**NUR 1060C Adult Health Assessment**

**Fall 2021 (2217)**

**Course Number: NUR 1060C**

**Course Reference Number:** 2217

**Meeting Days/Time:** Sundays & Mondays

**Location:** Med Campus Bldg 3000, Sun –Rm 3424-00, Mon – Rm 3432-00

**Instructor’s Name:** Mrs. Carren S. Mullings - MSN, RN

**E-mail Address:**  cmulling[@mdc.edu](mailto:gsantos@mdc.edu) **(Preferred Communication:** Email or Text**)**

**Office Phone:** 305-237-2351 **office,** 727- 637-1332 **cell**

**Office Hours:** Corresponding Class Hours

**Course Description:** This course is designed to provide students with the necessary skills to

perform an in-depth nursing history and a complete physical examination on an adult client. The focus will be on clients with minimal or no alterations in their health state. Students will be introduced to and will demonstrate the techniques used in physical examination.

**Course Credits:** 2 Credits

#### **Pre-requisites**: BSC 2085- Anatomy and Physiology, BSC 2085L- Anatomy &

#### Physiology lab, 2086- Anatomy & Physiology II 2086L- Anatomy &

#### Physiology II Lab, CHM 1033- General Chemistry, 1033L- General

#### Chemistry lab, ENC 1101- English Composition, HSC 0001- Health

#### Survey, PPE 1005- General Physics.

**Co-requisites:** NUR 1025- Fundamental Nursing Lecture, NUR 1142 Introduction to Nursing

Math/ Pharmacology, NUR 1025C- Fundamentals Skills Lab, NUR 1025L Fundamentals of Nursing Clinical

**MDC Learning Outcomes:**

1. Communicate effectively using listening, speaking, reading, and writing skills
2. Use quantitative analytical skills to evaluate and process numerical data
3. Solve problems using critical and creative thinking and scientific reasoning
4. Formulate strategies to locate, evaluate, and apply information
5. Demonstrate knowledge of diverse cultures, including global and historical perspectives
6. Create strategies that can be used to fulfill personal, civic, and social responsibilities
7. Demonstrate knowledge of ethical thinking and its application to issues in society
8. Use computer and emerging technologies effectively
9. Demonstrate an appreciation for aesthetics and creative activities
10. Describe how natural systems function and recognize the impact of humans on the environment

**End-of-Program Student Learning Outcomes:**

1. Develop a professional identity that demonstrates teamwork, collaboration, effective communication and adheres to standards of practice for nursing.
2. Implement safety and quality initiatives in the delivery of holistic patient-centered care.
3. Utilize technological resources to effectively deliver care which enhances positive patient outcomes.
4. Demonstrate nursing clinical judgement while delivering compassionate care to diverse populations with respect to individuality and client needs.
5. Use relevant evidence to improve client outcomes within a dynamic environment.

**Course Student Learning Objectives**

At the end of the course the student will be able to:

1. Perform a basic health assessment of an adult patient to identify deviations from the normal (Meets Unit Objective/Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, & 13).
2. Use verbal and non-verbal communication techniques with clients and their families from diverse backgrounds that promotes an effective exchange of information and a caring therapeutic relationship (Meets Unit Objective/Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 12, & 13).
3. Apply ethical, legal, and professional standards while assessing the adult client with alterations in health (Meets Unit Objective/Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, & 13).
4. Document and report all findings related to the complete health assessment and communicate those finding effectively to the inter-professional health care team. (Meets Unit Objective/Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, & 13).
5. Utilize evidence-based practices and the nursing process in providing health and safety education while performing assessments (Meets Unit Objective/Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 & 13).

