

**Eastern Illinois University**  
**Revised Course Proposal**  
**NUR 3303, Advanced Nursing Health Assessment**

Please check one:      New course      ☒ Revised course

**PART I: CATALOG DESCRIPTION**

1. Course prefix and number, such as ART 1000: *NUR 3303*
2. Title (may not exceed 30 characters, including spaces): *Advanced Nursing Assessment*
3. Long title, if any: *Advanced Nursing Health Assessment*
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 2-2-3
5. Term(s) to be offered:    X Fall    ☒ Spring    ☐ Summer    ☐ On demand
6. Initial term of offering:    Fall    ☐ Spring    ☐ Summer    ☐ Year 2008
7. Course description (not to exceed four lines):

*Students build upon basic assessment skills to perform comprehensive nursing health assessment of individuals. History taking, including risk assessment, as well as physical and psychosocial assessment will be practiced. The development of sound clinical judgments based on accurate assessments will be applied. Each student is responsible for obtaining and maintaining the appropriate CPR certification, documentation of health requirements, and appropriate certified background checks as required by the specific clinical agency.*

8. Registration restrictions:
  - a. Identify any equivalent courses: *None*
  - b. Prerequisite(s): *Prior or Concurrent Enrollment Professional Nursing Practice NUR 3103*
  - c. Who can waive the prerequisite(s)?  
☐ No one    ☒ Chair    ☐ Instructor    ☐ Advisor    ☐ Program Coordinator    ☐ Other (Please specify)
  - d. Co-requisites (course(s) which MUST be taken concurrently with this one): *None*
  - e. Repeat status:            ☒ Course may not be repeated.  
                                      ☐ Course may be repeated to a maximum of \_\_\_\_\_ hours or \_\_\_\_\_ time.
  - f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:  
*Students must be accepted into the RN to BS in Nursing Program.*
  - g. Degree, college, major(s), level, or class to be excluded from the course, if any:
9. Special course attributes *None*
10. Grading methods (check all that apply): ☒ Standard letter    ☐ C/NC    ☐ Audit    ☐ ABC/NC
11. Instructional delivery method: *Lecture and clinical laboratory combined*

**PART TWO: ASSURANCE OF STUDENT LEARNING**

1. Student learning objectives of this course:

*The student will:*

1. *Explain health assessment methods utilized and variances in findings for individuals through the lifespan.*
2. *Differentiate between normal and abnormal findings noted during health assessment.*
3. *Utilize appropriate communication skills when performing a health assessment and when documenting health assessment data.*
4. *Demonstrate an organized head-to-toe physical examination of an adult using appropriate technique.*
5. *Analyze nursing assessment data to identify the individual's level of wellness, health risks, and unmet health needs.*

- a. *This is not a general education course.*
- b. *This is not a graduate-level course.*

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Objective	Exams	Written Health History	Physical Assessment Performance	Written Physical Assessment	Clinical Log
Explain health assessment methods utilized and variances in findings for individuals through the lifespan.	X	X		X	X
Differentiate between normal and abnormal findings noted during health assessment.	X	X		X	X
Utilize appropriate communication skills when performing a health assessment and when documenting health assessment data.	X	X	X	X	X
Demonstrate an organized head-to-toe physical examination of an adult using appropriate technique.	X		X	X	X
Analyze nursing assessment data to identify the individual's level of wellness, health risks, and unmet health needs.	X	X		X	X

3. Explain how the instructor will determine students' grades for the course:

#### **EVALUATION:**

<i>Mid-term exam</i>	<i>50 points</i>
<i>Written health history</i>	<i>50 points</i>
<i>Physical assessment performance</i>	<i>pass/fail</i>
<i>Written physical assessment</i>	<i>50 points</i>
<i>Clinical Log</i>	<i>pass/fail</i>
<i>Final exam</i>	<i>50 points</i>

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*Total 200 points*

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
  - a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
  - b. Describe how the integrity of student work will be assured:
  - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

*NUR 3303 will be delivered in a hybrid format with one extended on-campus meeting and distance delivery of content for the balance of the course. The on-campus meeting will be held at the beginning of the semester, and will provide an opportunity for students a) to receive thorough orientation to the course, b) establish relationships with the instructor and peer students for support and collaboration, and c) practice health assessment techniques.*

*The remainder of the content will be delivered by a distance modality. An on-line course delivery system such as Blackboard will be utilized. When available, other distance delivery mechanisms will be added to provide synchronous and asynchronous content delivery and discussion. For each unit, students will be provided with objectives, learning activities, PowerPoint presentation with audio, as well as other appropriate materials such as links to content-related websites. The instructor will maintain virtual office hours as well as traditional office hours to enhance student access. The combination of class meetings and distance delivery will help students meet the course objectives by maximizing accessibility to course content while enhancing the establishment of personal relationships with faculty and peers.*

*The clinical portion of the course will be coordinated by the EIU course instructor and completed through collaboration with clinical preceptors. The preceptors will oversee the clinical experiences of the RN students in settings selected to meet the course objectives. All clinical preceptors will meet stringent eligibility requirements and receive orientation from the course instructor. Close communication between the course instructor, student, and clinical preceptor will be maintained. Thirty (30) total hours of clinical will be completed by every student with their preceptor.*

*Integrity of student work will be assured. The content and assignments will be similar to those utilized in the traditional course presentation. Examinations will be taken online, utilizing the security measures available within the course delivery system. Weekly clinical logs will document the meeting of the course objectives by the students.*

*An orientation packet will be mailed to the students prior to the start of the semester. This packet will include information about the course, as well as learning objectives/activities to be completed for the first class meeting.*

5. *This course is not numbered between 4750 and 4999.*
6. *NUR 3303 is a writing active course, requiring the submission of 2 major written assignments. The type of writing required in the documentation of health assessments aids the student in learning appropriate terminology, accepted formats, and desired conciseness.*

