

# HEALTH ASSESSMENT AND NURSING THERAPEUTICS

NUR 330

Section 301 – Wednesday's and Thursday's 9:10 am – 10:50 am

Room – A131 Life Sciences Building

Lab and Clinical hours to be arranged

7 Credits

Summer 2009

**Catalog Course Description:** Normal physiology and pathophysiology. Theories of growth and development across the life span. Therapeutic communication and physical, psychosocial, cultural and spiritual assessment techniques and mastery of basic nursing therapeutics. Understanding the significance of abnormal findings by system across the lifespan.

**Course Objectives:** At the end of this course, students will:

1. Follow procedures for the interactive processes related to health assessment and nursing therapeutics with individuals, populations and colleagues. (communication)
2. Demonstrate the use of the critical thinking process used in nursing practice, including the significance of abnormal findings. (clinical decision-making)
3. Follow protocols for the delivery of standardized nursing care to selected persons and populations.
4. Distinguish underlying risk factors and health promotion needs identified by the health history and physical appraisal.
5. Understand basic principles of nursing therapeutics that promote health and reduce risk of disease
6. Follow procedures associated with the coordination of care required to manage illnesses or diseases of selected persons and populations.
7. Describe the impact of effective professional leadership within varied types of health care delivery settings.
8. Follow basic ethical decision making processes in their nursing practice.
9. Apply theory and research concepts to the use of nursing therapeutics for selected persons and populations.
10. Describe underlying theories and principles of human and environment interactions that affect the health of selected persons and populations.
11. Demonstrate cultural awareness when performing a health history and physical appraisal (global and cultural competence)

**Prerequisites:** NUR 300

**Co-requisites:** PHM 350 concurrently, NUR 350 concurrently, NUR 340 concurrently

**Professional Standards & Guidelines:** The curriculum is guided by the following documents:

American Association of Colleges of Nursing (1998). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.

American Nurses Association (2001). *Code of ethics for nurses with interpretive statements*. Washington, DC: Author ISBN 1-55810-176-4

American Nurses Association (2004). *Nursing: Scope and standards of practice*. Washington, DC: Author ISBN 1-55810-215-9

American Nurses Association (2003). *Nursing's social policy statement (2nd ed.)*. Washington, DC: Author ISBN 1-55810-214-0

**Faculty:** Carol Vermeesch, MSN, RN  
**Contact Information:** Office: (517) 432-4531 Pager (517) 232-8597  
**Office Hours:** By appointment  
**Note:** Times can be arranged to accommodate student schedules.

**Faculty:** Kate Lein, MSN, RN  
**Contact Information:** Office (517) 353-4741  
**Office Hours:** By appointment  
**Note:** Times can be arranged to accommodate student schedules.

**Faculty:** Allan Puplis, MSN, BSN, RN  
**Contact Information:** Office (517) 353-4716  
**Office Hours:** By appointment  
**Note:** Times can be arranged to accommodate student schedules.

**Faculty:** Susan Strouse, MSN, RN  
**Contact Information:** susan.strouse@hc.msu.edu  
**Office Hours:** By appointment  
**Note:** Times can be arranged to accommodate student schedules.

**Faculty:** Sally Tazelaar, MSN  
**Contact Information:** sally.tazelaar@hc.msu.edu  
**Office Hours:** By appointment  
**Note:** Times can be arranged to accommodate student schedules.

**Faculty:** Della Hughes-Carter, MSN, BSN  
**Contact Information:** 517-432-6673 or hughesde@hc.msu.edu  
**Office Hours:** By appointment  
**Note:** Times can be arranged to accommodate student schedules.

**Faculty:** Karen Lake, MSN, RN  
**Contact Information:** 517-353-4741 or karen.lake@hc.msu.edu  
**Office Hours:** By appointment  
**Note:** Times can be arranged to accommodate student schedules.

**Faculty:** Karen Malmsten, MSN, RN  
**Contact Information:** 517-353-4759 or Karen.malmsten@hc.msu.edu  
**Office Hours:** By Appointment  
**Note:** Times can be arranged to accommodate student schedules.

## **Required Equipment, Textbooks and Resources:**

### **a. Required Equipment**

College of Nursing Clinical Uniform: students will order uniforms **May 18, 2009**. They are to be worn to lab/clinical as soon as they are available—white shoes with a closed heel and toe (to be worn to clinical) are available through the uniform company or can be purchased separately—white shoes do not need to be worn to lab, but closed heel, closed toe shoes do need to be worn with the uniform in lab.

College of Nursing Skills Bag

College of Nursing ID Badge (to be obtained through the CON)

Stethoscope (with bell and diaphragm)

Watch with second hand or second hand function

Current membership in the National Student Nurses' Association and MSU Nursing Students' Association (NSA) Failure to show current membership in NSNA and NSA will result in a grade of "0" for NUR 330.

