



WALSH UNIVERSITY

School for Professional Studies

NURS 301

Health Assessment and Promotion for Nursing Practice

PREREQUISITE: Admission to the Bachelor of Science in Nursing Program
or special permission of the Nursing Division Chair

ASSIGNMENT DUE ON THE FIRST NIGHT

**WALSH UNIVERSITY
NURSING DIVISION
REGISTERED NURSE - BACCALAUREATE PROGRAM**

**COURSE SYLLABUS
SUMMER 2007**

Course Number: NURS 301RN

Course Title: Health Assessment and Promotion for Nursing Practice

Semester Credits: 4 (Theory = 2; Clinical/Lab = 2)

Faculty: Sherrie Underwood, MSN, RN, CNS
(Walsh Main Campus - Room 106, Ext. 490-7243)
(e-mail - sunderwood@walsh.edu)

Course Description:

The major focus of this course is nursing health assessment with emphasis on adult clients as they adapt to stressors in the internal and external environment. The student will use various clinical assessment tools to develop, practice, and learn health history-taking methods, physical examination skills, and health promotion techniques. Critical thinking skills and communication principles will be exercised as the student uses a general systems theory framework and nursing process to gather biological, psychosocial, spiritual, and cultural data upon which therapeutic nursing intervention can be planned. Knowledge of the sciences and liberal arts will form the basis for the effective collection and analysis of client information. Focus will be placed on nursing accountability and responsibility as the student applies nursing theory within various health care settings which will serve to maintain, restore or reorganize health or to support death with dignity. The topic of delegation in relation to health assessment will be discussed. Computer informatics will be used as a source of current information concerning health assessments and as a medium for documentation.

Course Objectives:

At the completion of this course, the student will be able to:

1. Assess the health of individuals using a general systems theory framework and the nursing process.
2. Apply science and liberal arts knowledge when assessing client's adaptation to stressors in the environment.
3. Employ critical thinking concepts when collecting and analyzing biological, psychosocial, spiritual, and cultural assessment data of clients.
4. Utilize effective communication and interviewing skills when assessing clients in various health care environments.
5. Demonstrates accountability and responsibility for competent nursing practice when assessing the health of clients.
6. Analyze nursing assessment data to identify the health needs of clients which will serve as the basis for therapeutic nursing intervention to promote, maintain, restore, or reorganize health or support death with dignity.

Course Evaluation:

<u>*Assignment/Test</u>	<u>Percentage of Grade</u>
Weekly Journal with Physical Assessments	30%
Thought Questions	35%
Assessment/Project Including Health History, Physical Exam, Alternative Assessments and Personal Wellness Profile (Risk Factor Analysis)	35%
Total	100%

*Grading criteria appears with assignment - the nursing faculty adheres to the University's grading scale.

Required Text:

- ◆ Jarvis, C. (2004), *Physical Examination and Health Assessment*, 4th edition, Philadelphia: Saunders.
- ◆ Leddy, S. (2006), *Health Promotion Mobilizing Strengths to Enhance Health, Wellness, and Well-Being*. Philadelphia: F.A. Davis.

Required Videos on Library Reserve:

- ◆ Assessment tapes by system (see weekly assignments for further information)

Course Guidelines:

1. Course organization is by systems. The objectives will be met through readings, reflective questions, weekly journal, lab assignments and practice, clinical health histories and physical exams with clients, and other library resources.
2. Laboratory practice will be supervised by the instructor during class hours or by prior arrangement with the instructor. Students will may practice interviewing and assessments in pairs. Lab assignments will be done during lab time and critical skills must be passed for each system before the student will be able to do the clinical part of the course.
3. Required videos on health examination will be viewed outside of class by signing them out at the library.
4. The clinical health assessments will be done outside of class. The student may select clients for these assignments after consultation with the instructor.
5. Failure to complete any aspect of grading for the course will end in an incomplete until the area is completed.

6. The student is expected to attend all scheduled classes. If unforeseen circumstances prevent attendance, the student must contact the course faculty prior to the class. The faculty will determine how the student can meet course objectives for that meeting.
7. Class participation includes presenting thoughts/ideas and examining others.
8. **Weekly Journal** entries contain the students' physical assessments, observations, student comments, and reflections. Journal entries are to be computer generated and submitted for examination in a binder. Entries are usually two or more pages.

