Michigan State University
College of Nursing

NUR 330
Health Assessment and Nursing Therapeutics

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: 122 West--Owen Graduate Hall
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 Jan. 24th, 2006
- 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 Range</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>$&lt;64%$</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. In addition to the theory quizzes and exams, the students will be responsible for completion of three standardized examinations from Educational Resources, Inc. (Fundamentals of Nursing, Pathophysiology, and Critical Thinking Pre-Test). A score at or above the national average will result in ½% point added to the course examinations for the Fundamentals of Nursing Exam and the Pathophysiology Exam (for a potential of .5% added to theory Exam I and .5% added to theory Exam II). Students must receive a passing score on the theory examinations to receive the additional points from the ERI examinations. Students receiving below national average scores on the Fundamentals of Nursing Exam and the Pathophysiology Exam will be required to complete remediation materials. All documentation and scores for ERI will be maintained by students in their portfolio and monitored by the Integrative Seminar faculty.

Theory Grade (50%)

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</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 | 10% |
| Quizzes:                 |     |
| Medical Terminology I & II | 20% |
| Math Calculation I & II | 20% |
| Physical Exam Final (Indicator) | 20% |
| Physical Assessment Write Up | Pass |
| Physical Assessment and Master Problem List | 5% |
| Care Plan (Indicator) | 15% |
| Write Up on Health Assessment of Children | 10% |

**Pass-Fail:**

Each student must successfully complete **ALL** pass-fail experiences, including return demonstrations, assigned paperwork and individual clinical faculty assigned work to receive credit for NUR 330. Students will have **ONE** opportunity to repeat the skill. If students are not successful in passing the skill after two (2) attempts, they will be individually counseled and reported to 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. **ATTENDANCE AT CLINICAL ORIENTATION IS REQUIRED.** 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. 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 200 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)
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 and lab. 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.
PERFORMANCE EVALUATION TOOL-KIT

Stephanie Holiday, PhD
George Mason University

CON Faculty
Grace J. Kreulen, PhD, Chair Baccalaureate Program Committee
Michigan State University College of Nursing

Contents:
1. Course Evaluation Grade Sheets for each course.
2. Clinical Performance Rating Scale
3. Clinical Performance Behavior Worksheets
4. Clinical Performance Rating Form
5. Scoring Guidelines for Performance Behaviors and Calculating the Clinical Performance, Clinical Assignment, and Theory Grades
NURS 330 (3.2.2)
PHYSICAL ASSESSMENT & NURSING THERAPEUTICS
EVALUATION GRADE SHEET

Student Name _______________________________ Date ________________________

Clinical Performance Level: ___ (I)

Faculty ________________________________ Agency ___________________________

Clinical Performance % Grade (20%): ________
Clinical/Lab Assignment % Grade (30%): ________
Theory Class % Grade (50%): ________
Final % Grade (100%): ________

FINAL COURSE GRADE: ___________

<table>
<thead>
<tr>
<th>Theory Class Grade Breakdown:</th>
<th>Clinical Assignment Grade Breakdown:</th>
</tr>
</thead>
<tbody>
<tr>
<td>% score earned</td>
<td>Weighted % grade</td>
</tr>
<tr>
<td>1. Exam I</td>
<td>25%</td>
</tr>
<tr>
<td>3. Final Exam</td>
<td>35%</td>
</tr>
<tr>
<td>4. Quiz Grade</td>
<td>15%</td>
</tr>
<tr>
<td>Total Theory Class % grade</td>
<td></td>
</tr>
</tbody>
</table>

** 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 a 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.

** Any student deemed unsafe will not pass the course and receive a grade point of “0”.

** ATTACH:
- Summary Evaluation of Student by Faculty
- Self Evaluation by Student

Faculty Signature ___________________________ Date ____________
Student Signature ___________________________ Date ____________
CLINICAL PERFORMANCE RATING SCALE

**SELF DIRECTED (4)**

**ALMOST NEVER REQUIRES**  
(10% or < of the time)  
* direction  
* guidance  
* monitoring  
* support

**ALMOST ALWAYS EXHIBITS**  
(90% or > of the time)  
* a focus on the client or system  
* accuracy, safety, and skillfulness  
* assertiveness and initiative  
* efficiency and organization  
* an eagerness to learn