**Unit Course Objectives/EPSOL/MDC Learning Outcomes/Core Components**

|  |  |
| --- | --- |
| **Course Content** | **Learning Outcomes** |
| **Unit 1: Health Assessment, Interviewing Techniques & the Health History** | * Critical/creative thinking * Formulate strategies * Ethics |
| **Unit 1 Objectives**   1. Explain the significance of the assessment phase 2. Use knowledge of diversity to obtain the history 3. Use interviewing techniques in obtaining the history 4. Use therapeutic communication techniques in obtaining a history 5. Perform a complete health history on a selected client 6. Implement the client’s right to privacy and confidentiality |  |
| **Unit 1 Content** |  |
| 1. Health Assessment 2. Culture 3. Interviewing Techniques 4. Health History 5. Nurse client relationship 6. Cues, clues, & cluster 7. Nursing process 8. Novice-expert 9. EBP 10. Prioritization related to Nursing Process 11. Cultural Diversity 12. Spirituality 13. HIPPA- Privacy & Confidentiality 14. Interviewing Techniques: Therapeutic and non-therapeutic communication 15. Communication Techniques-verbal and non-verbal communication 16. Interpreting assessment data 17. Health History 18. Documentation |  |
| **Course Objective – EPSLO-**  EPSLO 2 Implement safety and quality initiatives in the delivery of holistic patient-centered care to diverse populations   * Identify safety risks and environmental hazards in health care settings. * Practice performance of psychomotor skills that minimize safety risks and environmental hazards.   EPSLO 4. Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core components 5 & 7)   * Use clinical decision making when providing nursing care based on evaluation of patient needs. * Advocate for patients and families regarding nursing care issues. * Use verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and families. * Identify reliable sources for locating best current evidence and clinical practice guidelines. * Use best practice resources when developing individualized patient-centered plans of care. |  |
| **Unit 2 –** Assessment Techniques, General Survey, Vital Signs, Pain Assessment | * Quantitative analytical * Critical/creative thinking * Formulate strategies |
| **Unit 2 Objective**   1. Use assessment techniques to gather data. 2. Demonstrate safety in the clinical setting 3. Perform a general survey. 4. Perform Height, weight, and BMI 5. Assess Temperature, Pulse, Respiration, B/P, Oxygen Saturation Level 6. Perform a Pain Assessment |  |
| **Unit 2 Content** |  |
| 1. Perform inspection, palpation, percussion, auscultation 2. General approach in the clinical setting 3. Temperature, pulse, respiration, B/P, 4. Electronic Vital Signs Monitor, Doppler Technique, SpO2 5. General Survey, appearance, body structure, mobility, behavior 6. Height, Weight, BMI 7. Anatomy Physiology of pain, sources of pain, types of pain 8. Collect subjective and objective data related to pain 9. Chronic Pain Behaviors 10. Pain scales 11. Documentation |  |
| **Course Objective – EPSLO-**  EPSLO 2 Implement safety and quality initiatives in the delivery of holistic patient-centered care to diverse populations   * Identify safety risks and environmental hazards in health care settings. * Practice performance of psychomotor skills that minimize safety risks and environmental hazards.   EPSLO 4. Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core components 5 & 7)   * Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes. * Model culturally sensitive care for patients, families, and groups from diverse backgrounds. * Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes. * Advocate for patients, families, and groups regarding nursing care issues and health care decisions. * Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups. * Analyze best current evidence for its application to practice when providing and managing patient-centered care. * Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice |  |
| **Unit 3 – Data collection -** **Integumentary System** | * Quantitative analytical * Critical/creative thinking * Formulate strategies |
| **Unit 3 Objectives**   1. Perform a system-specific history 2. Collect subjective and objective data 3. Apply the techniques of inspection and palpation 4. Identify alteration in the integumentary system  |  | | --- | | **Unit 3 Content** | |  |
| Student will perform the following assessments:   1. Color, moisture, temperature 2. Skin turgor 3. Edema. 4. Nail beds 5. Lesions 6. Bruises 7. Pressure Ulcers 8. Capillary refill 9. Documentation |  |
| **Course Objective – EPSLO- Unit 3**  EPSLO 2 Implement safety and quality initiatives in the delivery of holistic patient-centered care to diverse populations   * Identify safety risks and environmental hazards in health care settings. * Practice performance of psychomotor skills that minimize safety risks and environmental hazards.   EPSLO 4. Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core components 5 & 7)   * Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing   complex (unstable acute conditions) health alterations in a variety of settings.   * Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes. * Model culturally sensitive care for patients, families, and groups from diverse backgrounds. * Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes. * Advocate for patients, families, and groups regarding nursing care issues and health care decisions. * Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups. * Analyze best current evidence for its application to practice when providing and managing patient-centered care. * Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice |  |
| **Unit 4 – – Data Collection – Respiratory** | * Quantitative analytical * Critical/creative thinking * Formulate strategies |
| **Unit 4 Objectives**   1. Perform a system-specific history 2. Collect subjective data and objective data 3. Apply the techniques of inspection, palpation, percussion, and auscultation 4. Identify alteration in the respiratory system |  |
| **Unit 4 Content** |  |
| Student will perform the following assessments:   1. Skin – color, texture, bruising, lesion 2. Capillary refill 3. Chest appearance- A/P diameter 4. Chest expansion 5. Tactile Fremitus 6. Vocal sounds 7. Lung sounds 8. Documentation |  |