Progression:

The Nursing Division adheres to the University grading system (see University bulletin). The following percentage range will be used in all nursing courses:

<u>Grade</u>	<u>Percentage</u>	<u>Grade</u>	<u>Percentage</u>
A	95-100	C	77-80
A-	93-94	C-	75-76
B+	90-92	D+	73-74
B	87-89	D	71-72
B-	85-86	D-	69-70
C+	81-84	F	68 and below

All papers and projects will be graded according to the above range. For any required assignment submitted late, five (5) percentage points will be deducted from the earned grade for each weekday.

A minimum of a "C" is required in each nursing course in order to progress in the program.

Withdrawal Policy:

Students are to refer to the Walsh University Student Handbook and the current Walsh University Calendar to obtain the last date for withdrawal (W) from a course without penalty.

Americans With Disabilities Act:

If you require reasonable accommodation because of a physical, mental or learning disability, you must contact the faculty within the first two (2) weeks of the semester. Refer to Nursing Division Handbook.

Standard Precautions:

Universal precautions (blood and body fluid precautions) must be consistently applied with all clients. Appropriate barrier precautions should be applied to prevent skin and mucous membrane exposure to blood, body fluids containing visible blood, semen and vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid, pericardial fluid, and amniotic fluid. Methods for the prevention of transmission of non-blood borne pathogens should also be applied. Refer to Nursing Division Handbook.

Cheating:

Cheating is defined by Webster as "the act of fraudulently deceiving." Please refer to the Nursing Division Handbook and the Walsh University Student Handbook for the specific policy.

Plagiarism:

Plagiarism is defined by Webster as “to steal and pass off the ideas or words of another as one’s own without crediting the source.” Please refer to the Nursing Student Handbook and the Walsh University Student Handbook for the specific policy.

**WALSH UNIVERSITY
NURSING DIVISION**

**ASSESSMENT/ PROJECT
FORMAT**

Risk factors are attributes that intensify an individual's probability of developing a particular disease or condition. Identifying risk factors that may compromise an individual's health or life is essential for health management. The role of the nurse in this process is begun by collecting data through the use of assessment skills, analyzing the data, and formulating therapeutic nursing interventions.

A risk factor profile is developed through analysis of health history, laboratory test, lifestyle behaviors, physical and alternative assessments. The personal Wellness Profile is an educational report designed to help the client evaluate his/her current lifestyle, identify health risks, and decide where and how to make improvements.

Personal Wellness Profile

Using assessment and communication skills, the student will gather data related to health history, personal health habits, psychosocial aspects of health, diet, and clinical data from one client. The specific data obtained will be entered into the computer in order to prepare the clients' "*Personal Wellness Profile*, by Wellsource.

The computer-generated PWP will be presented by the student to his/her clients(s). The student will evaluate the experience with the PWP process by:

- Computer-generating a paper following APA format with correct spelling and grammar.* Must be submitted bound within a folder.
- Having at least five references from within the last five years, including textbooks and at least three nursing journals.

***Components of the Paper must include the following components:**

Assessment: Provide copy a PWP, physical examination findings and other assessments (i.e. cultural, spiritual, nutritional).

Diagnosis: Provide the top priority recommended preventive action for the client.

Planning: State measurable outcomes that are mutually agreed upon by the client and student. Plan nursing interventions that promote or maintain or restore or reorganize health. Include documented rationale for each intervention.

Implementation: Describe and analysis interviewing techniques used when reviewing the PWP with the client. Discuss specific information about the topic raised by the PWP and addressed with the client. Describe appropriate teaching methods used with the client by the student.

Evaluation: Describe the clients' response to the information given. Describe the success or failure in meeting the expected outcome.

Grading Criteria:

- | | | |
|----|--|-----|
| 1. | Components of the assessment, including all previous documented forms. | 20% |
| 2. | Identification of the top recommended preventive action. | 5% |
| 3. | Description of measurable outcomes and interventions. | 15% |
| 4. | Explanation of interviewing techniques and specific information. | 30% |
| 5. | Evaluation process. | 15% |
| 6. | APA format, grammar, spelling | 5% |
| 7. | References | 10% |

Thought Questions

Thought questions are to be computer generated, provided to the instructor in a bond folder and describe in detail the student's response. Most thought questions are designed to stimulate discussion and encourage critical thinking. Answers are not looked at for being right or wrong, but appreciated for content that includes thoughts, feelings, emotions and truthfulness.

Thought questions will engage the student to draw on past experiences, but also visualize new approaches to situations and accumulate new knowledge. Write as much as you like!

