

NURS 351 Nursing Assessment and Diagnostics**Abilene Christian University****Fall 2013**

NURS 351

Wednesday: 8 to 11 am

3 credit hours

Classroom:

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ACU Mission

To educate students for Christian service and leadership throughout the world.

School of Nursing Mission

To inspire and educate students for excellence in professional practice in preparation for Christian leadership and service as registered nurses throughout the world.

Course Description

Nursing Assessment introduces students to the knowledge, judgment, skills, behaviors, and attitudes of holistic, comprehensive, and focused assessments needed to plan, implement, and evaluate strategies to achieve the highest potential health outcomes.

“Remind the people . . . to be ready to do whatever is good.” Titus 3: 1

Prerequisites

NURS 250 and admission to the School of Nursing

Co-requisites

NURS 320, NURS 330, NURS 350, NURS 352

Course Purpose and Audience

This course is required in junior Level 1 after students are admitted to the school of nursing. This course will teach students a comprehensive head to toe physical assessment contrasting normal findings with common pathology. Students will be exposed in theory and practice to essential

focused assessments based on clinical manifestations presented. Nursing implications and analysis of anticipated, common laboratory and diagnostic testing will be explored.

Professional Behavior Expectations

Baccalaureate educated nurses are prepared to function within an interdisciplinary team to lead and serve diverse patients (individuals, families, groups, communities, populations) across the life span in a variety of settings along the continuum of care. Since nurses' assume the responsibility of the care of others, professional attitudes, behaviors, judgments and skills must be learned and applied in all communication and interactions to provide safe and quality practice. The faculty at the SON believe that the classroom, simulation labs, and clinical experiences all provide settings for professional learning. Students are asked to engage actively in all settings as preparation for professional expectations encountered in their careers. Active engagement assumes attention to the topics, activities, speakers, faculty, peers, and patients involved in any given setting. Distractions should be for emergencies only, and faculty notified if potential phone or other issues are anticipated.

Teaching Philosophy and Christian Perspective

Faculty are responsible to facilitate the learning of students in preparation for professional careers in nursing. The faculty are responsible for modeling Christian character, authenticity, service and leadership in nursing education and practice, and want to engage students by discussion in the faculty successes and failure of this responsibility. The faculty at the SON believe that nursing curriculum should reflect the current practice environment in compliance with evidence-based professional standards and rules of regulatory organizations. The curriculum integrates the mission of the university. Concepts will reflect the knowledge, judgment, behaviors, skills, attitudes, and values required of a professional nurse. The faculty believe that active participatory student-centered learning is required in baccalaureate generalist education to develop the professional competencies required of the graduate.

Faith and learning resources as a background for this course: Matthew 9: 35-38; Colossians 3: 12-17; James 5:7-11; The faculty invite the students to bring further resources in the semester discussion of faith in nursing practice.

Course Content

This course includes discussion, demonstration, practice, and validation of a comprehensive head to toe assessment and focused assessment of adults/older adults. An overview of diagnostic and laboratory testing with nursing implications are integrated throughout the course. The concept of holistic assessment (psychological, social, spiritual, and environmental) is integrated within physical assessment content. In addition to cognitive and psychometric learning, the course will focus on the affective learning of professional values that are supported by the leadership and service of Christian professional nurses.

Student Goals

After successful completion of this course, the student will understand and implement in nursing practice:

1. An accurate interview, health history, and comprehensive, holistic head-to-toe assessment on an adult patient.
2. Accurate focused assessments based on presenting clinical manifestations, and the patient needs.
3. Accurate functional assessment of a compromised adult, and identify appropriate levels of health care needed for referral.
4. Accurately anticipate laboratory and diagnostic tests needed based on the patient's history and assessment, and implement safe nursing implications related to the tests.
5. Expression of Scriptural values related to compassion in nursing practice, and recognize profession values needed for Christian service and leadership in nursing.

