

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



**COURSE OUTLINE
NURSING 303
HEALTH ASSESSMENT IN NURSING**

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**SCHOOL OF SCIENCE, HEALTH, AND CRIMINAL JUSTICE
NURSING
October 2016**

- A. **TITLE:** HEALTH ASSESSMENT IN NURSING
- B. **COURSE NUMBER:** NURS 303
- C. **CREDIT HOURS:** 4
- D. **WRITING INTENSIVE COURSE:** No.
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Fall and Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
3 hours of lecture and 4 hours of clinical per week.
Note: 1 credit = 50 minutes of lecture or 3 hours lab or 3 hours of clinical per week
- H. **CATALOG DESCRIPTION:** This course will provide the student with knowledge and skills basic to health assessment in nursing. The course emphasizes critical thinking skills required for accurate collection and analysis of client health information and provides opportunities for enhancement of physical assessment skills. Students will be responsible for finding a qualified preceptor (with the approval of the course instructor) in order to successfully complete the clinical portion of this course.
- I. **PRE-REQUISITES/CO-COURSES:** Students must be admitted into the RN-BS program.
- J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will:

Course Student Learning Outcomes (SLOs)	Program SLOs	Institutional SLOs
Describe the role of the professional nurse in health assessment.	Participation as nurse leaders on interdisciplinary teams to influence positive change and health care policy.	
Integrate communication and physical assessment techniques to conduct and document comprehensive nursing assessments across the life-span	Synthesize knowledge from the liberal arts and nursing to promote the health and well-being of culturally diverse individuals, families, groups, and communities.	Communication
Use the nursing process with an emphasis on assessment and planning to collect, analyze, and interpret physical, psychological, sociocultural, and spiritual data gathered from clients of all ages	Demonstrate critical thinking and decision making that utilizes the nursing process and evidence-based practice in the delivery of care to culturally diverse individuals, families, groups, and communities. Collaborate with health care colleagues to promote holistic health care for individuals, families, groups, and	Critical Thinking

	communities.	
Apply history taking, physical examination, and clinical reasoning skills in the assessment of client problems and clinical scenarios.	<p>Apply knowledge from nursing, humanities, biological, and social sciences to plan, implement, and evaluate care for sick and well individuals, families, groups and communities.</p> <p>Integrate legal and ethical concepts with the leadership role to advance and promote the health and well-being of culturally diverse individuals, families, groups, and communities.</p> <p>Utilize nursing theory/conceptual frameworks, nursing research, and evidence-based practice in addressing the nursing care needs of culturally diverse individuals, families, groups, and communities.</p>	Professional Competence

K. TEXTS:

D’Amico, D., & Barbarito, C. (2015). Health & physical assessment in nursing. New Jersey: Pearson Education.

D’Amico, D. & Barbarito, C. (2015). Assessment skills laboratory manual. New Jersey: Pearson Education. Online Bates DVDs: Head-to-toe physical assessment series.

L. REFERENCES: None

M. EQUIPMENT:

1. Computer with internet access.
2. Preceptor who holds an MSN or MS in Nursing.
3. An agency that agrees to allow the student to perform the clinical portion of this course at the facility and that agrees to sign a clinical contract establishing itself as a clinical facility.
4. Ophthalmoscope and otoscope.
5. Flashlight or penlight.
6. Tongue depressors.
7. Ruler and flexible tape measure marked in inches and centimeters.
8. Thermometer.
9. Watch with second hand.
10. Sphygmomanometer.
11. Stethoscope with the following characteristics: ear tips that fit snugly, thick-walled tubing as short as feasible to maximize the transmission of sound, approximately 30 cm (12 inches) to 38 cm (15 inches), and a bell and diaphragm with good changeover

N. GRADING METHOD: A – F

N. MEASUREMENT CRITERIA/METHODS:

1. Participation in discussion threads and group activities.
2. View CD-ROM programs
3. View online Bates head-to-toe physical assessment series
4. Online quizzes.
5. Pass/fail clinical component of course.
6. Weekly documentation of all assessment activities.
7. Weekly clinical reflective journal.
8. Weekly clinical objectives.
9. Weekly preceptor report.
10. Weekly case studies.
11. Demonstration and documentation of accurate health assessment and head to toe physical exam of an adult client

