FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account that is easily accessible via the Internet. The university has established email as the primary mode of communicating with enrolled students about impending deadlines, upcoming events, and other information important to student progression at the university.

Students are responsible for reading their email on a regular basis to remain aware of important information disseminated by the university. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Students making inquiries via email to FSU faculty and staff about academic records, grades, bills, financial aid, and other matters of confidential nature are required to use their FSU email account.

Rules and regulations governing the use of FSU email may be found at:
http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. COURSE DESCRIPTION

NUR 321 Health Assessment Across the Lifespan: 3 semester hours (2 Lecture Hours and 1 Clinical/Laboratory Hours (3 Contact Hours)

Course Overview: This course prepares the pre-licensure student to conduct comprehensive health assessments. Emphasis is placed on the acquisition, processing and interpretation of data collected from clients of all ages. A physical, psychological, socio-cultural, and spiritual approach is used to assess the client and to incorporate consideration of the client’s needs, state of wellness, developmental level, and response to life experiences.

Prerequisite: Admission to the upper division

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990; if you have a disability or think you have a disability please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct

Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher
Licensed Professional Counselor
Spaulding Building, Room 165
(910) 672-387
psmith@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelvi10@uncfsu.edu
**Reporting an Incident of Sexual Misconduct** - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff  
Deputy Title IX Coordinator for Students  
Spaulding Building, Room 155  
(910) 672-1222  
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

**V. Textbooks**

**Required Texts:**


**VI. Student Learning Outcomes.** Upon completion of this course the student should be able to:

1. Apply empirical and theoretical knowledge from nursing, social and applied sciences in collecting health assessment data.

2. Describe the holistic physical, psychological, sociocultural, and spiritual assessment as it relates to the nursing process, the self-care requisites, and developmental levels, level of wellness, and life experiences.

3. Utilize critical thinking, prepare a health history and interprets the data for health assessment.

4. Apply informatics and technology in collecting and interpreting health data.

5. Integrate cultural competence in collecting health data

6. Conduct comprehensive health assessment in a laboratory setting for clients of various developmental levels, distinguishing between normal biological variations and abnormal findings, documenting findings in the nursing record.

7. Use data collected and recorded in a health history and health assessment to determine nursing diagnoses, make decision to implement a nursing plan, including nursing interventions and client education, and evaluate outcomes.
8. Identify current research findings related to health assessment.

9. Explain the professional responsibilities of the nurse in performing health assessment, collaborating with other health team members and serving as a resource for the client in education and evaluation of self-care needs.

VII. Course Requirements and Evaluation Criteria

a. Theory Evaluation Grading

<table>
<thead>
<tr>
<th>Criteria of Theory Grade</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Examinations* (6 total)</td>
<td>60%</td>
</tr>
<tr>
<td>Final Examination (cumulative)</td>
<td>25%</td>
</tr>
<tr>
<td>Initial Health History</td>
<td>5%</td>
</tr>
<tr>
<td>Comprehensive Health Assessment (including health history and physical exam)</td>
<td>10%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Unit examinations include content from class and lab sessions

Unit/Final Examinations

Examinations are to be taken when scheduled. Unexcused absences from an examination will result in a grade of zero (0). Any student who is unable to take a unit exam as scheduled will not be given a make-up exam. If a missed examination is excused, the student’s score on the final examination will replace the missing exam score.

Initial Health History

Students are expected to select a client by the end of the second week of the semester. This client must be someone on a developmental level different than that of the student (ten years younger or older than the student, yet at least 18 years of age). Client choice (identified by only age and gender) must be submitted to the instructor via Bb email by September 8, 2014 by 0900. The client may not be another nursing student or an immediate family member. The complete health history is due October 20, 2014 by 0900 via the graded assignments in Bb. The health history is to include all components of a history as given on the Health History Form.

Initial Health History Guidelines

Remember this is an assessment of the health history, NOT an actual physical assessment; therefore, the information provided by the client is subjective. The client must either report or deny the addressed conditions. Stating “N/A” or “Denies all” is inappropriate. Every condition listed under each heading/subheading on the form must be addressed. Please refer to the Health History Grading Rubric.