**WALSH UNIVERSITY
NURSING DIVISION**

**NURS 301: Health Assessment and Promotion Throughout the Life Span
SUMMER, 2007**

LEARNING OBJECTIVES	CONTENT	LEARNING ACTIVITIES
	<p>I. COURSE OVERVIEW</p> <p>A. Course Syllabus B. Course Requirements C. Review of Evaluation Criteria</p>	<p><u>Review:</u> Walsh University Nursing Division Handbook</p> <p><u>Read:</u> Course Syllabus</p>
<p>Implement techniques of therapeutic communication when interviewing the client.</p> <p>Discuss the effect of developmental stage, special needs, and cross-cultural consideration when interviewing the client.</p> <p>Describe the purpose of a health history and the types of data collected.</p> <p>Generate a “genogram” as part of the client’s health history.</p> <p>Perform a head to toe system review.</p>	<p>III. THE COMPLETE HEALTH HISTORY</p> <p>A. Interviewing Techniques</p> <ol style="list-style-type: none"> 1. Techniques of communication. 2. Special Interviewing Considerations <p>B. Health History</p> <ol style="list-style-type: none"> 1. Collection of Subjective Data <ol style="list-style-type: none"> a. Biological Data b. Present Health/History c. Past Health/History d. Family History 2. Collection of Objective Data <ol style="list-style-type: none"> a. Review of Systems b. Documentation Process 	<p><u>Review:</u> Jarvis: Chapter 1, 4 & 6.</p> <p><u>Read:</u> Handouts</p> <p><u>Class Activity:</u></p> <ol style="list-style-type: none"> 1. Collect health history data and write-up using appropriate format. 2. Develop specific genogram based on client history. 3. Weekly Journal

LEARNING OBJECTIVES	CONTENT	LEARNING ACTIVITIES
.		
<p>Discuss developmental and cultural considerations in the collection of data for a health history</p> <p>Accurately document collection of health history data using appropriate format.</p>	<ol style="list-style-type: none"> 3. Developmental Considerations <ol style="list-style-type: none"> a. Children and Adolescents b. Older Adult 4. Transcultural Considerations 5. Documentation of Health History Data 6. Principles of Client Confidentiality 	
<p>Differentiate the states and stages of sleep. Demonstrate the ability to perform a sleep assessment. Correctly record the findings of the sleep health history.</p> <p>Identify nutritional elements to consider in assessing specific populations.</p>	<p>IV. SPECIFIC AREAS OF ASSESSMENT</p> <p>A. Sleep Assessment</p> <ol style="list-style-type: none"> 1. States and Stages 2. Developmental Variations 3. Sleep Disorders 4. Objective and Subjective Data Collection <p>B. Nutritional Assessment</p> <ol style="list-style-type: none"> 1. Definition of Nutritional Status 2. Developmental Considerations <ol style="list-style-type: none"> a. Infants and Children b. Adolescents 	<p><u>Review:</u> Jarvis; Chapter 8</p> <p><u>Read:</u> Handouts</p> <p><u>Class Activity:</u></p> <ol style="list-style-type: none"> 1. Complete a nutritional assessment and document assessment findings using nutritional screening tool. 2. Weekly Journal 3. Research Nursing Journal Article on Sleep/Nutritional Aspects

LEARNING OBJECTIVES	CONTENT	LEARNING ACTIVITIES
Identify the components of a nutritional assessment.	<ul style="list-style-type: none"> c. Pregnancy and Lactation d. Adulthood e. Aging Adult 3. Dietary Practice of Selected Groups	
Describe various approaches to anthropometric assessment.	4. Components of Nutritional Assessment <ul style="list-style-type: none"> a. Subjective Data <ul style="list-style-type: none"> (1) Health History b. Objective Data <ul style="list-style-type: none"> (1) Clinical Signs (2) Anthropometric Measurements (2) Laboratory Studies 5. Abnormal Findings <ul style="list-style-type: none"> a. Malnutrition b. Obesity 	
Assess the client's specific cultural, religious, and spiritual beliefs. Accurately documents data collection of cultural, religious, and spiritual assessment.	C. Cultural Assessment <ul style="list-style-type: none"> 1. Basic Influence of Culture 2. Cultural Values <ul style="list-style-type: none"> a. Dominant Value Orientation b. Family 3. Health-related Beliefs and Practices <ul style="list-style-type: none"> a. Health/Illness and Culture b. Healing and Culture 	<u>Review:</u> Jarvis: Chapter 3 <u>Class Activity:</u> <ul style="list-style-type: none"> 1. Complete a spiritual assessment. 2. Weekly Journal