P. DETAILED COURSE OUTLINE:

- I. Overview of the Health Assessment Process
 - A. Nurse's role in Health Assessment
 - B. Assessment Frameworks
 - C. Introduction to the Role of the Preceptor
- II. Collecting Subjective Data
 - A. The Interview Process
 - B. Developing a Therapeutic Relationship
 - C. Comprehensive Health History
- II. Collecting Objective Data
 - A. Review of Necessary Equipment
 - B. Preparation for the Physical Assessment
 - C. Physical Assessment Techniques
- I. Documentation of Data
 - A. Validation of Data
 - B. Purposes of Documentation
 - C. Types of Documentation Forms
- II. Diagnostic Reasoning Skills and Data Analysis
 - A. Critical Thinking and the Nursing Process
 - B. The Diagnostic Reasoning Process
 - C. Nursing Diagnoses and Collaborative Problems
- III. Health Assessment across the Life-Span
 - A. Overview of developmental issues across the life-span
 - B. Review of psychosocial theories influencing health assessment
 - C. Assessment of pediatric and middle-aged adult clients
- IV. Cultural Consideration
 - A. Cultural concerns related to health assessment
 - B. Performing a cultural assessment
- V. General Survey and Nutritional Assessment
 - A. Vital Signs
 - B. Nutritional Assessment
 - C. Validation and Documentation of Findings
 - D. Diagnostic Reasoning
- VI. Skin, Hair, and Nail Assessment
 - A. Collecting Subjective Data

- B. Collecting Objective Data
- C. Validation and Documentation of Findings
- D. Diagnostic Reasoning
- VII. Head and Neck Assessment
 - A. Structure and Function
 - B. Collecting Subjective Data
 - C. Collecting Objective Data
 - D. Validation and Documentation of Findings
 - E. Diagnostic Reasoning
- VIII. Eye Assessment
 - A. Structure and Function
 - B. Collecting Subjective Data
 - C. Collecting Objective Data
 - D. Validation and Documentation of Findings
 - E. Diagnostic Reasoning
- IX. Ear Assessment
 - A. Structure and Function
 - B. Collecting Subjective Data
 - C. Collecting Objective Data
 - D. Validation and Documentation of Findings
 - E. Diagnostic Reasoning
- X. Mouth, Throat, Nose, and Sinus Assessment
 - A. Structure and Function
 - B. Collecting Subjective Data
 - C. Collecting Objective Data
 - D. Validation and Documentation of Findings
 - E. Diagnostic Reasoning
- XI. Thoracic and Lung Assessment
 - A. Structure and Function
 - B. Collecting Subjective Data
 - C. Collecting Objective Data
 - D. Validation and Documentation of Findings
 - E. Diagnostic Reasoning
- XII. Breast and Lymphatic Assessment
 - A. Structure and Function
 - B. Collecting Subjective Data
 - C. Collecting Objective Data
 - D. Validation and Documentation of Findings
 - E. Diagnostic Reasoning
- XIII. Heart and Neck Vessel Assessment
 - A. Structure and Function
 - B. Collecting Subjective Data
 - C. Collecting Objective Data
 - D. Validation and Documentation of Findings
 - E. Diagnostic Reasoning
- XIV. Peripheral Vascular Assessment
 - A. Structure and Function
 - B. Collecting Subjective Data
 - C. Collecting Objective Data
 - D. Validation and Documentation of Findings
 - E. Diagnostic Reasoning

- XV. Abdominal Assessment
 - A. Structure and Function
 - B. Collecting Subjective Data
 - C. Collecting Objective Data
 - D. Validation and Documentation of Findings
 - E. Diagnostic Reasoning
- XVI. Male Genitalia Assessment
 - A. Structure and Function
 - B. Xvii Collecting Subjective Data
 - C. Collecting Objective Data
 - D. Validation and Documentation of Findings
 - E. Diagnostic Reasoning
- XVII. Female Genitalia Assessment
- XVIII. Structure and Function
 - A. Collecting Subjective Data
 - B. Collecting Objective Data
 - C. Validation and Documentation of Findings
 - D. Diagnostic Reasoning
- XIX. Anus, Rectum, and Prostate Assessment
 - A. Structure and Function
 - B. Collecting Subjective Data
 - C. Collecting Objective Data
 - D. Validation and Documentation of Findings
 - E. Diagnostic Reasoning
- XX. Musculoskeletal Assessment
 - A. Structure and Function
 - B. Collecting Subjective Data
 - C. Collecting Objective Data
 - D. Validation and Documentation of Findings
 - E. Diagnostic Reasoning
- XXI. Neurologic Assessment
 - A. Structure and Function
 - B. Collecting Subjective Data
 - C. Collecting Objective Data
 - D. Validation and Documentation of Findings
 - E. Diagnostic Reasoning
- XXII. Assessment of Infants, Children, and Adolescents
 - A. Structure and Function
 - B. Collecting Subjective Data
 - C. Collecting Objective Data
 - D. Validation and Documentation of Findings
 - E. Diagnostic Reasoning
- XXIII. Assessment of the Childbearing Woman
 - A. Structure and Function
 - B. Collecting Subjective Data
 - C. Collecting Objective Data
 - D. Validation and Documentation of Findings
 - E. Diagnostic Reasoning
- XXIV. Assessment of the Frail Elderly
 - A. Physical and Functional Changes Related to Aging
 - B. Collecting Subjective Data
 - C. Collecting Objective Data