Documentation should be written in a professional manner, using brief, concise phrasing. State reported findings as succinctly as possible. Using a bulleted question and answer format is unprofessional and difficult to read.
The format for the documentation of the health history is provided on Blackboard. The student is responsible for using APA format for the following aspects of the health history:

1) The title page
2) Margins, Point/Font, and Spacing
3) Use of bolding and underlining
4) Use of abbreviations
5) In-text referencing, especially of personal communications
6) Use of headings/subheadings
7) Reference Page
8) Appendix (Genogram)


Students may submit a draft of their health history for informal feedback (NOT formal grading) to facilitate the completion of their final health history submission. Drafts may be submitted only once and prior to Friday, September 26, 2014 by 0900.

**Comprehensive Health Assessment**

The final health assessment write-up will include two separate papers. The first paper, due via email 24 hours prior to your Final Performance Exam, is a health history (containing only subjective data) on your chosen lab partner. This paper will be done just like the first health history. The second paper, due 48 hours following your Final Performance Exam, will be a comprehensive OAP detailing findings of the physical examination conducted on a classmate. The OAP will include the results of the final performance exam, two nursing diagnoses, supported by evidence presented in the health history and physical assessment write-up and plans for addressing each diagnosis. The OAP is to be written using professional nursing documentation format as practiced in lab. This excludes the use of complete sentences. Please refer to the Comprehensive Health Assessment Grading Rubric.

Both the health histories and the OAP are individual student assignments. While OAPs submitted during the semester may be assigned as collaborative efforts between group members, the health histories and the comprehensive OAP are not group assignments.

**b. Lab Evaluation**

**Description of Laboratory Experience and Evaluation Criteria:**

The laboratory component of this course is graded “Satisfactory/Unsatisfactory”. Successful completion of the laboratory portion is required to be able to obtain a ‘C’ or better in the overall course. A “Satisfactory/Unsatisfactory” will be assigned to each student for every lab session. In order to receive a “Satisfactory” at final, students must meet criteria stated below. If any student misses more than 3 lab periods during the semester, an ‘F’ will be recorded as the final grade.

A “Satisfactory” will be given for students doing all of the following:

1) Arriving in the specified location on time with required assignments read/completed, equipment (i.e. stethoscope, assessment handbook) and appropriate dress.
2) Successfully completing each weekly skills lab check-off and learning activities as required
3) Submitting a note of findings (one SOAP note) written each week; due via Bb 48 hours from the end of your scheduled lab time to the course instructor.

An “Unsatisfactory” is given for the lab session if any of the items above are not complete. Any student receiving Three (3) “Unsatisfactory” grades (either by being absent or not meeting above lab requirements) may fail the lab portion of the course, and thus, the course.

**Lab Expectations**
1. Students are expected to complete a minimum of 48 hours of lab/skills practice by completing assignments, practicing assessment skills individually and with a lab partners, and demonstrating use of equipment and assessment techniques.

2. Students are expected to wear comfortable, loose fitting clothes, such as gym shorts and a t-shirt during lab. In some instances, it may be necessary to wear a button down shirt or hospital gown (with sports bra or bathing suit top, for women) for access to certain systems.

3. Students will be paired with two or three classmates who will serve as their lab partners. Lab partners are expected to complete all lab assignments and demonstrate competency on a weekly basis.

4. Students are expected to demonstrate specific assessment skills and the proper use of equipment at the completion of each week.

5. Students are responsible for cleaning the laboratory area, and restocking lab stations and assessment bags after each use.

6. Students will not be performing breast, gynecological, rectal, or genitourinary exams in this course.

Criteria for Evaluation of Final Performance Exam

1. Each student will be assigned a time to demonstrate a complete physical exam for the instructor during times indicated on the course lab schedule.

2. The students will choose a classmate to serve as a client for the final physical examination.

3. The student serving as the patient must wear gym shorts. Female patients may wear a sports bra or bathing suit top. A hospital gown is also appropriate.

4. The student serving as the health care professional must wear their FSU nursing uniform, per policy.

5. The final health history must be completed before the final performance exam. This must be submitted to your lab instructor via email 24 hours prior to your scheduled head-to-toe check-off.

6. The student is expected to obtain preliminary assessment findings (Ht., Wt., BP, TPR, etc.), prior to the assigned performance exam.

7. The student is expected to setup their laboratory exam station and prepare the client before the exam. The student is responsible for collecting and assembling all equipment, and ensuring that it is in proper working order.

