

Course No: 57:705:202
Course Title: WELLNESS AND HEALTH ASSESSMENT

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Credits / Hours: 3 credits **Course Schedule:** Day – Tuesday & Thursdays
Time: 9:00am -12:30pm

Semester Offered: 2nd Summer Session 2014
Location: Camden Campus
Penn 401 (behind the library)
Prerequisites: 57:705:101 or 102
Co-requisites: None

Course Description:

This course prepares students for the integration of the knowledge and skills needed for the theory and clinical courses in the nursing curriculum and the provision of safe and effective nursing care. This course provides a foundation for the critical thinking skills required to master core scientific principles and incorporate technical skills into nursing practice. Emphasis will be placed on the concept of wellness and the continuum of wellness to illness that nurses can expect to confront in practice. Students will develop the skills of history taking, inspection, palpation, percussion, auscultation, and documentation of the health assessment. Normal findings and cultural and age variations of adults as well as pediatric content will be included. The translation of current evidence from nursing research will be incorporated into the skill development, thus preparing students for the lifelong learning

required in nursing practice. Students will be placed in a clinical lab setting for assessment skill development.

Course Objectives:

Upon completion of the course the student will be able to:

1. Define the concept of wellness and understand the concept of the wellness to illness continuum of health.
2. Demonstrate systematic approaches to obtaining a comprehensive health history and assessment including physical, functional, psychosocial, cultural, spiritual, sexual, and socioeconomic dimensions using developmentally and culturally appropriate approaches.
3. Differentiate normal findings for the client's age, developmental stage, and cultural background and those unusual or abnormal findings, which need further evaluation.
4. Demonstrate the ability to incorporate environmental exposure and family history into the health assessment to identify genetic risks and current and future health problems.
5. Assess health/illness beliefs, values, attitudes, and practices in the health assessment process.
6. Document health assessment findings systematically.
7. Discuss common pathophysiologic mechanisms in relation to health assessment, health promotion and disease prevention.
8. Describe the role of the nurse in using the comprehensive health assessment.
9. Communicate health assessments effectively in both oral and written form.

Teaching Strategies

Lecture/discussion, videos, reading of scholarly written papers/articles, group and independent assignments, on-line and/or in class small group discussion, and guest speakers

Required Textbooks:

Jarvis, C. (2012). *Physical Examination and Health Assessment* (6th ed.). Philadelphia: W. B. Saunders. ISBN-13: 978-1-437701517

American Psychological Association Publication Manual, 6th ed.
(2009). Washington, D.C.: American Psychological Association

Re commended Textbooks:

Purnell, L. & Paulanka, B (2008) Transcultural Health Care 3rd ed.

Websites Resources:

<http://www.healthypeople.gov/2020/>

<http://www.easvauscultation.com/>

<http://quizlet.com/subject/jarvis-nursing/>

A list of website that may enhance your learning may also be found under “*Website of Interest*” located at the end of the chapters in Jarvis, C. (2012) the textbook for this course.

Course Requirements & Expectations:

In addition to meeting all course objectives, students are expected to adhere to the policies and procedures in this syllabus and those of the Rutgers School of Nursing-Camden. Please consider the following as useful information to maximize your potential for success in this course:

1. Academic Integrity:

Students are expected to understand and strictly adhere to the university policies on Academic Integrity and Student Codes of Conduct during the semester. These policies can be accessed at <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers> There may be another website for code of student conduct: <http://studentconduct.rutgers.edu/university-code-of-student-conduct>

2. Student Handbook: Nursing Students are encouraged to read and be familiar with all nursing policies and procedures regarding student conduct, attendance and professional behavior as indicated in the Rutgers, School of Nursing-Camden Student Handbook. The School of Nursing-Camden Student Handbook can be accessed at: <http://nursing.camden.rutgers.edu/current-students/school-nursing-student-handbook>

3. Attendance: Class attendance is vitally important. Students are expected to attend all lectures, to be on time, and to stay for the entire class. If unable to attend class, students are expected to inform the course professor by email prior to the scheduled class or as soon as possible thereafter. It will be the *student's responsibility* to obtain class notes from a classmate. Attendance may be taken at random times during the class at the discretion of the course professor. Class attendance and participation are *essential aspects* of this course.