- D. Validation and Documentation of Findings
- E. Diagnostic Reasoning
- XXV. Assessment of the Family
 - A. Structure and Function
 - B. Theoretical Concepts of Family Function
 - C. Family History and Dynamics
 - D. Validation and Documentation of Findings
 - E. Diagnostic Reasoning

Q. **LABORATORY OUTLINE:** see clinical guidelines

NURS 303-Health Assessment in Nursing

Nursing 303 Clinical Preceptor Experience

Purpose

Clinical preceptor experiences are one-to-one relationships created between more experienced nurses who have achieved a Master's Degree in nursing and RN students enrolled in nursing 303. Under close, expert supervision, the student gains advanced physical assessment expertise and receives regular, immediate feedback to facilitate synthesis and integration of new knowledge with the students' existing knowledge base and level of skill. This experience promotes increased functioning and expertise in physical assessment. This clinical experience that achieves the following outcomes:

- Development of individualized, personalized clinical activities that lead to higher levels of functioning and competency of the student within their current scope of practice.
- Increased student involvement in innovative clinical physical assessment and problem-solving activities related to client care, leadership, prioritization, delegation, time management, and documentation skills.
- Opportunity to assess and analyze the leadership role of the preceptor and its relationship to client outcomes and in the delivery of quality health care.
- Enhanced ability of the SUNY Canton RN-BS nursing program to provide adequate, meaningful clinical and leadership content that introduces students to, and prepares them to provide advanced level physical assessment skills in a broad variety of health care settings.
- Provides graduate level nursing support, encouragement, and role modeling that maximize the students' engagement in authentic clinical learning experiences to advance their physical assessment skills.

Preceptor Role

- Directly assesses student's physical assessment skills in diverse clinical settings.
- Supports, encourages, and assists students to connect existing knowledge.
- Guides and directs students in utilizing a variety of teaching strategies.
- Willingly commits time, talent, sensitivity, and experience to meet the individual needs of students.
- Facilitates the students' transition from RN to baccalaureate level nurse.
- Collaborates with course instructor to ensure that clinical preceptor learning goals are achieved.
- Continuously strives to provide relevant clinical learning experiences to ensure the learning objectives are met.
- Identifies immediate concerns and needs of the student if problems arise during clinical learning experiences and consults with the course instructor.
- Provides written and verbal constructive feedback to assist student and course instructor in enhancing the clinical preceptor experience.
- Remains within the scope of the students' practice boundaries.
- Never compromises client safety.

Course Instructor

- Maintains a continuous channel of communication through verbal and written feedback from the student and the preceptor.
- Plans the timing of regular, synchronous, online meetings with the preceptor and student.

- Develops, utilizes, and assesses data from weekly feedback tools such as the weekly report, students' reflective journals, field notes from preceptor, and student evaluations.
- Identifies problematic situations based on assessments and feedback data early to minimize problems from arising and determines how unanticipated issues will be addressed related to student performance.
- Mediates between preceptor and student.
- Maintains a reflective journal throughout the semester.

Students

- Possess a current, valid license to practice as a registered nurse.
- Practices in the clinical setting directly under the supervision and guidance of the preceptor.
- Follow all policies, procedures, and regulations of both the clinical agency and SUNY Canton's RN-BS nursing program.
- Provides weekly feedback via electronic reflective journaling, pre- and post conferences with preceptor, email, and phone conversations.
- Continuously assesses clinical learning environment to determine whether they believe their learning needs are being met and to identify their individual strengths and weaknesses. Plans strategies to improve areas of weakness.
- Identifies barriers to learning and then utilizes active problem-solving and critical thinking strategies to remove barriers.
- Plans and implements formal client teaching project related to physical assessment findings.