|  |  |
| --- | --- |
| **Course Objective – EPSLO- Unit 4**  EPSLO 2 Implement safety and quality initiatives in the delivery of holistic patient-centered care to diverse populations   * Identify safety risks and environmental hazards in health care settings. * Practice performance of psychomotor skills that minimize safety risks and environmental hazards.     EPSLO 4. Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core components 5 & 7)   * Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings. * Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes. * Model culturally sensitive care for patients, families, and groups from diverse backgrounds. * Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes. * Advocate for patients, families, and groups regarding nursing care issues and health care decisions. * Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups. * Analyze best current evidence for its application to practice when providing and managing patient-centered care. * Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice |  |
| **Unit 5 – Data Collection – Cardiovascular** | * Quantitative analytical * Critical/creative thinking * Formulate strategies |
| **Unit 5 Objectives**:   1. Perform a system-specific history 2. Collect subjective data and objective data 3. Apply the techniques of inspection, palpation, and auscultation 4. Identify alteration in the neck, cardiac system. |  |
| **Unit 5 Content** |  |
| Student will perform the following assessments:   1. Skin – color, texture, bruising, lesion 2. Capillary refill 3. Pericardial area 4. Chest wall 5. Jugular vein 6. Carotid artery 7. Heart rate 8. Heart sounds 9. Edema 10. Documentation |  |
| **Course Objective – EPSLO- Unit 5**  EPSLO 2 Implement safety and quality initiatives in the delivery of holistic patient-centered care to diverse populations   * Identify safety risks and environmental hazards in health care settings. * Practice performance of psychomotor skills that minimize safety risks and environmental hazards.     EPSLO 4. Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core components 5 & 7)   * Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings. * Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes. * Model culturally sensitive care for patients, families, and groups from diverse backgrounds. * Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes. * Advocate for patients, families, and groups regarding nursing care issues and health care decisions. * Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups. * Analyze best current evidence for its application to practice when providing and managing patient-centered care. * Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice |  |
| **Unit 6 – Data Collection –Peripheral Vascular System** | * Quantitative analytical * Critical/creative thinking * Formulate strategies |
| **Unit 6 Objectives**   1. Perform a system-specific history 2. Collect subjective data and objective data 3. Apply the techniques of inspection, palpation, and auscultation 4. Identify alteration in the peripheral vascular system. |  |
| **Unit 6 Content** |  |
| Student will demonstrate the following assessments:     1. Color 2. Temperature 3. Pulses 4. Edema 5. DVT 6. Circulation, Motor, Sensation 7. Documentation |  |
| **Course Objective – EPSLO – Unit 6**  EPSLO 2 Implement safety and quality initiatives in the delivery of holistic patient-centered care to diverse populations   * Identify safety risks and environmental hazards in health care settings. * Practice performance of psychomotor skills that minimize safety risks and environmental hazards.   EPSLO 4. Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core components 5 & 7)   * Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings. * Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes. * Model culturally sensitive care for patients, families, and groups from diverse backgrounds. * Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes. * Advocate for patients, families, and groups regarding nursing care issues and health care decisions. * Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups. * Analyze best current evidence for its application to practice when providing and managing patient- centered care. * Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice |  |
| **Unit 7- Data Collection – Head, Neck and Face** | * Quantitative analytical * Critical/creative thinking * Formulate strategies |
| **Unit 7 Objectives**   1. Perform a system-specific history 2. Collect subjective data and objective data 3. Apply the techniques of inspection, palpation, and auscultation 4. Identify alteration in the head, neck, and face. |  |
| **Unit 7 Content** |  |
| Student will demonstrate the following assessments:   1. External structures 2. Symmetry 3. Nodules/masses 4. Lymph nodes 5. Sensory stimulation 6. Range of motion 7. Thyroid and trachea 8. Jugular Vein Distention 9. Carotid arteries 10. Documentation |  |
| **Course Objective – EPSLO- Unit 7**  EPSLO 2 Implement safety and quality initiatives in the delivery of holistic patient-centered care to diverse populations   * Identify safety risks and environmental hazards in health care settings. * Practice performance of psychomotor skills that minimize safety risks and environmental hazards.   EPSLO 4. Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core components 5 & 7)   * Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings. * Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes. * Model culturally sensitive care for patients, families, and groups from diverse backgrounds. * Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes. * Advocate for patients, families, and groups regarding nursing care issues and health care decisions. * Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups. * Analyze best current evidence for its application to practice when providing and managing patient-centered care. * Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice |  |
| **Unit 8 – Data Collection** -  **Eyes, Ears, Nose, and Throat** | * Quantitative analytical * Critical/creative thinking * Formulate strategies |
| **Unit 8 Objective** |  |
| 1. Perform a system-specific history. 2. Collect subjective data and objective data. 3. Apply the techniques of inspection and palpation 4. Identify alteration in the eyes and ears. |  |
| **Unit 8 Content** |  |
| Student will demonstrate the following assessments:   1. External structures 2. Visual acuity 3. Pupillary reaction 4. Six Cardinal Fields of Gaze 5. Hearing acuity 6. Whisper test 7. Rhine & Weber Test 8. Lips, gums, tongue, and Teeth 9. Salivary glands 10. Sense of taste 11. Documentation |  |
| **Course Objective – EPSLO- Unit 8**  EPSLO 2 Implement safety and quality initiatives in the delivery of holistic patient-centered care to diverse populations   * Identify safety risks and environmental hazards in health care settings. * Practice performance of psychomotor skills that minimize safety risks and environmental hazards.   EPSLO 4. Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core components 5 & 7)   * Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings. * Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes. * Model culturally sensitive care for patients, families, and groups from diverse backgrounds. * Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes. * Advocate for patients, families, and groups regarding nursing care issues and health care decisions. * Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups. * Analyze best current evidence for its application to practice when providing and managing patient- centered care. * Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice |  |
| **Unit 9- Data Collection – Mental Status & Neurological** |  |
| **Unit 9 objective**   1. Perform a system-specific history 2. Collect subjective data and objective data 3. Apply the techniques of inspection and palpation 4. Identify alteration in the neurological system |  |
| **Unit 9 Content** |  |
| Student will demonstrate the following assessments:   1. Orientation 2. Appearance, Behavior, Cognitive, Thought process 3. Mini mental status 4. Glasgow Coma Scale 5. Suicide ideation 6. Cranial Nerves 7. Sensory function 8. Fine motor function 9. Gross motor function 10. Balance 11. Romberg test 12. Gait and Tandem walking 13. Documentation 14. Documentation |  |