Topical Outline

1. Assessment of the Whole Person
 - a. Evidence-based assessment
 - b. Interview and health history
 - c. Psychological Assessment
 - d. Social Assessment, cultural competence
 - e. Spiritual assessment
2. Approach to the clinical setting
 - a. Assessment techniques and the clinical environment
 - b. General survey, measurement, vital signs
 - c. Pain assessment
 - d. Nutritional assessment
3. Physical Examination
 - a. Skin, hair, nails, head, face, neck, regional lymphatics
 - b. Eyes, ears, nose, mouth, and throat

- c. Breasts, regional lymphatics
 - d. Thorax and lungs,
 - e. Heart and neck vessels
 - f. Peripheral vascular system and lymphatic system
 - g. Abdomen
 - h. Musculoskeletal system
 - i. Neurologic system
 - j. Genitourinary system, anus, rectum and prostate
4. Integration of the health assessment
- a. Complete head to toe assessment
 - b. Focused assessment of the hospitalized adult
 - c. Functional assessment of the older adult
5. Laboratory and diagnostic testing
- a. Guidelines for test preparation and performance
 - b. Radiological and nuclear imaging
 - c. Complete blood count and general chemistry
 - d. Selected Blood, microscopic, and miscellaneous studies
 - e. Endoscopic studies.
 - f. Electrodiagnostic studies
 - g. Fluid analysis studies
 - h. Manometric and stool studies
6. Scriptural perspectives of the understanding and acting on compassion
7. Professional values of caring, human dignity, advocacy, truth, justice, freedom, ethics, civility, respect and cultural competency

Texts and Online Learning Resources

Evolve. (2012). *Student resources*. Retrieved at <http://evolve.elsevier.com/Jarvis>

Jarvis, C. (2012). *Physical examination and health assessment*, 6th ed. St. Louis: Elsevier Saunders

Jarvis, C. (2012). *Online ancillaries with tools*. St. Louis: Elsevier Saunders.

Pagana, K. D. & Pagana, T. J. (2010). *Mosby's manual of diagnostic and laboratory tests*, 4th ed. St. Louis: Mosby Elsevier.

Course Activities

The student will be assigned weekly readings which are reinforced by written reflective and discussion. Class preparation of reading and audio/ video podcasts, will be required for active participation within the class time frame. Class time will be spent in faculty and guest lecture, discussion, in class projects, video presentations, demonstrations, and practice. Student mastery of content will be assessed by a variety of individual and group projects, individual competency, and course exams.

Course Competencies

Cognitive Competency Statements	Measurement Instruments	Performance Indicators or Criteria
The student retains concepts of holistic, comprehensive, and focused assessments of adult patients.	Exams, concept maps, case studies, written reflection, patient histories	Exams and written assignment averages greater than or equal to 80/100.
The student explains and analyzes nursing implications of laboratory and diagnostic tests.	Exams, concept maps, case studies, written reflection, patient histories	Exams and written assignment averages greater than or equal to 80/100.
Psychomotor Competency Statements		
The student demonstrates a comprehensive head to toe assessment in an efficient time frame.	Head to Toe Final	Score is greater than or equal to 80/100.
The student demonstrates accurate, complete focused assessments on selected patient presentations.	Focused assessment simulation	Score greater than or equal to 80/100
The student demonstrates an accurate, complete functional assessment on an older adult.	Functional assessment of an older adult simulation	Score greater than or equal to 80/100
The student demonstrates accurate analysis, pre-procedure, during, and post-procedure nursing implications for selected laboratory and	Laboratory and diagnostic simulation	Score greater than or equal to 80/100

diagnostic tests.		
Affective Competency Statements		
The student expresses a personal view on the understanding and acting on compassion for others.	Written assignments, class assignments	Score greater than or equal to 8/10
The student describes philosophies of the professional values of caring, human dignity, advocacy, truth, justice, freedom, ethics, civility, respect, and cultural competency.	Written assignments, class assignments	Score greater than or equal to 8/10

Final Course Grading Scale

900 to 1000 points = A

800 to 899 points = B

700 to 799 points = C

600 to 699 points = D

Below 600 points = F

Graded Course Elements

4 Unit Exams (100 points each; 50 questions each)	400 points
10 Quizzes (10 questions, 1 point each)	100 points
Comprehensive Physical Examination	100 points
10 in class activities (10 points each)	100 points
Hospital assessment assignment	100 points
Focused and functional assessment assignment	100 points
Laboratory and diagnostic assignment	100 points
Total	1,000 points

Policies

Attendance and Participation

Attendance is expected and required. Absences will be excused for illness with a doctor's note, death in the family, school sanctioned trips, or other reasons approved by the faculty. See the university policy for school sanctioned absences. If a student accumulates more than 2 unexcused absences, an appointment with faculty is required for assistance to cover missed content. After the 3rd unexcused absence, the student is at risk for failure of the course. Three tardies greater than 10 minutes will count as one unexcused absence. Professional behaviors described in the previous section are expected. If a student is disrupting the atmosphere of the learning setting, the faculty will ask the student to leave the group, and make an individual appointment with the faculty to correct the issues.