**SUPERVISED (3)**

**OCCASIONALLY REQUIRES**  
(25% of the time)  
* direction  
* guidance  
* monitoring  
* support

**VERY OFTEN EXHIBITS**  
(75% of the time)  
* a focus on the client or system  
* accuracy, safety, and skillfulness  
* assertiveness and initiative  
* efficiency and organization  
* an eagerness to learn

**ASSISTED (2)**

**OFTEN REQUIRES**  
(50% of the time)  
* direction  
* guidance  
* monitoring  
* support

**OFTEN EXHIBITS**  
(50% of the time)  
* a focus on the client or system  
* accuracy, safety, and skillfulness  
* assertiveness and initiative  
* efficiency and organization  
* an eagerness to learn

**NOVICE (1)**

**VERY OFTEN REQUIRES**  
(75% of the time)  
* direction  
* guidance  
* monitoring  
* support

**OCCASIONALLY EXHIBITS**  
(25% of the time)  
* a focus on the client or system  
* accuracy, safety, and skillfulness  
* assertiveness and initiative  
* efficiency and organization  
* an eagerness to learn
### DEPENDENT (0)

**ALMOST ALWAYS REQUIRES**  
(90% or > of the time)  
* direction  
* guidance  
* monitoring  
* support

**ALMOST NEVER EXHIBITS**  
(10% or < of the time)  
* a focus on the client or system  
* accuracy, safety, and skillfulness  
* assertiveness and initiative  
* efficiency and organization  
* an eagerness to learn

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08/05

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#### Table 1. Clinical Performance Score Total and Passing Score Range by Curricular Level

<table>
<thead>
<tr>
<th>Curricular Level</th>
<th>Possible range of scores</th>
<th>75% CP Total Score for each Level</th>
<th>100% CP Total Score for each Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Performance I</td>
<td>0 - 44</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>Clinical Performance II</td>
<td>0 - 44</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td>Clinical Performance III</td>
<td>0 - 44</td>
<td>28</td>
<td>37</td>
</tr>
<tr>
<td>Clinical Performance IV</td>
<td>0 - 44</td>
<td>33</td>
<td>44</td>
</tr>
</tbody>
</table>

Record the Total Clinical Performance Percent Grade in the top section of the course ‘Evaluation Grade Sheet.’
**CLINICAL PERFORMANCE BEHAVIOR WORKSHEETS**

1. **DEMONSTRATES CARING TO FACILITATE SPIRITUAL, MENTAL AND PHYSICAL HEALTH:**
   - ___1) Shows respect, sensitivity, and concern for the welfare of clients, staff, faculty, and peers.
   - ___2) Exhibits caring body language that expresses empathy and a connection with others.
   - ___3) Plans & organizes care with sensitivity and compassion to individual client needs.
   - ___4) Fosters strategies for health promotion, disease prevention, and risk reduction.
   - ___5) Promotes self-care in clients.
   - ___6) Initiates therapeutic relationships.
   - ___7) Fosters spiritual dimensions or addresses spiritual needs of clients or others.
   - ___8) Assists clients with coping mechanisms.
   - ___9) Protects the client’s safety & privacy, and preserves human dignity while providing care.
   - ___10) Adheres to all components of the HIPAA regulations.
   - ___11) Assists clients to achieve a peaceful end of life.

   **___ Category Mean Score**

2. **DEMONSTRATES SELF AWARENESS IN PURSUING LEARNING OPPORTUNITIES TO ENHANCE PROFESSIONAL DEVELOPMENT AND DELIVERY OF NURSING CARE:**
   - ___1) Exhibits progressive socialization toward professional nurse status, observing and emulating nurse role models and inculcating professional values (‘engaged’).
   - ___2) Seeks learning opportunities and resources to develop competence in practice.
   - ___3) Honestly and accurately evaluates personal performance.
   - ___4) Responds professionally to feedback or correction.
   - ___5) Makes changes to improve practice.

   **___ Category Mean Score**

3. **DEMONSTRATES EFFECTIVE COMMUNICATION:**
   - ___1) Produces clear, relevant, organized, and thorough writing.
   - ___2) Exhibits legally accurate and appropriate documentation.
   - ___3) Recognizes and uses appropriate medical terminology and abbreviations.
   - ___4) Uses various forms of communication in an effort to increase understanding.
   - ___5) Elicits preferences and values from clients, and clarifies understanding.
   - ___6) Exhibits professional and therapeutic body language.
   - ___8) Listens attentively & respectfully without interruption or disruption.
   - ___9) Maintains self control & dignity, and responds professionally, to situations without blame or aggressive behavior.