Summer session courses still must meet the same credit requirement as a full fall or spring semester course. Therefore, missing 1 day of a summer course is like missing a week of a full semester. Because of that, attendance in this class is a must, especially on test days.

There is no time in the schedule to allow for make-up exams. If for some extreme circumstance (illness or family emergency) you cannot take the test on the date scheduled; a make-up exam will only be given between 12:30pm to 1:30pm on a Tuesday or Thursday during the same week of the regular schedule exam. Other than an excused absent (as mentioned above) a student taking the exam late will receive a **5-point** reduction off the final grade for that test.

4. Class Preparation: In order for students to be successful in this class it is important that you read the required readings and bring them with you to class. Preparing for class by reading the assigned reading material in advance will enable students to contribute to class discussion. Please note that showing up does not equal participation. Past experience has shown that students who come prepared to class with reading assignments completed will be more successful in their academic pursuit.
5. Cell Phones and other Electronic Communication Devices: As a courtesy to both faculty and students, all portable cell phones, Blackberries, I-pods, I-phones, etc. **must be placed on quiet or vibration status** before lecture officially begins. When class is in session, the use of Instant Messenger type communication systems, playing games, and watching video clips on laptop computers, and text messaging on cell phones is unprofessional and a distraction to faculty and other students. Thus, they are prohibited during all lecture sessions **EXCEPT** in cases when the professor indicates students may use these devices (i.e. use of clickers for student learning activities).
6. eCollege: This course is supplemented by eCollege which contains the syllabus, weekly slides/handouts for students to download/print, required and recommended reading assignments, supplemental resources, assignment guidelines, and important announcements. ALL students are required to be familiar with the use of eCollege; online tutorials and help-lines are available for students who encounter technical difficulties. **Announcements will be made on eCollege and it is the responsibility of the student to check eCollege frequently for announcements, changes, etc.** It is also the *responsibility of the student* to ensure that he/she has a valid Rutgers email address and to check his/her emails frequently for communications from the course professor. DO NOT use personal email addresses as they often wind up in a spam folder. Please ensure that your **FULL NAME** is on the email when writing the course professor.
7. Test/quizzes: Answers on the scanner sheet are final. Only the answers written on the scanner sheet will be graded. Absolutely no grades will be sent to students via email. In the interest of fairness to all students, verbal grades will not be provided before the exam scores are posted. Exam grades will be posted on the course eCollege website.
8. Written Assignments: All assignments must be in accordance with APA and typed. Place all assignments in the *dropbox* on the date indicated. Do not send assignments by e-mail or turn-in during class unless instructed to do so.
All papers must be submitted through “*Turn-it-in*” which will evaluate your paper for plagiarism. The following are *some* examples of plagiarism:
 1. Quoting or paraphrasing material *without* citing the source for the material
 2. Quoting a source *without* quotation marks – even if you do cite it
 3. Buying a paper online
 4. Copying or using a paper done by another student
 5. Using a paper you turned in for another class
 6. Citing sources you did not use
9. Professional Conduct: It is an expectation that students will conduct themselves in a professional manner in class.

- a. Students are entitled to receive instruction free from interference by other class members. Interference is defined as side conversations, lateness, walking out and in the room while class is in session, etc. Students are asked not to talk with other classmates while the instructor or another student is speaking.
- b. Announcements will be made promptly at the start of class and will not be repeated for late arrivals. Students who are late need to obtain this information from other classmates. Again, this is the student's responsibility.
Do you want to say anything here about wearing uniforms during lab?

10. STUDENT SERVICES:

Accommodations due to Disability

Each semester, students are responsible for requesting a memorandum/letter from the *Office of Disability Services* (<https://ods.rutgers.edu/>) to notify faculty of their requested individual accommodations. This should be done at the start of each semester. **Phone:** 848-445-6800
It is the RESPONSIBILITY OF THE STUDENT to ensure that he/she obtain the required letter of accommodation and notify the course professor in a timely manner.