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive, mislead, or misrepresent, and therefore are a form of lying, and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is available for review at the Provost's office web site <http://www.acu.edu/campusoffices/provost> and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

The first instance of cheating in any course in the program will result in a 0 for the assignment. A second incident will result in an F in the course, and dismissal from the program.

Dress Code

Students are expected to conform to the dress code as outlined in the ACU Student Handbook. Students wearing inappropriate attire will be asked to leave class.

Special Needs

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Assignments

Exams

The unit exams will be given online with faculty proctors. Attendance is required at exams. The faculty must be notified before the exam if the student is not able to attend. Make-up exams are only given for excused absences (see attendance policy). **Students who score less than 80 on a unit exam will be**

assigned remedial work/testing at the discretion of the faculty. Students who score less than 320 points out of 400 after the four unit exams will be assigned remedial work/ testing that must be completed prior to the beginning of the next semester. The first score earned on each exam will be used in the calculation of the final course grade. A final grade of B or higher is recommended for successful completion of the program.

Quizzes

Ten online quizzes will be given throughout the semester. The content for the quizzes will come from the reading and audio podcasts.

Class Activities

Students will work in groups of 3 or 4 on in class activities that will provide opportunities to prepare for course exams. Students will be assigned case studies, select a creative format (concept map, diagram, mnemonic, or role play), or complete online module to demonstrate relationships and nursing application of content assigned for class time. The scores for 10 activities will contribute to the total course points. See Appendix A for rubric.

Appendix A: In Class Assignment Rubric

Rubric Component	2 points	1 points	.5 points	0
Identifies and summarizes all components of the problems/questions at issue.	Accurately identifies the problems/questions and provides a well-developed summary.	Accurately identifies the problems/questions and provides a brief summary.	Identifies the problem/questions and provides a poor summary or identifies an inappropriate problem/question.	Does not identify or summarize the problem/question accurately if at all.
Identifies and assesses the quality of supporting data/evidence with list of references	Provides a well-developed examination of the evidence and questions its accuracy, relevance, and completeness. Clearly distinguishes between fact and opinion with list of references	Examines evidence and questions the quality. Distinguishes between fact and opinion with list of references.	Merely repeats information provided. Does not justify position or distinguish between fact and opinion.	Does not identify or assess the quality of supporting evidence.
Identifies and considers the influence of the	Accurately identifies and provides a well-	Accurately identifies and provides an	Does not explain contextual issues; provides	Does not identify or consider any

context* on the issue	developed explanation of contextual issues with a clear sense of scope.	explanation of potential contextual issues.	inaccurate information; or merely provides a list.	contextual issues.
Demonstrates higher level thinking by interpreting critical points of issues discussed	Accurately identifies the critical points of issues and provides robust discussion of multiples ideas of the issues	Accurately identifies the critical issues and provides a brief explanation.	Does not explain, provides inaccurate information, or merely lists information.	
Identifies and evaluates conclusions, implications, and consequences	Accurately identifies conclusions, implications, and consequences with a well-developed explanation. Provides an objective reflection of own assertions. Total: 10	Accurately identifies conclusions, implications, and consequences with a brief evaluative summary. Total: 5	Does not explain, provides inaccurate information, or merely provides a list of ideas; or only discusses one area. Total: 2.5	Does not identify or evaluate any conclusions, implications or consequences. Total: 0

Comprehensive Physical Examination

The purpose of this simulation is to allow the student to demonstrate proficiency in the integration of regional exams to complete a comprehensive physical examination on an adult patient. See Appendix B.

Appendix B Comprehensive Physical Examination (Separate attachment)

Hospital Assessment Simulation Assignment

The purpose of this simulation is to allow students to demonstrate proficiency in the integration of the regional examinations in sequence that is suitable for a hospital inpatient setting. This simulation provides an assessment sequence that is efficient, thorough, and consistent with assessments needed each shift over a 24 hour period. See Appendix C.

Appendix C Hospital Assessment (Separate attachment)

Focused and Functional Assessment Simulation Assignment

The purpose of this simulation is to allow students to demonstrate proficiency in regional assessments based on clinical manifestations and patients' complaints, and to demonstrate proficiency in the functional assessments of older or compromised adults. See Appendix D.

Appendix D Focused and Functional Assessment (See Hospital Assessment and Complete Personal Evaluation)

Laboratory and Diagnostic Simulation Assignment

The purpose of this simulation is to allow students to demonstrate proficiency of analyzing the relevance of selected laboratory and diagnostic patient results, and implementing essential nursing implications. See Appendix E.