| **Course Objective – EPSLO- Unit 9**  EPSLO 2 Implement safety and quality initiatives in the delivery of holistic patient-centered care to diverse populations   * Identify safety risks and environmental hazards in health care settings. * Practice performance of psychomotor skills that minimize safety risks and environmental hazards.   EPSLO 4. Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core components 5 & 7)   * Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings. * Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes. * Model culturally sensitive care for patients, families, and groups from diverse backgrounds. * Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes. * Advocate for patients, families, and groups regarding nursing care issues and health care decisions. * Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups. * Analyze best current evidence for its application to practice when providing and managing patient-centered care. * Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice. |  |
| **Unit 10 Data Collection – Musculoskeletal** |  |
| **Unit 10 objective**   1. Perform a system-specific history 2. Collect subjective data and objective data 3. Apply the techniques of inspection and palpation 4. Identify alteration in the musculoskeletal |  |
| **Unit 10 Content**  Student will demonstrate the following assessments:   1. Range of Motion of joints 2. Muscular strength 3. Posture 4. Tendon reflexes 5. Documentation |  |
| EPSLO 2 Implement safety and quality initiatives in the delivery of holistic patient-centered care to diverse populations   * Identify safety risks and environmental hazards in health care settings. * Practice performance of psychomotor skills that minimize safety risks and environmental hazards.   EPSLO 4. Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core components 5 & 7)   * Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings. * Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes. * Model culturally sensitive care for patients, families, and groups from diverse backgrounds. * Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes. * Advocate for patients, families, and groups regarding nursing care issues and health care decisions. * Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups. * Analyze best current evidence for its application to practice when providing and managing patient-centered care. * Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice. |  |
| **Unit 11- Data Collection – Gastrointestinal** |  |
| **Unit 11 objective**   1. Perform a system-specific history 2. Collect subjective data and objective data 3. Apply the techniques of inspection, percussion, palpation, and auscultation 4. Identify alteration in the GI system |  |
| **Unit 11 Content** |  |
| Student will demonstrate the following assessments:   1. Change in appetite 2. Weight gain or loss 3. Dysphagia 4. Intolerance to certain foods 5. Nausea and vomiting 6. Change in bowel habits 7. Abdomen assessment 8. Documentation |  |
| **Course Objective – EPSLO- Unit 11**  EPSLO 2 Implement safety and quality initiatives in the delivery of holistic patient-centered care to diverse populations   * Identify safety risks and environmental hazards in health care settings. * Practice performance of psychomotor skills that minimize safety risks and environmental hazards.   EPSLO 4. Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core components 5 & 7)   * Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings. * Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes. * Model culturally sensitive care for patients, families, and groups from diverse backgrounds. * Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes. * Advocate for patients, families, and groups regarding nursing care issues and health care decisions. * Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups. * Analyze best current evidence for its application to practice when providing and managing patient-centered care. * Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice. |  |
| **Unit 12- Data Collection - Genitourinary** |  |
| **Unit 12 objective**   1. Perform a system-specific history 2. Collect subjective data and objective data 3. Applying the techniques of inspection and palpation 4. Identify alteration in the GU system |  |
| **Unit 12 Content** |  |
| Student will demonstrate the following assessments:   1. urinary tract infections, burning, frequency, 2. presence of blood in urine, sediment, odor with urine, 3. history of kidney, renal, and genital health issues. 4. nocturia 5. bladder scan 6. incomplete bladder emptying 7. frequency, urgency 8. documentation |  |
| **Course Objective – EPSLO- Unit 12**  EPSLO 2 Implement safety and quality initiatives in the delivery of holistic patient-centered care to diverse populations   * Identify safety risks and environmental hazards in health care settings. * Practice performance of psychomotor skills that minimize safety risks and environmental hazards.   EPSLO 4. Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core components 5 & 7)   * Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings. * Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes. * Model culturally sensitive care for patients, families, and groups from diverse backgrounds. * Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes. * Advocate for patients, families, and groups regarding nursing care issues and health care decisions. * Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups. * Analyze best current evidence for its application to practice when providing and managing patient- centered care. * Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice. |  |
| **Unit 13- Data Collection –** Breast, Axillae, & Regional Lymphatics | * Quantitative analytical * Critical/creative thinking * Formulate strategies |
| **Unit 13 Objective**   1. Perform a system-specific history 2. Collect subjective data and objective data 3. Apply the techniques of inspection and palpation 4. Identify alteration in the breast |  |
| **Unit 13 Content** |  |
| 1. Female Self Breast Exams 2. Male Breast Exams 3. Lymph nodes 4. Signs & Symptoms of Breast Cancer |  |
| **Course Objective – EPSLO-Unit 13**  EPSLO 2 Implement safety and quality initiatives in the delivery of holistic patient-centered care to diverse populations   * Identify safety risks and environmental hazards in health care settings. * Practice performance of psychomotor skills that minimize safety risks and environmental hazards.   EPSLO 4. Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core components 5 & 7)   * Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings. * Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes. * Model culturally sensitive care for patients, families, and groups from diverse backgrounds. * Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes. * Advocate for patients, families, and groups regarding nursing care issues and health care decisions. * Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups. * Analyze best current evidence for its application to practice when providing and managing patient-centered care. * Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice. |  |
| Unit 14  **Elderly Client** |  |
| Unit 14 Objectives   1. Recognize the developmental tasks 2. Interpret the normal aging deviations found |  |
| Unit 14 Content   1. Normal vs abnormal findings 2. Normal finding due to aging 3. Growth and development 4. Documentation |  |
| EPSLO 2 Implement safety and quality initiatives in the delivery of holistic patient-centered care to diverse populations   * Identify safety risks and environmental hazards in health care settings. * Practice performance of psychomotor skills that minimize safety risks and environmental hazards.   EPSLO 4. Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core components 5 & 7)   * Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings. * Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes. * Model culturally sensitive care for patients, families, and groups from diverse backgrounds. * Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes. * Advocate for patients, families, and groups regarding nursing care issues and health care decisions. * Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups. * Analyze best current evidence for its application to practice when providing and managing patient-centered care. * Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice. |  |

