

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Nursing</u>
COURSE RUBRIC AND NUMBER	<u>RNSG 1115</u>
COURSE TITLE	<u>Health Assessment</u>
COURSE CREDIT HOURS	<u>1 1 : 1</u> Credits Lec Lab

I. Catalog Description

Develops skills and techniques required for a comprehensive nursing health assessment within a legal\ethical framework utilizing the nursing process. Designed for re-entry, transfer, and advanced placement students only. Students must be in the nursing program and\or have advanced placement in order to enroll in this course. A grade of "C" or better is required in this course to take the next course. **(1:1). Lab fee.**

II. Course Objectives

Upon satisfactory completion of this course, the student will be able to:

- A. Unit I: Introduction and Overview of the Nursing Process
 1. Identify the basic concepts of the nursing process.
 2. Correlate the roles of the nurse and the philosophy and conceptual framework of the nursing program to the nursing process.
 3. Briefly discuss the taxonomy and evolution of the nursing process.
 4. Compare the ANA Standards of Clinical Nursing Practice to the nursing process.

- B. Unit II: Health Assessment, Communication and the Nursing Process
 1. Outline the essential elements obtained from a health history.
 2. Describe recommended sequencing to conduct a physical health assessment in an orderly fashion.
 3. Analyze the significance of physical findings when conducting a health assessment.
 4. Correlate the process of communication with the nursing process as it applies to health assessment and the development of a care plan.
 5. Demonstrate data collection and assessment given a hypothetical case study.

- C. Unit III: Nursing Diagnosis Phase of the Nursing Process
 1. Describe the taxonomy and evolution of the nursing diagnosis.
 2. Correlate the basic components, steps, and characteristics of the nursing diagnosis.
 3. Develop a nursing diagnosis.

- D. Unit IV: Planning Phase of the Nursing Process
 - 1. Describe the planning phase of the nursing process.
 - 2. Analyze the components and nursing strategies for generating goals/expected outcomes and nursing orders.
 - 3. Construct goals/expected outcomes.
 - 4. Develop nursing orders.

- E. Unit V: Implementation Phase of the Nursing Process
 - 1. Describe the critical elements of the implementation phase of the nursing process.
 - 2. Correlate documentation and implementation of nursing orders.

- F. Unit VI: Evaluation Phase of the Nursing Process
 - 1. Explain the evaluation phase of the nursing process.
 - 2. Describe reassessment of the nursing care plan.
 - 3. Evaluate a nursing care plan given a hypothetical situation.

- G. Unit VII: Lab Component

Demonstrate the performance of a comprehensive adult health assessment in the skills lab to include documentation.

III. THECB Learning Outcomes (WECM)

- 1. Describe the components of a comprehensive nursing health assessment.
- 2. Demonstrate professional nursing roles in a systematic process of health assessment.

IV. Evaluation

The following methods of grading will be utilized: graded assignments to include nursing care plans and nurses notes; unit examinations, and a comprehensive final examination.

A. Grading Criteria

The grade for RNSG 1115 will be calculated as follows:

Nursing Care Plan (one)	25%
Nursing Notes Component	15%
Unit Examinations (4)	40%
Comprehensive Final Exam	<u>20%</u>
TOTAL	100%

(Plus satisfactory completion of the lab component)
 (See Appendix A: Grade Calculation Sheet)

Grading Scale

90 - 100	=	A
80 - 89	=	B
75 - 79	=	C
0 - 74	=	F

Scores will be added to the tenth place of decimals (i.e.: 84.3). Final grade will be rounded to the next number (i.e.: 84.3 becomes 84 and 84.6 becomes 85).

- B. For successful course completion the following must be accomplished:
1. Complete all assignments. Dates for assignments will be given at the beginning of the course. Everyday an assignment is late, 5 points will be subtracted from the final grade for the assignment. (In the event of an absence from class on the date the assignment is due, notify the instructor. The assignment is due on the next week day.)
 2. Complete the course with a grade of 75% or above.
 3. Students not completing the course with a 75% or above must retake the course.
 4. Take all scheduled exams on the day and time indicated on the course calendar. Exams cannot be made up. If a student is absent or tardy on the day an exam is scheduled and does not notify the instructor, a grade of “zero” will be given.
- C. There is a challenge exam for this course. See the counselor for information.
- D. NURSING CARE PLAN

The student must complete one (1) nursing care plan. Using a clinical case study given in class, develop a client care plan using the following criteria.