### **PART III: OUTLINE OF THE COURSE**

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Unit	Content and Procedures
Unit 1 On-Campus Meeting	4 hours Overview and Introduction to Nursing Health Assessment Overview of Course Assignments The History and Interviewing Process Examination Techniques and Equipment Documentation of the Health History and Physical Exam Demonstration and Practice of Health Assessment Techniques
Unit 2 Distance	Theory: Cultural Awareness Mental Status Assessment of Pain Clinical: 2 hours Practice assessment of culture, mental status and pain Documentation of assessment findings related to culture, mental status, and pain
Unit 3 Distance	Theory: Growth and Measurement Nutrition Clinical: 2 hours Practice assessment of growth, measurements, and nutrition Documentation of assessment findings related to growth, measurements, and nutrition
Unit 4 Distance	Theory: Skin, Hair, and Nails Clinical: 2 hours Practice assessment of the skin, hair, and nails Documentation of assessment findings related to skin, hair, and nails
Unit 5 Distance	Theory: Lymphatic System Clinical: 2 hours Practice assessment of the lymphatic system Documentation of assessment findings related to the lymphatic system
Unit 6 Distance	Theory: Head and Neck Clinical: 2 hours Practice assessment of the head and neck Documentation of assessment findings related to the head and neck
Unit 7 Distance	Mid-term Exam Theory: Eyes Clinical: 2 hours Practice assessment of the eyes Documentation of assessment findings related to the eyes
Unit 8 Distance	Theory: Ears, Nose, and Throat Clinical: 2 hours Practice assessment of the ears, nose, and throat

	Documentation of assessment findings related to the ears, nose, and throat
Unit 9 Distance	Theory: Chest and Lungs Clinical: 2 hours Practice assessment of the chest and lungs Documentation of assessment findings related to the chest and lungs
Unit 10 Distance	Theory: Heart Blood Vessels Clinical: 2 hours Practice assessment of the heart and blood vessels Documentation of assessment findings related to the heart and blood vessels
Unit 11 Distance	Theory: Abdomen Clinical: 2 hours Practice assessment of the abdomen Documentation of assessment findings related to the abdomen
Unit 12 Distance	Theory: Musculoskeletal System Clinical: 2 hours Practice assessment of the musculoskeletal system Documentation of assessment findings related to the musculoskeletal system
Unit 13 Distance	Theory: Neurological System Clinical: 2 hours Practice assessment of the neurological system Documentation of assessment findings related to the neurological system
Unit 14 Distance	Theory: Breasts and Axillae Female and Male Genitalia Anus, Rectum, and Prostate Clinical: 2 hours Practice complete health history and head-to-toe exam Documentation of complete health history and head-to-toe exam
Unit 15 Distance	Theory: Sports Participation Evaluation Emergency or Life Threatening Situations Clinical: 2 hours Practice complete health history and head-to-toe exam Documentation of complete health history and head-to-toe exam
Distance Final Exam	Comprehensive Final Examination

#### PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

*This course contributes to the acquisition of assessment skills, one of the "core competencies" outlined by the American Association of Colleges of Nursing (AACN) in the document The Essentials of Baccalaureate*

Education for Professional Nursing Practice. The Commission on Collegiate Nursing Education (CCNE), which accredits baccalaureate programs in nursing, uses the Essentials as accreditation standards.

- a. This is not a general education course.
- b. If the course or some sections of the course may be technology delivered, explain why.

*To maximize accessibility to the Nursing Program by adult students who often are working full-time, as well as managing other responsibilities such as family obligations.*

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

*This course builds upon basic level of assessment knowledge already attained by RNs who have earned associate degrees or diplomas in nursing. The higher level of skill and knowledge required to meet the learning objectives justifies placement of the course at the junior level. It is placed in the junior year of the RN to BS curriculum to provide advanced assessment skills for students who will progress to providing nursing care in less structured environments in a variety of health care settings. The focus on individual assessment reflects the curriculum structure of care to individuals that progresses to care for groups, communities, and populations. NUR 3103 is to be taken concurrently or as a prerequisite because it provides an overview of the roles, core knowledge, competencies, and values of the professional nurse.*

3. If the course is similar to an existing course or courses, justify its development and offering.

*There are no similar courses at EIU.*

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.

*This course does not substantially duplicate the contents of an existing course.*

- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

*No course will be deleted if this course is approved.*

4. Impact on Program(s):

*This course will be required for all students in the RN to BS in nursing curriculum.*

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

*This course will be required for the major.*

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

*This is an undergraduate program.*

## **PART V: IMPLEMENTATION**

1. Faculty member(s) to whom the course may be assigned:

*This course will be assigned to a nursing faculty member in the RN to BS in nursing program. The course will require one theory section and multiple clinical laboratory sections, depending on the number of students enrolled.*

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

*This is not a graduate course.*

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

*A thirty dollar course fee has been approved by the President's Council. Additionally, students must have access to a good quality stethoscope (with a bell and diaphragm) and an ophthalmoscope/otoscope diagnostic set. Equipment may be checked out from the Nursing Program office.*

3. Text and supplementary materials to be used (Include publication dates):

Seidel, H. M., Ball, J. W., Dains, J. E., & Benedict, G. W. (2006). *Mosby's guide to physical examination* (6<sup>th</sup> ed.). St. Louis: Mosby.

## **PART VI: COMMUNITY COLLEGE TRANSFER**

*This is a 3000 level course and there is no equivalent course available at the community college level.*

## **PART VII: APPROVALS**

**Date approved by the Nursing Program: 10/04/07**

**Date approved by the College of Sciences Curriculum Committee: 10/19/07**

**Date approved by CAA: 11/1/07**