Appendix E Laboratory and Diagnostic Assignment

Course Calendar

Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 1	Jarvis, Chapters 1-4 P & P, Chapter 12 Read and audio pod casts	Course/Syllabus Orientation Cue recognition in patient presentation for nursing evidence-based practice (impact of culture) Critical thinking and the nursing diagnostic process Professional interviews and health histories Types and nursing implications of X-ray studies Post class Quiz 1	
Week 2	Read chapters Jarvis, Chapters 5-7 Quiz 2 P & P Chapter 1 Read and audio pod casts	Components of a mental status, substance abuse, and domestic violence assessments. Laboratory and diagnostic patient preparation: Standard precautions, sequencing and scheduling of tests, procedures and patient care with nursing implications	Quiz 2 (Online Module Chapter 5)
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 3	Jarvis, Chapters 8-11 P & P, Chapter	Assessment techniques of inspection, palpation, percussion, and auscultation, equipment needed, age specific modifications of the physical exam	Exam I (Chapters 1-7) Quiz 3 (Online

	2 Read and audio pod casts Quiz 3	General survey of a patient (height, weight, body mass index, and vital signs) Structure and function of pain pathways, rationale and methods of pain assessment and documentation of findings Components of nutritional assessment Laboratory preparation: Overview of blood studies, methods of collection, timing, transport, processing, and reporting of results with nursing implications	Module Chapter 10)
Week 4	Read Jarvis Chapters 12, 13, 14 P & P, Chapters 2, 13 Read and audio pod cast Quiz 4	Structure and function, subjective, objective data, documentation, critical thinking, and abnormal findings of skin, hair, nails, head, face, neck, and eyes. Overview of the complete blood count and general chemistry panel, ultrasound studies, MRI and genetic testing with nursing implications	Quiz 4 (Online Module Chapter 14)
Week 5	Read and audio pod cast Jarvis, Chapters 15, 16, 17 P & P, Chapters 2, 13, & 4 Quiz 5	Structure and function, subjective, objective data, documentation, critical thinking, and abnormal findings of ears, nose, mouth, throat, breast, and regional lymphatics Overview of selected blood, miscellaneous, and endoscopic studies with nursing implications	Quiz 5 (Online Module Chapter 17)
Week 6	Read and audio pod cast Jarvis, Chapters 18,19,20 P & P, Chapters 2,3,7 Quiz 6	Structure and function, subjective, objective data, documentation, critical thinking, and abnormal findings of thorax, lungs, heart, neck, peripheral vascular, and lymphatic systems Overview of selected blood, microscopic, and electrodiagnostic studies with nursing implications	Quiz 6, 7 (Online Module Chapters 18, 19)

Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 7	Read Jarvis Chapters 21, 22, 23 P & P Chapters 2, 5 Read and audio pod cast Quiz 8	Structure and function, subjective, objective data, documentation, critical thinking, and abnormal findings of abdomen, musculoskeletal, neurological system Overview of selected blood studies and fluid analysis studies with nursing implications	Exam 2 Quiz 8 (Online module Chapter 23)
Week 8	Read Jarvis Chapters 24, 25, 26 P & P Chapters 6, 11 Read and Audio pod cast	Structure and function, subjective, objective data, documentation, critical thinking, and abnormal findings of the male and female genitourinary systems and the anus, rectum, and prostate Overview of manometric and stool tests with nursing implications	
Week 9	Read and Audio pod cast Read Jarvis, Chapter 27 Quiz 9	Structure and function, subjective, objective data, documentation, critical thinking, and abnormal findings of the complete health assessment	Exam 3 Quiz 9 (Online Module Chapter 27)
Date	Pre Class	In Class Assignment	Assignment Due

	Preparation		Dates
Week 10	Read and audio pod cast Read Jarvis, Chapter 28 Quiz 10	Structure and function, subjective, objective data, documentation, critical thinking, and abnormal findings of assessment of the hospitalized adult . Focused assessment responses.	Quiz 10 (Online module Chapter 28)
Week 11	Read and audio pod cast Read Jarvis Chapter 30	Structure and function, subjective, objective data, documentation, critical thinking, and abnormal findings of the functional assessment of the older adults	
Week 12		Exam 4	
Week 13	Read and audio pod cast	Structure and function, subjective, objective data, documentation, critical thinking, and abnormal findings of focused assessment/history based on clinical manifestations with application of nursing implications with laboratory and diagnostic findings	
Week 14		Review of comprehensive, hospitalized patient, and focused assessments	
Week 15		Comprehensive Assessment Evaluation	
Week 16			