LEARNING OBJECTIVES	CONTENT	LEARNING ACTIVITIES
	<ol style="list-style-type: none"> 4. Transcultural Expressions of Illness 5. Subjective Data Collection <p>D. Spirituality Assessment</p> <ol style="list-style-type: none"> 1. Definition 2. World View <ol style="list-style-type: none"> a. Impact on Health and Healing b. Religious Beliefs and Practices 3. Spirituality Across the Lifespan 4. Subjective Data Collection 5. Assessment of Spiritual Needs 	
	V. PHYSICAL ASSESSMENT	
<p>Identify the four assessment techniques that will ensure the examiner conducts a comprehensive examination in a logical order.</p> <p>Describe the importance of a comfortable environment and proper equipment when performing a physical assessment.</p> <p>Discuss safety measures to consider when conducting a physical assessment.</p> <p>Explain the specific approaches used related to developmental stage when performing a physical assessment.</p>	<ol style="list-style-type: none"> A. Techniques of Physical Assessment <ol style="list-style-type: none"> 1. Inspection 2. Palpation 3. Percussion 4. Auscultation B. Setting and Equipment C. Safety Considerations in Physical Assessment D. Developmental Principles and Approaches in Physical Assessment <ol style="list-style-type: none"> 1. Infant and Toddler 2. Pre-School Child 3. School-Age Child 	<p><u>Review:</u> Jarvis: Chapter 9, 10.</p> <p><u>Clinical Application:</u></p> <ol style="list-style-type: none"> 1. Perform general survey and document assessment findings. 2. Weekly Journal

LEARNING OBJECTIVES	CONTENT	LEARNING ACTIVITIES
<p>Discuss components of the general survey when performing a physical assessment.</p> <p>Demonstrate the correct body measurement techniques used for each developmental age group.</p>	<ol style="list-style-type: none"> 4. Adolescent 5. Aging Adult 6. Ill Person 7. Functional Limitations <p>G. General Survey</p> <ol style="list-style-type: none"> 1. Physical Appearance 2. Body Structure 3. Mobility 4. Behavior <p>H. Body Measurement</p> <ol style="list-style-type: none"> 1. Weight 2. Height 	
<p>Accurately document subjective and objective physical assessment findings.</p> <p>State the structure and major functions of the integumentary system</p> <p>Identify the appropriate questions used to elicit an accurate health history of the client's integumentary system.</p> <p>Correctly perform a physical examination of the client's integumentary system.</p>	<p>I. Documentation of Assessment Findings</p> <p>J. Integumentary System</p> <ol style="list-style-type: none"> 1. Structure and Function <ol style="list-style-type: none"> a. Skin b. Hair c. Nails 2. Subjective Data Assessment 3. Objective Data Assessment <ol style="list-style-type: none"> a. Inspection and palpation of the skin b. Inspection and palpation of hair and nails 4. Abnormal Findings 	<p><u>Review:</u> Jarvis: Chapter 12</p> <p><u>Clinical Application:</u></p> <ol style="list-style-type: none"> 1. Perform a physical examination of the client's integumentary system. 2. Document findings of the physical examination using the correct terminology and format.

LEARNING OBJECTIVES	CONTENT	LEARNING ACTIVITIES
<p>Analyze collected data and identify variations from norm in the assessment of the client's integumentary system.</p> <p>Explain the technique to use for self-examination of the skin according to the ABCDE rule.</p> <p>State the structure and major functions of the head, ears, eyes, nose, and throat.</p>	<ul style="list-style-type: none"> a. Skin b. Hair c. Nails <p>5. Health Promotion and Self-Care</p> <ul style="list-style-type: none"> a. ABCDE Self-examination Rule b. Abnormal Findings <p>K. HEENT</p> <ul style="list-style-type: none"> 1. Structure and Function <ul style="list-style-type: none"> a. Head b. Neck c. Lymphatics 	<p>3. Weekly Journal</p> <p><u>Review:</u> Jarvis: Chapters 13, 14, 15, & 16.</p> <p><u>Required Viewing:</u> Head, Eyes, and Ears (Bates) AVRC76B38</p>
<p>Identify the appropriate questions used to elicit an accurate health history of the client's HEENT system</p> <p>Correctly perform a physical examination of the client's HEENT system.</p> <p>Use the otoscope and ophthalmoscope in the correct manner when performing the physical examination.</p> <p>Analyze collected data and identify</p>	<ul style="list-style-type: none"> 2. Subjective Data Assessment <ul style="list-style-type: none"> a. History 3. Objective Data Assessment <ul style="list-style-type: none"> a. Inspection and palpation of face, head and neck. b. Inspection of eyes and ears. b. Use of otoscope and ophthalmoscope. 4. Abnormal Findings 	<p><u>Clinical Application:</u></p> <ul style="list-style-type: none"> 1. Perform a physical examination of the client's HEENT system. 2. Document findings of the physical examination using the correct terminology and format. 3. Weekly Journal