8. The instructor will use the Final Performance Exam Checklist as the guide for inclusion of test items and the laboratory objectives outlined throughout the N321 Course syllabus as criteria for evaluation. The instructor has the right to interrupt at any given point during the test to verify data obtained by the student or to ask additional verbal questions related to the technique or findings. Students are reminded that the Academic Honor Code remains in effect. Fabrication of data will not be tolerated and will result in a grade of “F” for the course.

9. The instructor will assign a "P" or "F" based on the following: the student will receive a "P" if 5 or fewer errors are made or an "F" if 6 or more errors are made. A second attempt is allowed and will be scheduled at the convenience of the faculty member. If the second attempt is failed, the lab portion of the course is failed, thus the course is failed.

10. An error is:
   a. using an incorrect technique or using equipment incorrectly
   b. omitting items specified to be included given on the exam checklist form (each item omitted counts as 1 error)
   c. documenting findings not completed in the physical examination
   d. taking longer than 30 minutes to complete the exam
   e. failure to have proper equipment available

   c. Attendance Requirements.
   Students are expected to be in attendance at class and at lab. If a student anticipates an absence, the faculty member should be notified in advance and arrangements to fulfill class assignments and/or laboratory experiences will be made.

d. Policy on Missed or Late Assignments - The final grade on any required assignment submitted LATE will be reduced by 10% for each day after the due date (graded assignments). Late lab assignments will not be accepted after 72 hours from the end of your scheduled lab time and will receive a grade of zero/F. Student is responsible for all work submitted.
Lab attendance is mandatory and there are extremely limited make-up opportunities. It is the student’s responsibility to reschedule a missed lab by contacting the instructor within twenty-four hours of the missed lab. The missed lab still counts as an absence as outlined in the evaluation criteria.

e. **Syllabus disclaimer**

This syllabus is not an unchangeable contract, but instead, an announcement of present course requirements and policies only. Implicit in each student’s enrollment is an agreement to comply with the course requirements and policies, which the professor may modify to exercise properly his/her educational responsibility. If criteria must be revised, the instructor will distribute a written amendment to the syllabus.

f. **Online Expectations**

Nursing 321 is a web-enhanced course utilizing the BlackBoard Platform. Equipment required:

a. Technical requirements and skills as listed at:
   
   http://www.uncfsu.edu/extendedlearning/DEStudentSupport/techreqs.htm

b. Software as listed by Blackboard at: http://www.uncfsu.edu/bb/students/gettingstarted/reqs.htm

g. **Honor Code**

All students are expected to maintain high ethical and moral standards. A very important component of this is the Honor Code. All students are expected to support academic integrity in all written work, quizzes, and examinations.

Students are expected to adhere to the University’s Code of Conduct located at http://www.uncfsu.edu/documents/handbook/Codeofconduct.pdf

VIII. **Academic Support Resources** – Students are encouraged to use FSU academic resources such as Smarthinking (located under tools in Blackboard), Criterion, and University College Learning Center.

IX. **TEACHING STRATEGIES**

Lecture /Discussion  
   Role Play  
   Case studies  
   Simulation activities  
   Assigned readings  
   Supplemental Instruction/Content Mastery Enhancement

Laboratory Experiences:  
   Demonstrations/Return demonstrations  
   Simulation activities  
   Guided Discussion

X. **COURSE TOPICAL OUTLINE**

Topical Outline:  
   Unit I: Assessment Process and Nursing Practice  
      Assessment Skills  
      Data Collection Methods  
      Therapeutic Communication techniques  
      The Interviewing Process
Unit II: Approach to Health Assessment for Clinical Practice
   The Health History
   Mental Status Exam
   Approach to Client Assessment

Unit III: Physical Examination: Part 1
   Integumentary System Assessment
   Assessment of Head/face/Neck/Eyes/Ears
   Pain Assessment
   Nutritional Assessment
   Abdominal Assessment

Unit III: Physical Assessment: Part 2
   Musculoskeletal System Assessment
   Respiratory (Thorax/Lung) Assessment
   Heart and Neck Vessel Assessment
   Peripheral Vascular/Lymphatic Assessment

Unit III: Physical Assessment: Part 3
   Neurological System Assessment
   Developmental/Functional Assessment
   Assessment of Abuse
   Assessment of the Older Adult
   Cultural/Spiritual Assessment

Unit IV: Integration of the Health Assessment
   Putting it all together