1. Record all data from the clinical case study in an orderly fashion using the Assessment-Collection of Data form. All data must be properly categorized as Biographical, Biological, Psychological, Sociological Cultural, and Communicating. (See Assessment-Collection of Data form in the Appendix).
2. Based on Maslow’s Hierarchy and Erikson’s Developmental Stages, and the data collected, develop a nursing care plan for the client and his/her family prioritizing the problems which contains the following:
 - a. Three (3) nursing diagnoses using NANDA classifications outlined in the Handbook of Nursing Diagnosis (Carpenito) or as listed in Potter & Perry.
 - b. One (1) short-term goal with a minimum of three (3) expected outcomes for each listed diagnosis.
 - c. Four (4) nursing orders for each listed diagnosis.
 - d. One (1) rationale for each of the nursing orders which list the name of the text and page number(s) used to substantiate the nursing order.
3. A hypothetical evaluation of each short-term goal is to be completed based on the expected outcomes. The student may select which goal he/she wishes to be met, not met or partially met.

The evaluation component must follow the format developed by EPCC Nursing faculty which reflects both the evaluation of the goal based on the expected outcomes and the reassessment of the care plan.
4. The student may select any current medical/surgical textbook to develop nursing orders and/or rationales.

E. NURSING CARE PLAN GRADING CRITERIA RNSG 1115

		Available Points
1.	NURSING PROCESS	
A.	<i>Assessment/Data Collection (21 pts.)</i>	
1.	Complete data in each area and for each diagnosis	
a.	Biological	6
b.	Psychological	3
c.	Sociological	3
d.	Cultural	3
e.	Communicating	3
2.	Correctly uses Erikson's Stages	3
		3
B.	<i>Nursing Diagnosis (18 pts.)</i>	
1.	Correct NANDA nomenclature	3
2.	Specifies client problem for each diagnosis	3
3.	States the Etiology, "related to"	3
4.	Prioritizes according to Maslow	3
5.	Consistent with data	3
6.	Lists defining characteristics	3
C.	<i>Planning (Goal/Expected Outcomes) (16 pts.)</i>	
1.	General/Broad Goal for each diagnosis	4
2.	Specific expected outcome listed	4
3.	Is obtainable and measurable	3
4.	Consistent with nursing diagnosis	3
5.	Date and time to be achieved	2
D.	<i>Implementation (Planning with Nursing Orders) (23 pts.)</i>	
1.	Column begins with "The nurse will"	
2.	Action verbs for each order	2
3.	Is specific (who, what, where, when, how much)	3
4.	Time element (when, frequency, duration)	3
5.	Realistic	3
6.	Consistent with goal and etiology	3
7.	One rationale for each order	3
8.	Rationale is scientific and cites references	2
9.	Ends with signature, date and time	2
		2

		Available Points
E.	<i>Evaluation (and reassessment) (18 pts.)</i>	
1.	One evaluation for each goal	2
2.	Uses correct decision	2
3.	Measures expected outcome	3
4.	Includes evidence to support decision	3
5.	Reassessment evaluates the entire plan of care, and gives rationale for changes, additions or deletions	3
6.	Indicates which component to revise	
7.	Revisions are made in assessment column	3
		2
F.	<i>Nursing Care Plan Format (4 pts.)</i>	
1.	Neatness	1
2.	Grammar	1
3.	Spelling	2
	TOTAL	100

2. NURSING NOTES

The student must complete a nursing note component for the care plan. The nursing notes will be turned in with the care plan. The nursing notes will be recorded on the Nurses' Note page addressing each of the three (3) nursing diagnoses. The nursing notes are to include information related to each of the three identified problems. (The first nursing note entry can be recorded in the morning and the second nursing note can be recorded in the afternoon). The instructor will provide the format for writing the nurse's notes.

3. NURSING NOTE GRADING CRITERIA

		Available Points
1.	Entry completed for the morning	6
2.	Entry completed for the evening	6
3.	Nursing Diagnosis #1 documented in nursing notes	6
4.	Nursing Diagnosis #2 documented in nursing notes	6
5.	Nursing Diagnosis #3 documented in nursing notes	6
6.	Assessment is written for:	6
	Diagnosis #1	
	Diagnosis #2	
	Diagnosis #3	
7.	Nursing Interventions documented for:	
	Diagnosis #1	6
	Diagnosis #2	6
	Diagnosis #3	6
8.	Evaluation is documented for:	
	Diagnosis #1	6
	Diagnosis #2	6
	Diagnosis #3	6
9.	Miscellaneous	
	Neatness	3
	Grammar	3
	Spelling	4
	Appropriate Medical Terms	3
	Presented in Logical Sequence	3
	TOTAL	100

F. LAB COMPONENT

RNSG 1115 is designed as a one (1) hour lecture and one (1) hour lab course. The lab component will be graded on a pass/fail basis. The student must pass the lab component in order to pass the course. In order to pass the lab component, the student must complete the following skills:

- a. Demonstrate the ability to perform a comprehensive physical assessment to include documentation.
- b. Demonstrate the ability to perform a health history to include documentation.

(Student must meet the specified criteria on the evaluation in order to pass the lab component and the course.)

G. REMEDIATION

Students having difficulty in this course will be counseled and assistance will be provided. Students may be referred to open lab for assistance with health assessment skills. It is the student's responsibility to seek appropriate help.

VI. Disability Statement (American with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.