The Preceptor Experience Guide

The following guidelines will help you better understand the preceptor experience.

- Review the Preceptor Experience power-point presentation
- Read the description of the Preceptor purpose and roles of the preceptor, student, and instructor
- Identify your individual strengths and weaknesses related to your physical assessment skills
- Identify your personal goals related to the preceptor clinical experience
- The weekly structure guides in each week's folder list the health assessment activities for the week
- The weekly structure guides follow the chapters in the text-book and the lab manual
- The CD-ROM at the back of the text book has visual and audio guides for your assessments
- The links posted in the week 4 folder allow you to watch the Bates Physical Assessment DVDs for head to toe assessment across the life-span. They will enhance your physical assessment skills.
- The clinical lab manual explains how to perform the weekly assessment activities
- The clinical lab manual has sample documentation forms required when you perform the assessments
- The clinical lab manual has check-off lists at the back of the book to use to assess how you performed the skill.
- The preceptor may choose to use the check-off lists to evaluate your performances
- The ultimate goal of the readings in the text-book, the CD-ROM programs, the case studies, discussion board activities, the lab manual, the work with the preceptor, the documentation of the health assessments, and the reflective journaling is to increase your health assessment skills and to promote higher levels of critical thinking
- The reflective journaling will increase self-awareness and help you to identify your strengths and weaknesses and to plan the goals and objectives for the next preceptor experience
- Each preceptor experience is unique and individualized
- Each preceptor experience is based upon the individual students needs, their life-worlds, and their goals and objectives
- A student must perform a satisfactory head-to-toe assessment by week 15.
- The preceptor and the student complete the final assessment of skills posted in the week 15 folder.
- The amount of time spent with the preceptor is totally dependent upon student performance and their goals and objectives
- The documentation forms in the lab manual for each of the different parts of the assessment must be completed and submitted.
- The number of reflective journals submitted depends entirely upon the amount of time spent weekly with the preceptor and the performance of the student
- One reflective journal may cover several systems and receive credit for 3 separate journals

Clinical Guidelines

- I. Each student requires a clinical preceptor. For this course, the clinical preceptor must:
 - A. Be a licensed registered nurse, actively engaged in the delivery of healthcare services and hold an MSN or an MS in nursing.
- II. Once the appropriate preceptor is selected and the individual has agreed to act in that capacity, the preceptor will complete an application form and submit it to the course instructor. Once the preceptor is approved by the nursing department, a clinical contract will be established between the college and the clinical preceptor/clinical agency. Student may not begin the clinical component until the preceptor has been approved and the contract has been established.
- III. Students will complete a 45-hour clinical rotation with their preceptor. The purpose of this clinical experience is to provide the student with the opportunity to practice advanced assessment skills under the direct supervision of their preceptor.
- IV. Student outcomes identified for this course will guide the clinical experience. In addition, the student will develop and submit weekly, specific, personal goals and objectives for their clinical experiences. The preceptor will assist the student in the formulation of these goals and objectives.
- V. At the completion of each clinical experience, the student will:
 - A. Complete a reflective journal that:
 1. Lists their goals and objectives for the experience.
 2. Analyses and discusses if and how they were met.
 3. Evaluates their performance and identifies their strengths and weaknesses.
 4. Submit the reflective journal to course instructor.
 - B. Complete each section in the lab manual related to the physical assessment experience and submit to course instructor. (Will be assigned by course instructor).
 - C. Review evaluation anecdotal notes of the preceptor. Add comments to anecdotal notes and submit to course instructor.
- VI. At the completion of the 45-hour clinical experience, the student will perform a head to toe health assessment of a client and develop a comprehensive list of actual and potential nursing diagnoses for the client and a teaching plan based on the physical assessment findings. The health assessment and comprehensive list of nursing diagnoses will be submitted to the course instructor within 48 hours of completion of the clinical experience.
- VII. At the completion of the clinical experience, the preceptor will complete a final student evaluation and send it to the course instructor.
- VIII. The student must receive a grade of satisfactory from both their preceptor and the course instructor plus complete all course requirements for the theoretical portion of the course in order to advance to the next nursing course.