LEARNING OBJECTIVES	CONTENT	LEARNING ACTIVITIES
<p>variations from norm in the assessment of the HEENT system.</p> <p>State the structure and major function of the components of the respiratory system.</p> <p>Identify the appropriate questions used to elicit an accurate health history of the client's respiratory system.</p>	<ul style="list-style-type: none"> a. Head and Facial Features b. Neck c. Eyes d. Ears d. Nose, Mouth, Throat <p>L. Respiratory System</p> <ul style="list-style-type: none"> 1. Structure and Function <ul style="list-style-type: none"> a. Thoracic Landmarks b. Thoracic Cavity c. Mechanisms of Respiration 2. Subjective Assessment Finding 	<p><u>Review:</u> Jarvis: Chapter 18</p> <p><u>Required Viewing:</u></p> <p>Thorax and Lungs (Bates) AVRC76B38 Vol. 3</p> <p>Respiratory System: Assessment Review Series AVRC733R48</p> <p>Assessing Breath Sounds AVRC734A94A7</p>
<p>Correctly perform a physical examination of the client's respiratory system.</p> <p>Use the stethoscope in the correct manner when performing a physical examination of</p>	<ul style="list-style-type: none"> 3. Objective Assessment Findings <ul style="list-style-type: none"> a. Preparation b. Posterior & Anterior Chest <ul style="list-style-type: none"> (1) Inspection (2) Palpation (3) Percussion (4) Auscultation c. Use of Stethoscope 	<p><u>Clinical Application:</u></p> <ul style="list-style-type: none"> 1. Perform a physical examination of the client's respiratory system. 2. Document findings of the physical examination using the correct terminology and format. 3. Weekly Journal

LEARNING OBJECTIVES	CONTENT	LEARNING ACTIVITIES
<p>the client's respiratory system.</p> <p>Analyze collected data and identify variations from norm in the assessment of the respiratory system.</p> <p>State the structure and major functions of the components of the cardiovascular system.</p>	<p>4. Abnormal Findings</p> <ol style="list-style-type: none"> a. Configurations of Thorax b. Respiratory Patterns c. Adventitious Lung Sounds d. Common Respiratory Conditions <p>M. Cardiovascular/Peripheral Vascular Systems</p> <ol style="list-style-type: none"> 1. Structure and Function <ol style="list-style-type: none"> a. Physiology of the Heart b. Heart Sounds <ol style="list-style-type: none"> (1) Normal (2) Extra Sounds (3) Murmurs c. Neck Vessels <ol style="list-style-type: none"> (1) Carotid Artery (2) Jugular Vein 	<p><u>Review:</u> Jarvis: Chapter 19 & 20</p> <p><u>Required Viewing:</u></p> <p>Assessing Heart Sounds AVRC683A8</p> <p>Cardiac System AVRC683C37</p> <p>Vascular System: Assessment Review Series AVRC670V38</p> <p>Bates Video</p>
<p>Identify the appropriate questions used to elicit an accurate health history of the cardiovascular system.</p> <p>Correctly perform a physical examination of the client's cardiovascular system.</p> <p>Use the stethoscope in the correct manner when performing a physical examination of</p>	<ol style="list-style-type: none"> 2. Subjective Assessment Findings 3. Objective Assessment Findings <ol style="list-style-type: none"> a. Neck Vessels b. Heart <ol style="list-style-type: none"> (1) Inspection (2) Palpation (3) Percussion 	<p><u>Clinical Application:</u></p> <ol style="list-style-type: none"> 1. Perform a physical examination of the client's cardiovascular and peripheral vascular systems. 2. Document findings of the physical examination using the correct terminology and format. 3. Weekly Journal 4. Research Community