Personal Digital Assistant loaded with required software from Skyscape

## b. Required Textbooks

- Ackley, B. J. & Ladwig, G. B. (2008). *Nursing diagnosis handbook: An evidence-based guide to planning care* (8<sup>th</sup> ed.). St. Louis: Mosby.
- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC. Author.
- Chabner, D-E. (2009). *Medical terminology: A short course* (5<sup>th</sup> ed.). Philadelphia: W. B. Saunders.
- Jarvis, C. (2008). *Physical exam and health assessment* (5<sup>th</sup> ed.). Philadelphia: W.B. Saunders.
- Olsen, J. L., Giangrasso, A. P., Shrimptom, D. M. & Dillon, P. A. (2008). *Medical dosage calculation* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Smeltzer, S. C., Bare, B. G., Hinkle, J. L., & Cheever, K. H. (2008). *Brunner & Suddarth's textbook of medical-surgical nursing* (11<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins
- Taylor, C., Lillis, C., LeMone, P., & Lynn, P. (2008). *Fundamentals of nursing: The art and science of nursing care* (6<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins.

## c. Required Resources, References

ANGEL Help Line  
1.800.500.1544 (24 hrs, 7 days/week)  
517.355.2345 (24 hrs, 7 days/week)  
[www.angel.msu.edu](http://www.angel.msu.edu) (ANGEL Help link in upper right corner)  
Always check with the ANGEL Help Line first!

## d. Frequently Called Telephone Numbers

Simulation Lab (Mary Kay Smith) Life Sciences; 355-5765 (with answering machine)  
Media Lab (David Cable) Life Sciences, 353-9020  
College of Nursing Student Support Services A117 Life Sciences 353-4827.

## Evaluation:

- a. **Learning Assessments and Grading:** 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 clinical assignments). In addition, the student must also achieve a final score of successful in all areas of the Clinical Evaluation Tool in order to pass NUR 330. A student must achieve a minimum grade of 75% or 2.0 in clinical assignments and in the theory class in order to pass the course, regardless of the weighted total of the two. If the student fails to achieve a final score of successful in any area of the Clinical Evaluation Tool, or if the student fails to make a grade of 75% (2.0) in either clinical assignments, or in the theory class, a grade point of "0" will be assigned for the course. ANY STUDENT DEEMED UNSAFE IN LAB/CLINICAL WILL NOT PASS THE COURSE AND RECEIVE A GRADE POINT OF "0".

\*\*The theory grade will be based on 3 exams.

Theory Grade (50%)

Exam I	30%
Exam II	30%
Final Exam	40%

\*\*The lab/clinical grade will be based on assignments. Assignments for NUR 330 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 written patient assessment and master problem list, a care plan/clinical synthesis assignment. All written assignments must include a grading tool when submitted. Both Math Calculation quizzes 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 assignments/quizzes are weighted as follows:

Health History Assignment (Written)	10%
Health History Assignment (Learning Assessment Center)	Pass
Quizzes:	
Medical Terminology I & II	20%
Math Calculation I & II	20%
Physical Exam Final (Indicator)	20%
Written Patient Assessment	5%
Physical Assessment and Master Problem List	10%
Care Plan (Indicator)	15%
Oral Presentation of Community Resource	Pass

The clinical performance will be based on the Clinical Evaluation Tool. The student must be at a passing (successful) rating in order to pass NUR 330. If the student does not achieve a successful score in all of the performance criteria, he/she will not pass NUR 330

\*\*Pass-Fail:

Each student must successfully complete ALL pass-fail experiences, including Health History on a Standardized Patient, Oral Presentation of Community Resource, 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 Support Services. 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 Coordinator and the Office of Student Support Services for potential failure of NUR 330.

b. **Course Grading Scale:** The standard College of Nursing grading scale will be utilized.

%	GRADE
94-100 %	4.0
89-93%	3.5
84-88%	3.0
79-83%	2.5
75-78%	2.0 (Minimum passing grade)
70%-74%	1.5
65-69%	1.0
<64%	0.0

“Final Course Grades will not be rounded”