   **___ Category Mean Score**

4. **USES PROFESSIONAL COLLABORATION IN THE MANAGEMENT AND DELIVERY OF HEALTH CARE:**
   - ___1) Distinguishes among the roles, responsibilities, and scope of practice of nursing and other health care team members, for purposes of improving the health of clients.
   - ___2) Shares research and experiences at clinical conferences.
   - ___3) Contributes insight & helpful information to health care team, and in group conferences.
   - ___4) Actively participates in decision-making process with faculty, staff, clients, and peers.
   - ___5) Is sensitive to the learning needs of the group, and contributes accordingly.
   - ___6) Is helpful in group dynamics & team-building, fostering collegiality and encouraging cooperation.
   - ___7) Is respectful, courteous, and approachable in interactions.
   - ___8) Recognizes and accepts diverse thinking.

   **___ Category Mean Score**
5. EXHIBITS **ACCOUNTABILITY, INTEGRITY AND HONESTY** & IN NURSING PRACTICE:
   ___1) Follows the ANA “Standards of Care for Clinical Practice”.
   ___2) Follows policies and procedures of agencies.
   ___3) Reflects awareness of the context and scope of nursing practice, and is mindful of own limitations, demonstrating knowledge of when and how to ask for help.
   ___4) Adheres to the MSU CON “Honor Code”.
   ___5) Assumes responsibility & accountability for own actions & practice.
   ___6) Follows through on commitments and tasks.
   ___7) Completes tasks and assignments thoroughly.
   ___8) Completes tasks and submits assignments on time.
   ___9) Is prepared, flexible, and fair.
   ___10) Corrects wrong or incorrect situations; seeks to remedy errors (by self or others).
   ___11) Is professional in appearance, manner and conduct.
   ___12) Is consistently punctual and reliable.

___ Category Mean Score

6. USES THE **TEACHING/LEARNING PROCESS** IN PROVIDING HEALTH EDUCATION:
   ___1) Identifies learning needs of clients and their families through appropriate assessment.
   ___2) Collaborates with clients and their families in achieving the educational goal(s).
   ___3) Considers environmental conditions and the setting in order to optimize learning.
   ___4) Considers developmental and educational level in teaching.
   ___5) Specifies appropriate and reasonable outcome measures.
   ___6) Uses various forms of communication to disseminate information.
   ___7) Applies theoretical knowledge with rationale when teaching.
   ___8) Provides time for questions.
   ___9) Completes process by validating if learning took place (evaluates outcomes).
  ___10) Provides prompt feedback.
   ___11) Modifies teaching methods if needed.

___ Category Mean Score

7. ACTS AS AN **ADVOCATE** FOR THE CLIENT AND HEALTH CARE PROFESSION:
   ___1) Seeks to assist with the needs of others, especially the vulnerable.
   ___2) Honors and promotes the rights of clients and others.
   ___3) Provides resources to empower clients, and assist them to make informed choices.
   ___4) Initiates appropriate referrals for clients and/or their families.
   ___5) Identifies economic, legal, and political factors that influence health care delivery.
   ___6) Upholds agendas that enhance high quality and cost effective care.
   ___7) Encourages legislation & policy consistent with advancement of nursing & health care.
   ___8) Recognizes need for change (client/organization), responds by taking appropriate initiative/action.

___ Category Mean Score

8. DEMONSTRATES **AWARENESS OF, AND SENSITIVITY TO THE VALUES & MORES** OF CLIENTS IN **ETHICAL DECISION MAKING**:
   ___1) Recognizes variations in culture and human diversity.
   ___2) Identifies and respects differences in values and beliefs.
   ___3) Provides culturally sensitive and appropriate care.
   ___4) Recognizes differences in ethical beliefs, perspectives, and options in health care.
   ___5) Recognizes the role of nursing in ethical decision making in health care.
   ___6) Upholds the “Ethical Code for Nurses”.
   ___7) Is non-judgmental

___ Category Mean Score
9. DEMONSTRATES LEADERSHIP SKILLS IN NURSING PERFORMANCE:
   ___1) Conveys a clear vision of what needs to be done.
   ___2) Takes charge of situations and facilitates solutions.
   ___3) Copes appropriately and in positive ways.
   ___4) Exhibits a high level of competency in knowledge and skill.
   ___5) Conveys confidence in knowledge and skill, sincerity, and enthusiasm.
   ___6) Empowers and inspires others to do their best.