LEARNING OBJECTIVES	CONTENT	LEARNING ACTIVITIES
<p>the client's cardiovascular system.</p> <p>Analyze collected data and identify variations from norm in the assessment of the cardiovascular system.</p> <p>State the structure and major functions of the components of the peripheral vascular system.</p> <p>Identify the appropriate questions used to elicit an accurate health history of the peripheral vascular system.</p> <p>Correctly perform a physical examination of the client's peripheral vascular system.</p> <p>Analyze collected data and identify variations from norm in the assessment of the peripheral vascular system.</p>	<p>(3) Auscultation</p> <p>d. Use of Stethoscope</p> <p>5. Assessment of Peripheral Vascular System and Lymphatic System</p> <p>a. Structure and Function</p> <p>(1) Peripheral Arteries</p> <p>(2) Peripheral Veins</p> <p>(3) Lymphatics</p> <p>b. Subjective Assessment Finding</p> <p>c. Objective Assessment Findings</p> <p>(1) Upper Extremities</p> <p>(2) Lower Extremities</p>	<p>Organizations concerning Cardiac Aspects.</p>
<p>State the structure and major functions of the components of the abdomen.</p> <p>Identify the appropriate questions to elicit an</p>	<p>N. Abdomen</p> <p>1. Structure and Function</p> <p>a. Surface Landmarks</p> <p>e. Internal Anatomy</p> <p>2. Subjective Assessment Findings</p>	<p><u>Review:</u> Jarvis: Chapter 21</p> <p><u>Required Viewing:</u></p> <p>Gastrointestinal System: Assessment Review Series AVRC803G38</p>

LEARNING OBJECTIVES	CONTENT	LEARNING ACTIVITIES
<p>accurate health history of the client's abdomen.</p> <p>Correctly perform a physical examination of the client's abdomen.</p> <p>Use the stethoscope in the correct manner when performing an examination of the client's abdomen.</p> <p>Analyze collected data and identify variations from norm in the assessment of the client's abdomen.</p>	<p>3. Objective Assessment Findings</p> <ul style="list-style-type: none"> a. Inspection b. Auscultation c. Percussion f. Palpation <p>4. Abnormal Findings</p> <ul style="list-style-type: none"> a. Sites of Referred Pain b. Abdominal Distention c. Bowel Sounds 	<p><u>Clinical Application:</u></p> <ol style="list-style-type: none"> 1. Perform a physical examination of the client's abdomen. 2. Document findings of the physical examination using the correct terminology and format. 3. Weekly Journal
<p>State the structure and the major functions of the musculoskeletal system.</p> <p>Identify the appropriate questions to use to elicit an accurate health history of the client's musculoskeletal system.</p> <p>Correctly perform a physical examination of the client's musculoskeletal system.</p> <p>Analyze collected data and identify variations from norm in the assessment of the</p>	<p>O. Musculoskeletal System</p> <ol style="list-style-type: none"> 1. Structure and Function <ul style="list-style-type: none"> a. Components of Musculoskeletal System b. Functions of Musculoskeletal System 2. Subjective Assessment Findings 3. Objective Assessment Findings <ul style="list-style-type: none"> a. Inspection b. Palpation c. Range of Motion c. Muscle Testing 4. Abnormal Findings <ul style="list-style-type: none"> a. Joint Abnormalities 	<p><u>Review:</u> Jarvis: Chapter 22</p> <p><u>Required Viewing:</u></p> <p>Musculoskeletal System: Assessment Review Series AVRC925.7M88</p> <p><u>Clinical Application:</u></p> <ol style="list-style-type: none"> 1. Perform a physical examination of the client's musculoskeletal system. 2. Document findings of the physical examination using the correct terminology and format. 3. Weekly Journal

LEARNING OBJECTIVES	CONTENT	LEARNING ACTIVITIES
<p>musculoskeletal system.</p> <p>State the structure and the major functions of the neurological system.</p>	<p>b. Scoliosis</p> <p>P. Neurological System</p> <ol style="list-style-type: none"> 1. Structure and Function <ol style="list-style-type: none"> a. Central Nervous System (CNS) <ol style="list-style-type: none"> (1) Pathways of the CNS (2) Upper & Lower Motor Neurons 	<p><u>Review:</u> Jarvis: Chapter 23</p> <p><u>Required Viewing:</u> Nervous System: Assessment Review Series AVRC348N47</p>
<p>Identify the appropriate questions to use to elicit an accurate health history of the client's neurological system.</p> <p>Demonstrate the ability to perform a mental status examination of the client.</p> <p>Correctly perform a physical examination of the client's neurological system.</p>	<ol style="list-style-type: none"> b. Peripheral Nervous System (PNS) <ol style="list-style-type: none"> (1) Cranial Nerves (2) Spinal Nerves (3) Autonomic Nervous System (4) Reflex Arc 2. Subjective Assessment Findings 3. Objective Assessment Findings <ol style="list-style-type: none"> a. Testing of Mental Status b. Testing of Cranial Nerves c. Testing of Motor System <ol style="list-style-type: none"> (1) Muscle Size, Strength, Tone (2) Involuntary Movements (3) Cerebellar Functions d. Testing of Sensory System 	<p><u>Clinical Application:</u></p> <ol style="list-style-type: none"> 1. Perform a physical examination of the client's neurological system. 2. Document findings of the physical examination using the correct terminology and format. 3. Weekly Journal. 4. Obtain information for Personal Wellness Analysis.