Counseling and Mental Health Services

Students may occasionally have personal issues that arise on the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with the instructor and/or seek confidential assistance at Rutgers Student Health Services (856) 225-6005, visit their web site for more information (<http://healthservices.camden.rutgers.edu>). Rutgers Student Health Services offers a full range of medical, counseling and psychological, and health outreach, promotion, and education services to Rutgers students. Rutgers Health Services cares for the whole student body, mind, and spirit.

The **Dean of Student office** assists students having difficulties due to reasons beyond her or his control; whether due to medical, emotional, psychological, familial or financial reasons. If you find yourself struggling or needing additional help beyond faculty assistance, please contact the *Dean of Students* (<http://deanofstudents.camden.rutgers.edu>) who can connect you to various networks of support and resources (856-225-2825).

11. **Cancellation of Classes:** In the event class is cancelled due to unforeseen circumstances (i.e. inclement weather or an emergency), class will be conducted online via the *ClassLivePro* function within the eCollege course platform (under the 'live' tab across top of screen). If this occurs, an announcement and email will be sent to students regarding a synchronous online class (*class at the same time as the regular face-to-face class on campus but online*) or an asynchronous class (*pre-recorded lecture for students to download and watch/listen at his/her convenience*). It is the responsibility of the student to ensure that he/she checks for announcements in the eCollege course and his/her emails for communication from the course professor regarding the cancellation of classes and any synchronous or asynchronous classes scheduled.

****Disclaimer:** The course faculty reserves the right to revise or make changes to the syllabus and/or assignments as warranted thought-out the course.

Student Evaluation:

Assignment	Percentage (%)	Due Date:
Quizzes x 3 (20% each)	60	July 15, July 29 & July 31
HESI Case Studies (10% each) x2	20	July 22 & 24; August 5 & 7
HESI Exam	10	August 12
Attendance & Class participation (*)	10	
Total	100%	
Practice / Skill Lab (*) 5% each lab day	Pass / Fail	July 22 & 24; August 5 & 7

Note: Submit **all** assignments to the dropbox prior to the start of class on the date indicated on the syllabus.

All assignments are due on the date specified unless the student has corresponded with the Professor (prior to the due date) and a new submission date has been negotiated. Late papers/assignments will receive a **5 point** deduction per day until received.

Written Papers:

All papers handed in must follow the guidelines for writing manuscripts/papers and referencing in text and reference list (see 6th edition of the American Psychological Association Manual).

Make-up Policy

A grade penalty will be assigned for late assignments. An assignment or exam that needs to be made-up will be subjected to a **5-point** reduction off the final grade for that test or paper.

Grading

*A Passing grade in Nursing (705) courses is a **C+** or higher.*

- A 100 - 90
- B+ 89 - 85
- B 84 - 80
- C+ 79 - 75
- F ≤ 74.49 (Failing)



Course Evaluation

Students are expected and encouraged to comment about their experiences in the classroom and to provide feedback on the quality of instruction in the course through the *Student Instructional Rating Survey [SIRS]* (a University-wide survey). SIRS is conducted at the end of every semester by the

Center for Teaching Advancement and Assessment Research. When the course evaluation survey is launched for a semester, students will be contacted through e-mail from the CoursEval System (<https://sirs.ctaar.rutgers.edu/>). That system will include a list of surveys that are available for completion, and will also include student log-on information. Students can change their passwords whenever the survey is active. Depending on response rate, surveys typically remain open for 2-4 weeks.

The course evaluation process is central to Rutgers’ efforts to ensure that instruction at the University continues its history of excellence. School instructors and administrators take the information and feedback received from students very seriously. It is the expectation that all students complete all required course evaluation surveys while enrolled in courses at Rutgers University. The online course evaluation system provides security and confidentiality that far exceeds that which is possible with the paper and pencil method. Students can participate in the surveys with complete assurance that their responses will remain *confidential*.