**Means of ouTCOME Assessment (Example)**

**Required Text TEXTBOOKS**

**Required:**

Faculty, Miami Dade College School of Nursing (2001). *Level 1 and Level 2 Curriculum* *Packet*. Miami: MDC found on UCentral

Jarvis, Carolyn (2020).  *Physical examination and health assessment* 8th edition. Jarvis ,C., Eckhart, A., St. Louis:  Elsevier Sanders

Jarvis, C (2020). *Study guide & laboratory manual for physical examination and health assessment* 8th edition, Jarvis, C. Eckhart, A., St. Louis, Elsevier.

**COURSE EVALUATION**

***GRADING CRITERIA***

Students will take three written tests, two physical assessment performance tests, a written final exam, and a final clinical judgment focused assessment during this course. Students must demonstrate proficiency in performing a Physical Examination. Students will be checked off on all physical assessment performance based on the ***MDC Performance Evaluation Tool***. Students are expected to take all examinations ***when and how they are scheduled.***

The examinations and paper are weighted as follows:

Written Exams (3, at least 40 questions): 30%

Written Comprehensive Final Exam (1): 25%

Written Health History 5%

Assignments 5%

Total 100%

To successfully pass the course, students are required to earn a “C” in this course.

Performance testing grades will be assigned according to the following table:

|  |  |  |
| --- | --- | --- |
| **Pass**  **First Attempt** | **Pass**  **Second Attempt** | **Pass**  **Third Attempt** |
| 100% | 92% | 84% |

Students will be given 3 opportunities to be successful on the performance examination

If a student is unsuccessful on their 1st attempt a second performance exam will be scheduled at a time convenient to the instructor and the student following a period of remediation.