**LEVEL OBJECTIVES, COMPETENCIES, AND INDICATORS BY CURRICULAR CONCEPT ACROSS THE CURRICULUM**

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

<b>LEVEL I</b>			
<b>Concept</b>	<b>Level 1 Outcome</b>	<b>L1 Competency</b>	<b>L1 Indicator</b>
COMMUNICATION I (COMM)	Follows procedures of the interactive processes in relating to clients, colleagues, and others with direct supervision.	<ol style="list-style-type: none"> <li>1. Applies basic principles of therapeutic communication with assigned clients.</li> <li>2. Differentiates among therapeutic, social, and professional communication.</li> </ol>	Clinical evaluation rating of satisfactory in patient focused and professional communication (COMMUNICATION Override; NUR 330)
CRITICAL THINKING I (CT)	Comprehends the relevance of the critical thinking process in nursing practice	<ol style="list-style-type: none"> <li>1. Apply critical thinking in nursing practice with comprehension and acceptance.</li> <li>2. Know and practice the critical thinking process.</li> </ol>	See Professional Leadership
NURSING THERAPEUTICS I (NT)	Follows protocols for the delivery of standardized nursing care to individuals	<ol style="list-style-type: none"> <li>1. Obtains an in-depth history and physical on healthy and acutely ill clients in order to obtain individual baseline data</li> <li>2. Identifies and implements standardized nursing care plans on acutely ill individuals</li> </ol>	<ol style="list-style-type: none"> <li>1. At least one satisfactory nursing care plan reflecting integration of nursing knowledge with biological, physiological, developmental and psychological concepts (Also ILLNESS AND DISEASE MANAGEMENT; NUR 330)</li> <li>2. Performs satisfactory head-to-toe physical examination of a well adult (NUR 330)</li> </ol>
HEALTH PROMOTION AND RISK REDUCTION I (HPRR)	Understands basic theories and principles underlying health promotion and risk reduction	<ol style="list-style-type: none"> <li>1. Describe determinants of health relevant to the individual, family and community</li> <li>2. Explain basic key health promotion/risk reduction concepts</li> </ol>	Complete, analyze and interpret a health risk and genogram with a 'client'. Examine census tract data to identify education level, racial composition, housing density, etc of 'client' and discuss the implications of these factors on individual health (Also GLOBAL AND CULTURAL COMPETENCE; NUR 350).

ILLNESS AND DISEASE MANAGEMENT I (IDM)	Follows procedures related to the coordination of care necessary for the focused management of illness and disease.	<ol style="list-style-type: none"> <li>1. Applies Standards of Care in the nursing care of individuals</li> <li>2. Recognizes and manages illness and disease states of the individual based on underlying theories and principles</li> </ol>	See Nursing Therapeutics
PROFESSIONAL LEADERSHIP I (PL)	Discuss the impact of an effective professional nursing within varied types of health and nursing care delivery systems	<ol style="list-style-type: none"> <li>1. Identify characteristics that make nursing a profession.</li> <li>2. Identifies and describes nursing theory, history, philosophy, and research of the nursing profession</li> <li>3. Describe various health care systems</li> </ol>	Formal paper examining one selected nursing theory and its relevance to nursing practice, research and the profession of nursing (NUR 340).
ETHICAL PRACTICE I (EP)	Comprehends and practices basic ethical problem solving in nursing practice scenario.	<ol style="list-style-type: none"> <li>1. Understands how personal values relate to contemporary ethical issues</li> <li>2. Practice ethical problem-solving process in case studies</li> </ol>	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)
EVIDENCE-BASED PRACTICE I (EBP)	Analyzes general concepts of theory and research.	<ol style="list-style-type: none"> <li>1. Describes and examines the general components of the research process.</li> <li>2. Compare and contrast concepts, theories, &amp; models in terms of their relevance to nursing.</li> </ol>	See Professional Leadership
GLOBAL AND CULTURAL COMPETENCE I (GCC)	Identifies theories and principles underlying the interaction between humans and their environment that affect health and health disparities.	<ol style="list-style-type: none"> <li>1. Performs appropriate assessments for diverse clients across the life span, including perception of health.</li> <li>2. Situate professional nursing within the global and cultural context.</li> </ol>	See Health Promotion Risk Reduction

## University & College Policies:

The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON Student handbook <http://nursing.msu.edu/handbooks.asp>
- MSU Spartan Life Student Handbook and Resource Guide <http://www.vps.msu.edu/SpLife/index.htm>
- Information for Current Students—including Rights, Responsibilities and Regulations for Students <http://www.msu.edu/current/index.html>
- Academic Programs <http://www.reg.msu.edu/UCC/AcademicPrograms.asp>

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Additional Course Content

## Instruction:

- a. **Methodology:** 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. 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. 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 of the adult with application in acute care settings. Initial health assessment will be focused on the healthy individual and progress throughout the semester to the acutely ill individual.
- b. **Writing Requirements:** Written assignments must be typed and references must follow APA format. Any papers with multiple spelling or grammatical errors which present a significant barrier to understanding will not be accepted and given a grade of "0". All written graded assignments must be submitted with the grading tool.
- c. **Honors Option:** Honors option is available upon request. Interested students must make arrangements with faculty for honors option learning activities during the first two weeks of the semester.

