

Department:

Nursing: LPN to RN Completion Program

Course Description:

This course provides the framework for preparing students to perform comprehensive health assessments. Emphasis is placed on taking a thorough nursing history, performing physiological, psychological, sociological, cultural, and spiritual assessments. Laboratory experiences provide an opportunity to practice assessment and perform a head to toe assessment at a prescribed competency level. This course will also develop student's skills in relation to advanced nursing skills needed to provide client-centered care to individuals with complex and multisystem disorders.

Course Competencies:

Upon completion of the course, the student should be able to:

1. Perform a comprehensive assessment that includes the physiological, psychological, sociological, cultural, and spiritual aspects of clients across the lifespan.
2. Interpret assessment data by using evidence-based sources.
3. Plan individualized, health-related teaching for clients, across the lifespan.
4. Utilize appropriate verbal, written, and electronic communication skills during the client interview, physical assessment, documentation process, and skill performance.
5. Demonstrate intermediate and advanced nursing skills.

Course Content:

- A. Interviewing
 1. Describe the three phases of the interview when conducting a health assessment.
 2. Discuss the significance of the nurse-client relationship during a health assessment.
 3. Practice communication techniques that support an open discussion between the client and the nurse.
 4. Ascertain appropriate locations for conducting a health assessment to ensure privacy and confidentiality.
 5. Analyze the objective elements of the health history and review of systems.
 6. Analyze the subjective elements of the health history and review of systems.
- B. Documenting
 1. Discuss the legal guidelines for documenting subjective and objective assessment data.
 2. Utilize appropriate terminology to describe assessment findings.
 3. Use documentation procedures that ensure privacy and confidentiality.
 4. Discuss assessment findings that require immediate attention and the provider to whom these findings should be reported.
- C. Psychosocial Assessment
 1. Discuss the purpose of conducting a psychosocial assessment.
 2. Determine relevant biographic and demographic data that should be included in a health assessment.

3. Identify client's reason for seeking care and its relevance to the physical assessment.
 4. Obtain a list of health related events that should be included in the client's health history.
 5. Analyze a client's medication history for potential interactions with current medication regimen.
 6. Analyze data related to sociological system for issues that are relevant to the client's current health status.
 7. Analyze data related to psychological system for issues that are relevant to the client's current health status.
 8. Conduct a verbal review of systems or obtain subjective data relevant to the client's current health status.
 9. Conduct a functional assessment.
 10. Discuss the significance of integrating a client's stage in life into the development of their plan of care.
- D. Assessing for Health Risk
1. Discuss the purpose of conducting a health risk assessment.
 2. Analyze health risks common to American society and their etiology.
 3. Evaluate the health history and review of systems to determine current health risks.
 4. Analyze data related to age, race, environment, family history, and lifestyle for the attributes that could negatively impact a client's health.
 5. Determine focused assessments that should be completed in relation to identified health risks.
 6. Utilize appropriate instructional strategies to educate client about recommended health changes.
- E. Role of Culture in Assessment
1. Discuss the purpose of conducting a cultural assessment.
 2. Analyze the concept of culture and inherent components such as values, beliefs, attitudes, and customs.
 3. Differentiate between culture and ethnicity.
 4. Determine the influence a client's culture has on their perception of health, illness, and death.
 5. Integrate verbal and nonverbal communication techniques that show respect for a client's culture.
 6. Determine the use of alternative or folk medication/remedies as well as healers accepted in the client's culture.
 7. Identify cultural practices that will need special considerations while the client is receiving care.
- F. Assessing Spirituality
1. Discuss the purpose of conducting a spiritual assessment.
 2. Analyze the concept of spirituality and inherent components such as religious values, beliefs, attitudes, and customs.
 3. Differentiate between religion and spirituality.
 4. Determine the influence a client's spirituality has on their health beliefs and practices, family, and dietary patterns.
 5. Determine the influence a client's spirituality has on their perception of health, illness, and death.
 6. Identify religious practices that will need special considerations while the client is receiving care.
- G. Physical Assessment
1. Review and practice the assessment skills of inspection, auscultation, palpation, and percussion.
 2. Differentiate between normal and abnormal findings during the physical