___ Category Mean Score

10. DEMONSTRATES CRITICAL THINKING IN THE PROMOTION OF HOLISTIC HEALTH OF INDIVIDUALS, FAMILIES AND COMMUNITIES:
    ___1) Integrates theory and research-based knowledge from the behavioral, biological and natural sciences to critically analyze and interpret information.
    ___2) Gathers appropriate data for assessment.
    ___3) Identifies appropriate nursing diagnoses, goals, and outcome criteria.
    ___4) Recognizes pathological processes and problems when they arise, and intervenes appropriately.
    ___5) Exhibits an accurate understanding of the expected effects, and possible complications that could result from interventions (including medications).
    ___6) Makes appropriate judgments and sound decisions in the management of care, based on a clear and accurate understanding of the rationale.
    ___7) Evaluates effectiveness of achieving outcomes, and modifies appropriately.
    ___8) Integrates the principles of primary health care in the delivery of care.
    ___9) Uses research findings to enhance and improve clinical practice.

___ Category Mean Score

11. PERFORMS SKILLS IN A COMPETENT AND EFFICIENT MANNER:
    ___1) Performs nursing skills and therapeutic procedures safely, accurately, and with dexterity.
    ___2) Demonstrates proper use of and care for therapeutic tubes, drains, and devices.
    ___3) Demonstrates an accurate understanding of, and competence in, the use of technical equipment.
    ___4) Calculates medication dosages by all routes accurately.
    ___5) Administers medications by all routes safely.
    ___6) Uses proper safety techniques & precautions (such as call systems, identification procedures, restraints, and fire, radiation & hazardous materials protection) when providing care.
    ___7) Recognizes hazards and acts appropriately.
    ___8) Uses the latest information technologies.
    ___9) Manages time efficiently and effectively.
   ___10) Organizes and prioritizes delivery of care and other nursing responsibilities and tasks appropriately.
   ___11) Delegates tasks appropriately, safely and effectively based on experience, education, and licensure status (may be to student peers, nursing team, family members, or lay persons).

___ Category Mean Score
## CLINICAL PERFORMANCE RATING FORM

1. **DEMONSTRATES CARING TO FACILITATE SPIRITUAL, MENTAL & PHYSICAL HEALTH:**
   - Self-Directed (4)
   - Supervised (3)
   - Assisted (2)
   - Novice (1)
   - Dependent (0)

2. **DEMONSTRATES SELF-AWARENESS IN PURSUING LEARNING OPPORTUNITIES TO ENHANCE PROFESSIONAL DEVELOPMENT AND DELIVERY OF NURSING CARE:**
   - Self-Directed (4)
   - Supervised (3)
   - Assisted (2)
   - Novice (1)
   - Dependent (0)

3. **DEMONSTRATES EFFECTIVE COMMUNICATION:**
   - Self-Directed (4)
   - Supervised (3)
   - Assisted (2)
   - Novice (1)
   - Dependent (0)

4. **USES PROFESSIONAL COLLABORATION IN MANAGEMENT & DELIVERY OF HEALTH CARE:**
   - Self-Directed (4)
   - Supervised (3)
   - Assisted (2)
   - Novice (1)
   - Dependent (0)

5. **EXHIBITS ACCOUNTABILITY, INTEGRITY, AND HONESTY IN NURSING PRACTICE:**
   - Self-Directed (4)
   - Supervised (3)
   - Assisted (2)
   - Novice (1)
   - Dependent (0)

6. **USES THE TEACHING-LEARNING PROCESS IN PROVIDING HEALTH EDUCATION:**
   - Self-Directed (4)
   - Supervised (3)
   - Assisted (2)
   - Novice (1)
   - Dependent (0)

### Scores for Clinical Performance

- Self-Directed (4)
- Supervised (3)
- Assisted (2)
- Novice (1)
- Dependent (0)