LEARNING OBJECTIVES	CONTENT	LEARNING ACTIVITIES
<p>Analyze collected data and identify variations from norm in the assessment of the neurological system.</p>	<p>g. Reflexes</p> <p>4. Abnormal Findings</p> <ul style="list-style-type: none"> a. Cranial Nerves b. Muscle Tone c. Muscle Movement e. Gait <p>c. Functional Limitations</p>	
<p>State the structure and major functions of the breasts and genitalia.</p> <p>Identify the appropriate questions used to elicit an accurate health history of the client's breasts and genitalia.</p> <p>Correctly perform a physical examination of the client's breasts.</p> <p>Analyze collected data and identify variations from norm in the assessment of the client's breasts and genitalia.</p>	<p>Q. Breasts & Male/Female Genitalia</p> <ul style="list-style-type: none"> 1. Structure and Function <ul style="list-style-type: none"> a. Breasts and Regional Lymphatics b. Male Genitalia c. Female Genitalia 2. Subjective Assessment Findings 3. Objective Assessment Findings <ul style="list-style-type: none"> a. Physical Examination <ul style="list-style-type: none"> (1) Specific Techniques of Female Examination (2) Specific Techniques of Male Examination 	<p><u>Review:</u> Jarvis: Chapters 24, 25, 26, & 17.</p> <p><u>Required Viewing:</u> Reproductive and Urinary System: Assessment Review Series AVRC87R47</p> <p><u>Clinical Application:</u></p> <ul style="list-style-type: none"> 1. Perform a personal breasts examination. 2. Document findings of the physical examination using the correct terminology and format. 3. Weekly Journal

LEARNING OBJECTIVES	CONTENT	LEARNING ACTIVITIES
<p>Explain the techniques used in the performance of a breast self- examination.</p> <p>Explain the techniques used in the performance of a testicular cancer self- examination.</p>	<ol style="list-style-type: none"> 4. Abnormal Findings <ol style="list-style-type: none"> a. Breast b. Female Genitalia d. Male Genitalia 5. Health Promotion and Self-Care <ol style="list-style-type: none"> a. Breast Self-Examination b. Testicular Self-Examination 	
Define and give examples of the various	VI. RISK FACTOR ANALYSIS	Personal Wellness Profile for client.

LEARNING OBJECTIVES	CONTENT	LEARNING ACTIVITIES
<p>components of Health Perception and Health Management.</p> <p>Assess a client's health risks and disease states through data collection.</p> <p>Analyze collected data through the use of computer software.</p> <p>Develop Personal Wellness Profile for selected client.</p> <p>Evaluate use of PWP Process in relationship to risk factor analysis.</p>	<p>A. Assessment of Health Perception and Management</p> <ol style="list-style-type: none"> 1. Health Maintenance 2. Health Promotion 3. Disease Prevention 4. Health Behaviors 5. Health Risks <p>B. Personal Wellness Profile</p> <ol style="list-style-type: none"> 1. Data Collection <ol style="list-style-type: none"> a. Subjective Data b. Objective Data 2. Use of Informatics <ol style="list-style-type: none"> a. Data Input b. Analysis of Data c. Preparation of PWP c. Client Presentation of PWP 	<p><u>Review:</u> Jarvis: Chapter 28</p> <p>Assessment/Project</p>
	<ol style="list-style-type: none"> 3. Evaluation of Process <ol style="list-style-type: none"> a. Data Collection b. Interviewing Techniques c. Assessment d. Client Response 	
II. HEALTH PROMOTION PRACTICE		