- assessment.
 - 3. Differentiate between age-related normal and abnormal findings during the physical assessment.
 - 4. Identify self-screening exams that should be done and the time parameters for their performance.
 - 5. Identify preventive screening exams that should be done and the time parameters for their performance.
 - 6. Determine an organized sequence for performing a full body assessment.
- H. Confidentiality
- 1. Interpret the HIPAA Privacy Act for its relevance to the collection and documentation of assessment data.
 - 2. Recognize the need to protect the unlawful dissemination of sensitive client information.
 - 3. Document client information in a timely manner and on appropriate records.
 - 4. Acknowledge the need to communicate client related data only to health team members directly involved in the client's care.
 - 5. Perform health assessments in a location that provides for the protection of the client's privacy.
- I. Assessment Skills
- 1. Assessment techniques
 - 2. Health history and review of systems
 - 3. Anthropometric measurements and BMI
 - 4. Skin, hair, and nails
 - 5. Eyes, ears, nose (internal structures and use of oto/ophthalmoscope)
 - 6. Mouth, oropharynx, and thyroid
 - 7. Heart and peripheral pulses
 - 8. Lungs and tissue perfusion indicators
 - 9. Breasts, self- breast/testicular exams, lymph nodes, gynecological exam
 - 10. Abdominal organs
 - 11. Musculoskeletal (tone, strength, and reflexes)
 - 12. Neurological (cranial nerves, cognitive functioning, coordination, sensation)
- J. Advanced Nursing Skills/Oxygenation
- 1. Ventilator monitoring
 - 2. Chest tube monitoring and documentation
 - 3. Tracheostomy suctioning
 - 4. ET tubes/artificial airways
- K. Advanced Nursing Skills/ Intravenous Devices and Treatments
- 1. IV insertion
 - 2. Types of access devices
 - 3. Administration tubing
 - 4. IV medications
 - 5. Continuous, bolus, and intermittent infusions
 - 6. Assessment for infiltration and phlebitis
 - 7. Determining and maintaining patency
 - 8. Blood transfusions
 - 9. TPN
 - 10. PCA pumps
 - 11. PICC Lines
 - 12. Central lines
 - 13. Blood draws
- L. Advanced Nursing Skills/Wound Care
- 1. Specialized wound dressings

2. Wound cultures
 3. Emergency care of evisceration and documentation
- M. Advanced Nursing Skills/EKG
1. Lead placement
 2. Reading normal strips
 3. Reading paced strips
 4. Reading abnormal strips
 5. Documentation
- N. Advanced Nursing Skills/Nutrition
1. Dobhoff insertion and flushing
 2. Gastric lavage
 3. Documentation
- O. Advanced Nursing Skill/ Perioperative Care
1. Pre-op checklist/teaching
 2. Informed consent
 3. Intraoperative roles
 4. Surgical asepsis
 5. Postop monitoring
 6. Documentation
- P. Advanced Nursing Skill/Advanced Pharmacology and Drug Calculations
1. Medication calculations
 2. IV calculations
 3. Safe medication administration
- Q. Advanced Nursing Skill/Assisting with Procedures
1. Lumbar puncture
 2. Bone marrow aspiration
 3. Thoracentesis/paracentesis
- R. Advanced Nursing Skills/Dialysis
1. Hemodialysis
 2. Peritoneal Dialysis
- S. Advanced Nursing Skill/Hemodynamic Monitoring
1. Arterial line care and monitoring
 2. Central venous care and monitoring
 3. Pulmonary artery catheter care and monitoring
 4. Esophageal Doppler hemodynamic monitoring.

Learning Assessments:

Competencies will be assessed by exams, papers, article reviews, research, experiments, skill performance, and projects.

Instructional Materials:

ATI: Comprehensive Testing and Review Package for RNs: Skills Modules, Nurse Logic 2.0, Pharmacology Made Easy 2.0, Dosage and Calculations 2.0, EHR TUTOR

Textbooks:

Hinkle, J. & Cheever, K. (2018). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing Course Point Plus* (14th ed.). Philadelphia, PA: Lippincott Williams & Wilkins. ISBN-13: 978-1975124502

Jensen, Sharon. (2019). *Nursing Health Assessment: A Best Practice Approach* (3rd ed.). Philadelphia, PA: Lippincott Williams & Wilkins. ISBN-13: 978-1496349170

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the “Disabilities Self-Identification Form” on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

A Note on Harassment, Discrimination and Sexual Misconduct

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).