### Scores for Clinical Performance Grade Point

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<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>1 (Jan. 09)</td>
<td>Legal and Ethical Context of Practice (ANA’s Code of Ethics for Nurses)</td>
<td>EP PL NT</td>
<td>Introduction to Health Assessment Vital signs and General Survey</td>
<td>Practice in Simulation Lab Evaluation of Competency of VS and General Survey (will continue into week 2)</td>
<td>Check-Off: Hand Washing</td>
</tr>
<tr>
<td>2 (Jan. 16)</td>
<td>Therapeutic Communication Interviewing Skills (Quiz)</td>
<td>COM GCC NT</td>
<td>Skin Hair Nails Head Neck</td>
<td>Evaluation of Competency of Skills</td>
<td>Clinical Skills Check-Off: Bed Bath, Vital Signs</td>
</tr>
<tr>
<td>3 (Jan. 23)</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>Evaluation of Competency of Skills</td>
<td></td>
</tr>
<tr>
<td>4 (Jan. 30)</td>
<td>Health History (Assignment= health history--due by week 7) (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>5 (Feb. 06)</td>
<td>Health Perception; Health Care Delivery Systems; Client Teaching (Quiz)</td>
<td>CT EBP NT</td>
<td>Heart and Neck Vessels, PVS</td>
<td>Evaluation of Competency of Skills</td>
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</tr>
<tr>
<td>6 (Feb. 13)</td>
<td>Infection Control and Safety Precautions (Quiz)</td>
<td>HPRR IDM NT</td>
<td>Abdomen Musculoskeletal System Motor System (Neuro) Medical Terminology Quiz II</td>
<td>Evaluation of Competency of Skills</td>
<td>Clinical Skills Check Off: Wound Care</td>
</tr>
<tr>
<td>7 (Feb. 20)</td>
<td>Pain Exam 1 (one hour—50 questions--multiple choice)</td>
<td>EBP NT GCC</td>
<td>Lecture-Assessment of Child, Adolescent, Older Adult (2 hrs); Start Physical Assessment Evaluation</td>
<td>Final Evaluation of Head to Toe Physical Exam (Complete Exam). Hospital Specific Modules (HIPAA, Safety)</td>
<td>Head to Toe Exam Health History Due in Lab @ 8:00am</td>
</tr>
<tr>
<td>8 (Feb. 27)</td>
<td>Skin Care (Quiz)</td>
<td>EBP NT HPRR</td>
<td>Medication Administration Small Group Practice ERI Testing (Patho)</td>
<td>Orientation to Acute Care Clinical</td>
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</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Course</td>
<td>Activity</td>
<td>Due Date</td>
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<tr>
<td>March 13</td>
<td>Perioperative Quiz</td>
<td>EBP</td>
<td>Clinical Skills Check Off: Medication Administration and Accucheck</td>
<td>Clinical Medical Skills Check Off: Meds</td>
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<tr>
<td></td>
<td>HTN/Peripheral Vascular Disease/DVT Quiz</td>
<td>GCC</td>
<td>Case studies involving care planning (Simulation Lab) Dosage Calculations Quiz I (1hr)</td>
<td>Acute Care Clinical</td>
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<tr>
<td>March 20</td>
<td>Stroke/Brain Attack Quiz</td>
<td>IDM</td>
<td>Clinical Rotation for Health Appraisal of Toddler, Child, Adolescent</td>
<td>Acute Care Clinical</td>
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<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>Assignment Due: Assessment and Master Problem List</td>
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<td>April 03</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>
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<tr>
<td></td>
<td>Infectious Respiratory Disorders Quiz</td>
<td>HPRR GCC</td>
<td>Clinical Rotation for Health Appraisal of Toddler, Child, Adolescent ERI Testing (Fundamentals)</td>
<td>Acute Care Clinical</td>
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<tr>
<td>April 10</td>
<td>Infectious Respiratory Disorders Quiz</td>
<td>HPRR GCC</td>
<td>Clinical Rotation for Health Appraisal of Toddler, Child, Adolescent ERI Testing (Fundamentals)</td>
<td>Acute Care Clinical</td>
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<tr>
<td>April 17</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>
<td></td>
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<tr>
<td></td>
<td>Diabetes Quiz</td>
<td>EBP HPRR IDM</td>
<td>Visit Community Organization or Support Group Dosage Calculations Quiz II (1hr)</td>
<td>Assignment Due: Care Plan Assignment Due: Paper on Health Appraisal of Toddler, Child, Adolescent</td>
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<tr>
<td>April 24</td>
<td>End of Life</td>
<td>EP COM</td>
<td>Presentation of Information from Organizations Visited (At Sim. Lab) Clinical Skills Check Off: Basic IVs ERI Testing (Critical Thinking)</td>
<td>Acute Care Clinical</td>
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<td>Clinical skills Check Off: IVs</td>
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</tbody>
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**FINALS WEEK: FINAL EXAM AND CLINICAL EVALUATIONS**

NUR 330 Final will be cumulative (100 multiple-choice question). The final will be Tuesday May 02, 2006 12:45pm-2:45pm