Week	Topic	Reading Assignment
<p style="text-align: center;">1 July 8, 2014 <i>(Tuesday)</i></p>	<p>Welcome 😊</p> <p>I. Course Overview</p> <ul style="list-style-type: none"> • Review syllabus • Review of eCollege 	<p>Handouts will be posted under “doc sharing.”</p> <p>All Reading Assessments are</p>

<p><i>Saffold</i></p>	<p>II. Nursing Student Handbook:</p> <ul style="list-style-type: none"> • Academic Integrity • Code of Conduct • Plagiarism <p>The Interview Process: (Obtaining information from the patient)</p> <ul style="list-style-type: none"> • Assessment Techniques and the Clinical Setting <ul style="list-style-type: none"> ◦ <i>Communication skills</i> <p>A Complete Health History</p> <ul style="list-style-type: none"> • Family History (Genogram) • Mental Status Assessment • Chief complaint • Pain Assessment • Nutritional Assessment • Substance Use (Drugs, alcohol) • Domestic Violence Assessment • Cultural Competence (Cultural Care) • Measurement: Vital Signs, height, weight (BMI) 	<p>from your textbook – ‘Jarvis’</p> <p><u>Read Chapters :</u> Chapter 2-Cultural Chapter 3-The Interview Chapter 4-Health History Chapter 5-Mental Status Chapter 6-Substance Assessment Chapter 7-Domestic Violence Chapter 8-Clinical Setting Chapter 9-Measurements Chapter 10-Pain Assessment Chapter 11-Nutritional Assessment</p>
<p>2 July 10, 2014 <i>(Thursday)</i> <i>Saffold</i></p>	<p>The Neck Up:</p> <ol style="list-style-type: none"> 1. Eyes, Ears, Nose, Mouth, Throat 2. Head, Face, Neck, 3. Regional Lymphatic’s 4. Skin, Hair, and Nails 	<p><u>Read Chapters :</u> Chapter 14-Eyes Chapter 15-Ears Chapter 16-Nose, Mouth, Throat Chapter 13- Head, Face, Neck & Regional Lymphatic’s Chapter 12- Skin, Hair, and Nails</p>
<p>3 July 15, 2014 <i>(Tuesday)</i> Williams</p>	<p>Chest:</p> <ol style="list-style-type: none"> 1. Breasts & Regional Lymphatics 2. Thorax and Lungs 3. Heart and Neck Vessels 	<p>Quiz 1 (Chapters 2-16)</p> <p><u>Read Chapters :</u> Chapter 17-Breast Chapter 18-Thorax and Lungs Chapter 19-Heart and Neck Vessels</p>

<p>4 July 17, 2014 <i>(Thursday)</i> Williams</p>	<p>Others:</p> <ul style="list-style-type: none"> • Peripheral Vascular and Lymphatics • Neurologic System 	<p><u>Read Chapters :</u> Chapter 20-Peripheral Vascular and Lymphatics Chapter 23-Neurologic System</p>
<p>5</p>	<p>Lab Practice Session I:</p>	<p>HESI Case Studies are due for</p>

July 22, 2014 (Tuesday)	(9:00am – 12:00pm – regular class time) Groups A, B,C & D <i>Rooms TBA</i>	Session II
6 July 24, 2014 (Thursday)	Lab Practice Session II: (9:00am – 12:00pm – regular class time) Groups E, F, G & H <i>Rooms TBA</i>	HESI Case Studies are due for Session I
7 July 29, 2014 (Tuesday) Williams	Lower half: 1. Abdomen 2. Musculoskeletal System (Extremities) 3. Urine & Stool	Quiz 2 (Chapters 17-20, & 23) <u>Read Chapters :</u> Chapter 21-Abdomen Chapter 22-Musculoskeletal System Urine – Table 24-2, page 699 Bowel habits; Stool – page 712
8 July 31, 2014 (Thursday) Williams	Review Evidence-Based Assessment Pulling it all together	Quiz 3 (Chapters 21,22; Urine & Stool) <u>Read Chapters :</u> Chapter 1 – EDA Chapter 24 & 26 Chapter 27-Complete Assessment
9 August 5, 2014 (Tuesday)	Lab Practice - Session I: (9:00am – 12:00pm – regular class time) Groups A, B,C & D <i>Rooms TBA</i>	HESI Case Studies are due for Session II
10 August 7, 2014 (Thursday)	Lab Practice - Session II: (9:00am – 12:00pm – regular class time) Groups E, F, G & H <i>Rooms TBA</i>	HESI Case Studies are due for Session I
11 August 12, 2014 (Tuesday)	HESI Exam Session I (A, B,C & D) Session II (E, F, G & H) <i>Rooms TBA</i>	Williams & Saffold
Note:		