If the student is unsuccessful on the 2nd attempt a third performance exam will be scheduled with another health assessment instructor and the student following a period of remediation.

**Evaluation/Grading Scale**

The course grade scale is outlined below:

|  |  |
| --- | --- |
| **GRADE** | **PERCENTAGE** |
| A | 93 – 100 |
| B | 85 - 92 |
| C | 77 - 84 |
| D | 60 – 76 |
| F | 59 and Below |

* A grade of “A” indicates clearly superior work in every area of evaluation.
* A grade of “B” indicates competency in all areas of evaluation plus superior work in some areas of evaluation.
* A grade of “C” indicates competency in all areas of evaluation.
* A grade of “D” indicates clear problems in several areas of evaluation.
* A grade of “F” indicates clear problems in most or all areas of evaluation.

**Method of Communicating Grades:**

Grades for each test will be distributed to each individual one week after taking the test.

**COURSE/DEPARTMENTAL POLICIES**

**CLASS RECORDINGS:**

Class lectures may be recorded and made available to students enrolled in the same class. Students who do not wish to be recorded, please contact the class instructor in the first week of class to discuss alternative arrangements. Student recordings of classroom lectures or other presentations must be for the student’s own use and not for financial gain. Any other uses must be agreed to by the College and the class instructor

**MAKE UP TEST:**

There will be no make-up tests for this course. If a student is unable to attend class the day of a scheduled written exam, the weight of the Final examination will be increased by the weight of the missed test. If a student is unable to attend a scheduled performance test, the missed performance test will be counted as your first attempt. Faculty should be notified in advance if a student will miss any written or performance tests.

**TEST REVIEW:**

Faculty will review exam content when test resultsare distributed. Students who wish to review their own test results must schedule an appointment with the faculty within two (2) weeks after receiving individual results.

**TESTING ROOM POLICY:**

Refer to student handbook

http://www.mdc.edu/nursing/docs/Associate-in-Science-Nursing-Student-Handbook.pdf

**ATTENDANCE:**

Attendance is required in order for students to successfully meet the course objectives. Students who miss any scheduled lectures are responsible for acquiring the missed information.

**ILLNESS/EMERGENCY:**

Notify the instructor regarding absence or tardiness.

**PROGRESSION:**

In order to progress to Level 1 Semester 2 courses, student must earn a grade of 77% (C) or higher.

**REMEDIATION:**

# Students who are not meeting course objectives and or requirements are responsible to seek tutorial remediation. It is the students’ responsibility to make an appointment with the course instructor for direction regarding remediation.

**DRESS CODE:**

As a reminder, the class is to prepare the student as a professional nurse. Students are expected to wear their ***green MDC scrubs and yellow MDC student identification***. No other scrubs or attire will be permitted. No eating or drinking is allowed in the Nursing Skills Laboratory. For student safety, students **must not** wear sandals, fabric shoes or shoes with open toes or open backs. **Students will not be permitted into the Nursing Skills Laboratory without proper attire for either class, supervised practice, or performance testing.** Students **must conform** to these guidelines.

**BlackBoard (SAMPLE)**

All assignments will be administered via blackboard. Students are expected to adhere to the instructions provided along with assigned due dates.

**Academic Honesty**

This procedure establishes a process for addressing charges of academic dishonesty in a manner that preserves the professional integrity of the faculty member as well as the due process rights of the student. Academic dishonesty includes the following actions, and those that are similar in nature, with respect to a student’s academic performance.

A. Cheating on an examination including unauthorized sharing of information

B. Collaborating with others in work to be submitted, if contrary to the stated rules of the course

C. Plagiarizing, taking and claiming as one’s own the ideas, writings, or work of another, without citing the sources

D. Submitting, work from another course unless permitted by the instructor

Some related actions of academic dishonesty, such as stealing examinations or course material and falsifying records, may be directly addressed through Procedure 4030 Student Disciplinary Procedures. A detailed review of the procedure can be viewed at <https://www.mdc.edu/procedures/Chapter4/4035.pdf>

**STUDENT DISCIPLINARY ACTIONS**

All alleged student violations of the Code of Conduct of the College are referred to the Office of the Student Dean at the respective campus. A detailed review of the procedure can be viewed at <https://www.mdc.edu/procedures/Chapter4/4030.pdf>

