



INTER AMERICAN UNIVERSITY OF PUERTO RICO
METROPOLITAN CAMPUS
SCIENCE AND TECHNOLOGY FACULTY
CARMEN TORRES DE TIBURCIO SCHOOL OF NURSING

SYLLABUS

I. GENERAL INFORMATION

Course title	:	Health Assessment
Code Reference Number	:	NURS 3120
Credits	:	4 Credits
Academic Term	:	
Professor	:	
Office Hours	:	
Office phone	:	787-250-1912 Ext. 2159, 2202
E-Mail	:	

II. DESCRIPTION

Application of knowledge and skills for comprehensive health assessment of the client throughout the life cycle. Emphasis on the compilation and organization of data by means of the physical examination and diagnostic reasoning. Requires 30 hours of lecture and 60 hours of closed presential lab. Co-requisites: NURS 3100, 3115.

III. COMPETENCIES

1. Apply the nursing process for decision-making, which demonstrates critical thinking skills while offering safe, effective, efficient, timely, and equitable direct and indirect nursing care to patient/clients in mock scenarios throughout the lifecycle for the continuity of care. (*Critical thinking, Patient safety, Nursing Process*)
2. Offer patient-centered care to patient/clients throughout the lifecycle, their families, and caregivers considering their needs, values, preferences, and cultural insights, which promote a continuous healing relationship, by assuming an active and leadership role. (*Cultural sensitivity, leadership/TeamSTEPPS*)
3. Show competence in therapeutic, evidence-based interventions while giving nursing care to patient/clients throughout the lifecycle along the continuity of care in wellness and illness continuum for the promotion, maintenance, and restoration of health in mock scenarios. (*Evidence-based practice, Health-Disease, Patient Safety*)
4. Use the communication process and information technology skills effectively for continuous quality improvements in healthcare and within the interdisciplinary team. (*Communication, Nursing informatics*)
5. Integrate evidence-based knowledge for decision-making process when offering nursing care to patient/clients throughout the lifecycle. (*Research*)

IV. STUDENT LEARNING OBJECTIVES

It is expected that by the end of the course, students should:

1. Use the basic knowledge of the nursing process as a frame of reference to guide its practice of health assessment. (C #1, C #3, C #5)
2. Integrate the concepts and principles of patient safety, cultural sensitivity, humanistic care, leadership/TeamSTEPPS, evidence-base practice, health literacy, structured communication and nursing informatics while performing health assessment. (C#2, C#4)
3. Perform a holistic health assessment to the patient/client through the life span in the wellness-illness continuum integrating the collection of subjective and objective data with an emphasis on physical examination skills. (C#1, C#3, C#4)
4. Apply diagnostic reasoning process for decision-making through data analysis, to formulate appropriate Nursing diagnoses. (C#1, #3)
5. Recognize proactive methods and strategies to effect personal lifelong learning within the profession and for its advancement (C#5)

V. CONTENTS

- A. **Data Collection, Documentation and Analysis**
- B. **Approach to the clinical setting**
- C. **Physical Examination (*Wellness- Illness*)**
- D. **Integration: Putting it all together**

VI. TEACHING-LEARNING ACTIVITIES

1. Assignments
2. Lecture
3. Discussion
4. Laboratory practice on partner
5. Simulations: Health care provider
6. Demonstrations
7. Search on web
8. Collaborative/ group work
9. Written exercises
10. Case studies
11. Check list and tools
12. On-line resources
13. Interactive and animations programs
14. Anatomic Illustrations
15. E-mail feedback

VII. EVALUATION

Theory Component	POINTS	% OF THE FINAL GRADE
-Partial exams: 1	100 points	10%
2	100 points	10%
3	100 points	10%
-Quizzes and/or Assignments	40 points	4%
-Comprehensive Final exam	150 points	15%
-Attendance	10 points	1%
SUB TOTAL	500 POINTS	50%
Laboratory Component		
Attendance	10 points	1%
Practice of Regional Assessment skills		
-5 Regional Physical examination skills on a peer or patient in the laboratory or clinical setting including Interview techniques & Health history (20 points each)	100 points	12.5%
-5 Diagnostic Reasoning and Normal and abnormal findings documentation (20 points each)	100 points	10%
Final exam-Practice of Head to Toe Physical Examination		
-Competence on physical examination psychomotor skills	150 points	14%
-Diagnostic Reasoning process and Documentation	140 points	12.5%
SUB TOTAL	500 POINTS	50%
Theory + Laboratory Total	1000 points	100 %

- **Assignments: 5% deduction per day late; after 3 days assignment will not be accepted.**
- **All assignment MUST be submitted to the Assignment link in Blackboard**
- **No make-up exams**
- **No make-up Regional Performance Checklist or Final Head-to-Toe Evaluation**

VIII. SPECIAL NOTES

A. Supportive Services or Special Needs

Students requiring additional services or special assistance must request these at the beginning of the course or as soon as they learn that they need them, through the appropriate register in the office of M. Jose Rodrigues, at the University Orientation Program located at the first floor of Harris Building.