LEARNING OBJECTIVES	CONTENT	LEARNING ACTIVITIES
<p>Discuss the historical perspective of health promotion.</p> <p>Identify theories/models for health promotion practice.</p> <p>Distinguish between the Practice Model of Positive Psychological Assessment, Four Front Approach and The ROPES Model</p> <p>Describe the concepts and subconcepts of the Human Energy Model and the Theory of Healthiness</p> <p>Identify theories/models used as resources for the concept of meaning.</p> <p>Discuss the relationship between goals and</p>	<p>A. Overview of the Human Strengths Approach</p> <ol style="list-style-type: none"> 1. History 2. Concepts 3. Theories and models 4. Interventions <p>B. Key Concepts</p> <ol style="list-style-type: none"> 1. Assessment 2. Issues <p>C. The Theory of Healthiness</p> <ol style="list-style-type: none"> 1. Concepts <ol style="list-style-type: none"> a. The Human Energy Model b. The Theory of Healthiness <p>D. Human Strengths Resources for Health</p> <ol style="list-style-type: none"> 1. Meaning <ol style="list-style-type: none"> a. Models and Theories b. Interventions 2. Hope <ol style="list-style-type: none"> a. Cognitive-Behavioral Therapy (CBT) b. Frankl's Five-Step Approach 3. Goals 	<p><u>Read:</u> Leddy Chapter 1</p> <p><u>Course Activity:</u> Chapter 1 Thought Questions pg. 1; #1,4,5,6</p> <p><u>Read:</u> Leddy Chapter 2 Chapter 2 Thought Questions pg. 19 #1,2</p> <p><u>Read:</u> Leddy Chapters 3,4 Chapter 3, 4 Thought Questions pg. 31; #1,2,3 Thought Questions pg. 47, #1,2,4,6</p>

LEARNING OBJECTIVES	CONTENT	LEARNING ACTIVITIES
<p>values.</p> <p>Identify the moral implications of health promotion.</p> <p>Discuss the human strength of capability and the concept of control.</p> <p>Identify the difference between personal control and external control.</p> <p>Explore how freedom and alternatives affect choice.</p> <p>Differentiate between proactive coping and threat-avoidance coping.</p> <p>Define concepts of self-concept and self-esteem</p>	<ul style="list-style-type: none"> a. Goal Theories b. Optimism <p>E. Connections</p> <ul style="list-style-type: none"> 1. Religion/Spirituality 2. Social Support <p>F. Power</p> <ul style="list-style-type: none"> 1. Capability <ul style="list-style-type: none"> a. concepts b. models/theories 2. Control <ul style="list-style-type: none"> a. providers b. clients 3. Choice <ul style="list-style-type: none"> a. concepts b. models/theories 4. Challenge <ul style="list-style-type: none"> a. concepts b. models/theories 5. Confidence <ul style="list-style-type: none"> a. concepts b. models/theories 	<p><u>Read</u>: Leddy, Chapter 5</p> <p><u>Course Activity</u>: Chapter 5 Thought Questions pg. 63; #1-6</p> <p><u>Read</u>: Leddy, Chapter 6, 7, 8, 9,10,11</p> <p><u>Course Activity</u>: Chapters 6 Thought Questions pg. 79, #1,4 Chapter 7 Thought Questions pg. 89, #1, 2, 3 Chapter 8 Thought Questions pg. 105, #1,3,4 Chapter 9 Thought Questions pg. 111, #1,3,4 Chapter 10 Thought Questions pg. 119, #1,3,5 Chapter 11 Thought Questions pg. 131, #1,2,4</p>

LEARNING OBJECTIVES	CONTENT	LEARNING ACTIVITIES
<p>Explore the domains of the energetic nursing practice theory.</p> <p>Discuss the dimensions of Ryff's Model of Psychological Well-Being.</p> <p>Identify the stages and process of change.</p> <p>Explore the process that nurses promote client health behavior change.</p>	<p>6. Capacity</p> <ol style="list-style-type: none"> a. concepts b. models/theories <p>G. Health Strengths Outcomes</p> <ol style="list-style-type: none"> 1. Concepts 2. Models/Theories 3. Interventions 4. Cultural Considerations <p>H. Health Behavior Change Theories</p> <ol style="list-style-type: none"> 1. Concepts 2. Models/Theories <p>I. Health Behavior Change Interventions</p> <ol style="list-style-type: none"> 1. Concepts 2. Models/Theories 	<p><u>Read:</u> Leddy, Chapter 12, 13, 14, 15</p> <p>Chapter 12 Thought Questions pg. 139, #1,4,5</p> <p>Chapter 13 Thought Questions pg. 155, #1,3,4,5</p> <p>Chapter 14 Thought Questions pg. 173, #2,4,5</p> <p>Chapter 15 Thought Questions pg. 191, #1,2</p>