td>
</tr>
<tr>
<td>Oct. 02</td>
<td>Skin Care (Quiz) Health History Due at Beginning of Class</td>
<td>HPRR IDM NT</td>
<td>Abdomen Musculoskeletal System Motor System (Neuro)</td>
<td>Learning Assessment Center: Focused History on Standardized Patient</td>
<td>Clinical Skills Check Off: Wound Care</td>
</tr>
<tr>
<td>Oct. 09</td>
<td>Pain Exam 1 (one hour—50 questions--multiple choice)</td>
<td>EBP NT GCC</td>
<td>Begin Final Evaluation of Head to Toe Physical Exam</td>
<td>Continue Evaluation of Head to Toe Physical Exam (Complete Exam), Hospital Specific Modules (HIPAA, Safety)</td>
<td>Head to Toe Exam</td>
</tr>
<tr>
<td>Oct. 16</td>
<td>Infection Control and Safety Precautions (Quiz)</td>
<td>EBP NT HPRR</td>
<td>Medication Administration Small Group Practice</td>
<td>Orientation to Acute Care Clinical</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Locations</td>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>--------------------------------------------</td>
<td>------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Oct. 23</td>
<td>Perioperative (Quiz)</td>
<td>EBP NT CT</td>
<td>Clinical Skills Check Off: Medication Administration and Accuchek</td>
<td>Acute Care Clinical</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Clinical Skills Check Off: Meds</td>
</tr>
<tr>
<td>10</td>
<td>Oct. 30</td>
<td>HTN/Peripheral Vascular Disease/DVT (Quiz)</td>
<td>GCC NT HPRR</td>
<td>Case studies involving care planning (Simulation Lab) Dosage Calculations Quiz I (1hr)</td>
<td>Acute Care Clinical</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assignment Due: Physical Assessment of Acute Care patient</td>
</tr>
<tr>
<td>11</td>
<td>Nov. 06</td>
<td>Stroke/Brain Attack Infectious Respiratory Disorders (Quiz)</td>
<td>IDM EBP GCC CT</td>
<td>***** View Breeze Presentation on Toddler, Child and Adolescent Health Appraisal *****</td>
<td>Acute Care Clinical</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Clinical Skills Check Off: GI (come prepared to check off on GI skills—this is not a practice)</td>
</tr>
<tr>
<td>12</td>
<td>Nov. 13</td>
<td>Rheumatic Disorders and Joint Replacement Exam II (one hour)</td>
<td>HPRR IDM</td>
<td>Clinical Rotation for Health Appraisal of Toddler, Child, Adolescent</td>
<td>Acute Care Clinical</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assignment Due: Assessment and Master Problem List</td>
</tr>
<tr>
<td>13</td>
<td>Nov. 20</td>
<td>Thanksgiving!!!</td>
<td>HPRR GCC</td>
<td>Clinical Rotation for Health Appraisal of Toddler, Child, Adolescent</td>
<td>Acute Care Clinical</td>
</tr>
<tr>
<td>14</td>
<td>Nov. 27</td>
<td>Diabetes (Quiz)</td>
<td>EBP HPRR IDM</td>
<td>Visit Community Organization or Support Group Dosage Calculations Quiz II (1hr)</td>
<td>Acute Care Clinical</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assignment Due: Care Plan Assignment Due: Paper on Health Appraisal of Toddler, Child, Adolescent</td>
</tr>
<tr>
<td>15</td>
<td>Dec. 04</td>
<td>End of Life (Quiz)</td>
<td>EP COM</td>
<td>Presentation of Information from Organizations Visited (At Sim. Lab) Clinical Skills Check Off: Basic IVs</td>
<td>Acute Care Clinical</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Clinical skills Check Off: IVs (come prepared to check off on IV skills—this is not a practice)</td>
</tr>
</tbody>
</table>

**FINALS WEEK: FINAL EXAM AND CLINICAL EVALUATIONS**

NUR 330 Final will be cumulative (100 multiple-choice question). The final will be on Wednesday December 13th from 12-45pm-2-45pm.