**sTANDARDS OF ACADEMIC PROGRESS (SOAP)**

The main purpose for the Standards of Academic Progress (SOAP) Procedure is to establish a formal process through which the faculty, staff, and administration at Miami Dade College may identify and provide support to students who experience academic difficulty and fall below a Combined Cumulative Grade Point Average (GPA) of 2.0 (Calculated from the combined graded units for GPA). The combined Cumulative GPA includes computation of grades for both MDC and posted transfer courses. Good Academic Standing is defined as 2.0 or higher for the Combined Cumulative GPA.A detailed review of the procedure can be viewed at <https://www.mdc.edu/procedures/Chapter4/4010.pdf>

**Guidelines for Appeal of the Standards of Academic Progress**

To establish a procedure for review and consideration regarding adjustment to students’ academic standing of suspension or dismissal as outlined in College Procedure 4010 Standards of Academic Progress (SOAP). A detailed review of the procedure can be viewed at <https://www.mdc.edu/procedures/Chapter4/4015.pdf>

**Services Provided For Students With Disabilities**

To provide general information and guidelines concerning services available for students with disabilities, including the granting of auxiliary aids, substitutions, modifications, academic adjustments or waivers of requirements for admission to the College, its programs of study, its entry requirements to the upper division, or graduation for students with disabilities. To provide the College with procedures relating to students that may pose a direct threat to the health and safety of others. A detailed review of the procedure can be viewed at <https://www.mdc.edu/procedures/Chapter4/4055.pdf>

**Student Appeal of Grades**

This College procedure for the student appeal of grades ensures that both students and faculty will be aware of the processes that are to be followed when a course grade is challenged. The responsibility for academic evaluation and the assignment of grades is that of the faculty member who has been assigned responsibility for a course. When a student believes that he/she has not been evaluated as prescribed in the course syllabus, an avenue of appeal must be provided. A detailed review of the procedure can be viewed at <https://www.mdc.edu/procedures/Chapter8/8301.pdf>

**INCOMPLETE GRADES**

An incomplete grade is submitted when the student's work in a course is incomplete, and the student has obtained the instructor's permission to finish the course. An Incomplete is normally given only where extenuating circumstances exist, or where research or performance needs to be extended beyond the normal limits of the term. If a grade of B-D is possible, this grade may be granted, even though the student and instructor may agree that a higher grade is possible with further effort on the part of the student.

Student may request a grade of Incomplete only after the drop/withdraw date has passed. The decision to grant such a request will rest with the individual course instructor. The students have an opportunity to appeal the course instructor's decision, if it is negative, to the immediate supervisor of the course instructor. This would be a one-step final appeal process.

If the decision is reached by the course instructor to grant an Incomplete, this must be accompanied by a written and signed agreement between the course instructor and the student. The Agreement Form will contain the following points:

1. The time period in which the course requirements must be completed. As a standard rule, this work should be completed by the last day of the next major term (Fall or Winter). An extension of this time limit may be granted by the appropriate Department Head after consultation with the instructor, if the reasons are determined to be beyond the control of the student – severe illness, accident, etc. (In the event the Incomplete grade is carried past the next major term, faculty must maintain course records for the student up until the next major term from the time at which the grade is recorded on the student transcript.)

2. The specific requirements that must be completed and the manner in which they are to be completed.

(This might include some reference to grading criteria).

3. A provision that if the requirements have not been met by the end of the next major term, a Failure will be recorded as the grade for the course. A student does not remove an Incomplete by registering in a subsequent term to re-take the course.

**WITHDRAWLS**

If you are thinking of withdrawing from a class, speak first with your professor. If you still choose to withdraw, please keep the following in mind:

• A course withdrawal is not an automatic process; you need to withdraw either online or at the registration office.

• If you withdraw from a course after the 100 percent refund date, it counts as an attempt and it will remain on your transcript.

• You may withdraw with a grade of “W” up to the withdrawal date. Withdrawals after that date would be considered only through the petition process. Check with your advisor for more information.

• Withdrawals are not official until processed online or at the Registrar’s Office. Get a copy of your schedule to confirm this transaction.

• Withdrawal deadlines are published in the official College calendar.

• Dropping a course may jeopardize your athletic eligibility, financial aid, veteran benefits, student visa status or participation in student activities.