B. Honesty, Fraud, and Plagiarism

The lack of honesty, fraud, plagiarism, and any other inadequate behavior in relation to academic work constitutes major infractions sanctioned by General Student Regulations. Major infractions, according to General Student Regulation, may result in suspension from the University for a definite period of time greater than one year or the permanent expulsion from the University, among other sanctions.

C. Use of electronic devices:

Cellular (mobile) telephones, IPODS, and any other electronic device that could interrupt the teaching-learning process or disrupt a milieu favorable for academic excellence will be deactivated. Critical situations will be dealt with in an appropriate manner. The use of electronic devices that permit accessing, storing or sending data during tests or examinations is prohibited.

D. Compliance with the provisions of Title IX

The Federal Higher Education Act, as amended, prohibits sex discrimination in any academic, educational, extracurricular, athletic, or any other program or employment, sponsored or controlled by an institution of higher education regardless of whether it is conducted inside or outside the institution's premises, if the institution receives federal funds.

As provided by current federal regulations, our Academic Unit has designated an Assistant Title IX Coordinator who will provide assistance and guidance regarding any alleged incidents of discrimination based on sex or gender, sexual harassment or sexual assault. You can contact the Assistant Coordinator, George Rivera, Security Director, at 787-250-1912, extension 2147, or email grivera@metro.inter.edu.

The Normative Document entitled Standards and Procedures for Responding to Alleged Violations of Title IX Provisions is the document that contains the institutional rules for channeling any complaint that is based on this type of allegation. This document is available on the website of the Inter-American University of Puerto Rico (www.inter.edu).

E. Special Requirements of Practice and Internship Centers

Some academic programs of the University require students to complete a practice or internship in a real work scenario as part of the degree requirements. These external centers may be state and federal agencies, hospitals, and nongovernmental organizations, among others. It is the student's responsibility to comply with the external practice center, these requirements may be doping tests, HIV tests, an immunization certificate against hepatitis, a health certificate, a negative criminal record, or any other requirement that the institution or practice center may stipulate. If students refuse or are not able to meet any of the requirements, they will be unable to complete their practice or internship and, therefore will not pass the practice or internship course or meet the graduation requirements of their academic program.

IX. EDUCATIONAL RESOURCES

Textbooks

Weber, J.R. & Kelley, J.H. (2013). *Health assessment in nursing* (5th ed.). Lippincott.

Reference books

Jarvis, C. (2015) *Physical examination and health assessment* (7th ed.). Canada: Elsevier.

Jensen, S. (2014). *Nursing health assessment* (2nd ed.). Philadelphia: Lippincott

Audiovisuals Resources

Video guide to clinical nursing skills
Student CD ROM text

Electronics Resources:

Alfaro – LeFevre R: *Critical thinking indicators-2006 evidence based version*, 2006 available on [www.AlfaroTeach Smart.com](http://www.AlfaroTeachSmart.com)

American Cancer Society: www.cancer.org/

American Heart Association: <http://www.americanheart.org>

American Stroke Association <http://www.strokeassociation.org>

Center for Disease Control and Prevention: www.cdc.gov/

Center for Disease Control and Prevention, National Center for injury Prevention and Control: *Suicide prevention fact sheet available on* www.cdc.gov/ncipc/factsheets/suifacts.htm

Joint Commission on Accreditation of Healthcare Organizations: *National Patient Safety Goals*, 2017 available https://www.jointcommission.org/assets/1/6/2017_NPSG_HAP_ER.pdf

Self-study on cultural competency: <https://ccnm.thinkculturalhealth.hhs.gov/>

Student Learning Resources-*Weber Health Assessment in Nursing*, 5th ed

Tutorial on “evidence based practice” <https://www.lib.umn.edu/apps/instruction/evidence-based-practice/#/13>

Faculty Approved May 2018