## Course Policies:

### A. Attendance

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 Coordinator and Office of Student Support Services. It is expected that students will be on time for lab and clinical. 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.

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

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.

## **B. 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.

## **C. E-Mail and 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 Support Services and the Director of Undergraduate Programs 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.

## **D. Student Faculty Relationship**

It is expected that a professional, courteous, and 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 coordinator or your lab instructor should be notified and plans will be made so you will not disturb the entire class. Talking, reading the newspaper, utilizing the College of Nursing computers to surf the web and sleeping are considered Unacceptable during lecture. Asking questions and request 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.

## **E. Late Assignments**

All students are expected to turn their assigned work in on the dates and times specified on the Course Calendar, unless prior arrangements have been made with the Course Chairperson. Points will be subtracted for paperwork that is late. These points will be subtracted from the total number of points being awarded for the specific written assignment. If more than one assignment is late, there will be an increase in the amount of points being subtracted from subsequent late assignments

Week Date	Lab Content (5 hrs) Monday Assignment Learning Activities	Clinical Content (8 hrs) Tuesday or Friday Assignment Learning Activities	Lecture Content Wednesday	Lecture Content Thursday	Assignment Due Date
1 (May 18)	Introduction to Health Assessment Vital signs and General Survey, Hand Washing, Sterile Gloves and Personal Protective Equipment (Practice Bed Bath and Vital Signs)	Practice Assessment and Skills in Simulation Lab (Bed Bath/Hygiene and Vital Signs)	Legal and Ethical Practice	Communication	Check-Off: Hand Washing, Sterile Gloving, and Personal Protective Equipment (Wed.)
2 (May 25)	NO CLASS 	Skin, Hair, Nails, Head, Neck, Nose, Mouth, Throat  Check off: Bed bath/Linen Change	The Nursing Process	The Nursing Process	Clinical Skills Check-Off: Bed Bath (hygiene) and Linen Change
3 (June 01)	Cranial Nerves, Eyes, Ears Sensory System (Neuro). Practice Transfer Techniques Medical Terminology Quiz I	Practice Physical Assessment  Practice Transfer Techniques	Health History	Skin Care	
4 (June 08)	Breast and Regional Lymph Nodes; Thorax and Lungs; Heart and Neck Vessels  Pass/Fail check off 1-20	Practice Physical Assessment 1-20  Check off: Transfer Techniques	Informatics	Client Teaching	Clinical Skills Check-off: Transfer Techniques
5 (June 15)	LAC Event  Peripheral Vascular System Abdomen, Musculoskeletal System, Motor System (Neuro)	Practice Physical Assessment Practice Wound Care (check off for wound care week 8)	<u>Exam I</u>	Safety	Assignment Due: Health History (Mon.)
6 (June 22)	Begin Final Evaluation of Head to Toe Physical Exam  Medical Terminology Quiz II	Orientation to Acute Care Clinical Hospital Specific Modules (HIPAA, Safety)	Infection Control	Pain	Head to Toe exam

7 (June 29)	Continue Final Evaluation of Head to Toe Physical Exam	Acute Care Clinical	Diabetes	Diabetes	Head to Toe Exam  Assignment Due: LAC Journaling (Monday)
8 (July 06)	Clinical Skills Check Off: Wound Care and GI Skills  (Practice Urinary Catheterization and IV Skills) Dosage Calculation Quiz I	Acute Care Clinical	Hypertension; Vascular Disease	Hypertension; Vascular Disease	Clinical Skills Check Off: Wound Care and GI Skills (come prepared to check off on GI skills—this is not a practice)  Assignment Due Monday: Physical Assessment of Acute Care Patient (Friday clinical to arrange due date)
9 (July 13)	Medication Administration Small Group Practice	Acute Care Clinical	<u>Exam II</u>	End of Life	Assignment Due: Assessment and Master Problem List (Monday) (Friday clinical to arrange due date)
10 (July 20)	Clinical Skills Check Off: Medication Administration and Accucheck  Dosage Calculations Quiz II (1hr)	Acute Care Clinical	Stroke	Infectious and Non- infectious Respiratory	Clinical Skills Check Off: Medication Administration
11 (July 27)	Clinical Skills Check Off: Urinary Catheterization and IV Skills	Acute Care Clinical	Perioperative	Perioperative	Clinical skills Check Off: Urinary Catheterization and IV Skills  Assignment Due: Care Plan (Monday)
12 (August 03)	Oral Presentation of Community Resource (At Sim. Lab)  Skills Blitz	Acute Care Clinical	Rheumatic Diseases	<u>Final Exam</u>	