**Student Complaints**

Prospective or enrolled students may voice a complaint about a College rule/regulation, procedure, or experience. The complaint may also be raised by a group of students or student government. Students must first voice their complaint to front-line staff and/or their supervisors. If the complaint cannot be resolved at that level, then the supervisors will communicate it to the next leadership level and notify the student(s). Students are expected to follow this chain of command within the complaint process and not elevate their complaint to the senior executive level of the College. Students who are unable to resolve their concerns/issues with the front-line staff and/or their supervisors may file a complaint in writing to the appropriate division head as listed in the table in this procedure. If the complaint is against a first or second level individual in the chain of command, the student should present the concern to the next level. A detailed review of the procedure can be viewed at <https://www.mdc.edu/procedures/Chapter4/4032.pdf>

**Veterans Affairs**

Our Veterans Affairs offices are available to assist all eligible U.S. veteran students and dependents who are using their V.A. educational benefits to further their education. You can get information about entitlements, filing claims to the Department of Veterans Affairs (DVA) and certifying enrollment at MDC. Connect to MDC staff/contacts, specialized services, and certification information and processing. For more information, please contact Veterans Information at 305-237-2790.

**Accessibility and Disability Services**

ACCESS (A Comprehensive Center for Exceptional Student Services) Disability Services provide and coordinate accommodations for students with documented disabilities. Federal and state laws and regulations guarantee students with disabilities equal access and equal opportunity in post-secondary education. The College has developed special support services and accommodations to assist students with disabilities in achieving equal opportunities.

**AVAILABLE SUPPORT SERVICES**

**ACCESS STATEMENT:**

By providing a variety of services that address a spectrum of disabilities, the ACCESS department works to ensure equal access and opportunity throughout the college experience. Students with a documented disability are encouraged to contact the campus ACCESS (Disability Services) Department **in advance** for information on appropriate policies and procedures for obtaining assistance. Retroactive auxiliary aids and services cannot be provided. The ACCESS department is located in Building 1, Room 1113, and can be reached at (305) 237-4027. Please note it is the **student’s responsibility to self-identify** at each campus where they are taking courses and seeking services.

**Tutoring**  Virtual and Face to Face

Face to Face tutoring is available daily in the Student Success Center. Check on-line for availability

<https://libraryguides.mdc.edu/CCYMedical>

**How to access a virtual tutor:**

1. Select the campus where you typically meet with a tutor
2. Select the discipline you are requesting tutoring from
3. You will be connected to a Collaborate Ultra room and a staff member will further direct you

**Need a tutor outside of the scheduled hours?** Check to see if your professor has activated Smarthinking virtual tutoring in their Blackboard course. Smarthinking will pair you with a subject specific tutor 24/7.

**TUTORING SERVICES:**

<https://libraryguides.mdc.edu/rn> and thru Blackboard link

**SMART PLAN POLICY:**

The Benjamin Leon School of Nursing’s goal is for every student to be successful throughout the nursing program. Nursing students are only allowed to repeat a course one time, if failed the second time, the student will be dismissed from the program. To avoid this from happening, and to remediate the student, a SMART Action Plan for Remediation has been developed for each nursing course. Each SMART Plan is specific for the failed course and focuses on student preparation and success. It is mandatory in the School of Nursing that any student who is unsuccessful in a course the first time must complete a Smart Plan before being allowed to re-take/re-register for the course. To initiate the SMART Plan, students must:

a. Be advised and referred by their course instructor.

b. Meet with a Retention Specialist who will initiate the SMART Action Plan.

c. Complete all assignments with the Retention Specialist, who will verify your work and send a completion release to the student’s program Department Chairperson.

d. The Chairperson will be

**For more information concerning labs by campus, please visit**

<https://libraryguides.mdc.edu/c.php?g=636897&p=4456609>

**LABS:**

**Nursing Skills Labs**

<http://www.mdc.edu/nursing/nursing-skills-lab.aspx>

**Clinical Simulation Lab**

<http://www.mdc.edu/medical/campus-information/facilities-csl.aspx>

**Title IX: Discrimination, Harassment, and Sexual Misconduct Reporting**:

Miami Dade College is committed to providing an institutional environment where all persons may pursue their

studies, careers, duties, and activities in an atmosphere free of threat of unwelcome and unwanted sexual

offenses and violence. The College prohibits offenses of Sexual Assault, Domestic Violence, Dating Violence

and Stalking on its campuses and has developed policies and procedures to be followed once it has been

determined that a sexual offense has occurred.

A list of resources is available at <https://www.mdc.edu/preventsexualviolence/know-your-rights.aspx>.

If you wish to report misconduct or have questions about school policies and procedures regarding Sexual Assault, Dating Violence, Domestic Violence and Stalking, please refer to MDC’s Title IX Coordinator and/or for more information, please review the procedure with contact listing information at

https://www.mdc.edu/policy/Chapter1/01-I-20-Non-Substantive-Revised-8-17-16.pd

**POLICY ON CHANGE(S) TO COURSE SYLLABUS:**

The professor retains the right to make changes to the course syllabus. Changes will be communicated to students verbally, in writing, or both