Title: Nursing Health Assessment Across the Lifespan  
Units: 3 Units  
Prerequisite/Co-requisites: Admission to pre-licensure pathway; concurrent enrollment in NUR 321L; and/or consent of instructor.

Faculty: Rebecca Bodán, FNP, PhD  
Office: EC-642  
Phone: 657-278-8248  
E-mail: rbodan@fullerton.edu  
Office hours: Mondays 7:30-8:00am; Wednesdays 7:30-8:00am and 11:00-12:00pm; and by appointment

Course Description:
Health Assessment focuses on health assessment for professional practice. Basic knowledge and skills necessary to perform assessments including interviewing, history taking, and foundational physical assessment skills are acquired. The course emphasizes developmental and culturally competent assessment skills and ability to recognize deviations from normal. Concepts learned in the lecture will be practiced in the laboratory. Students will practice these techniques on their peers and designated volunteers during supervised campus laboratory sessions. Students will apply lecture concepts to hone their skills and the techniques necessary to intervene and reduce patients’ risks and promote patients’ health.

Course Objectives:
Upon completion of the course, the student will be able to:

1. Identify client variables including: health status, age and developmental level, gender, lifestyle, dietary habits, environment, and culture to consider when completing a thorough health assessment.
2. Identify the various types of assessments that may need to be conducted when assessing health.
3. Integrate health history data with physical examination data and other assessment findings to identify and report normal and abnormal assessment findings, client problems and risk profiles.
4. Apply the nursing process in the appraisal of client health status throughout the life span.
5. Correlate physical assessment findings with underlying pathophysiologic processes.
6. Develop a nursing diagnosis and care plan identifying health promotion, disease prevention and problem areas based on assessment data.
7. Present health assessment data concisely and accurately in both oral and written formats.

Required Textbooks:


Rev August 2016
Recommended Textbooks:
N/A

Content Outline:
This course emphasizes the role of the nurse in assessing the health status of the client, analyzing and synthesizing the data, making judgments about nursing interventions based on findings, and evaluating client outcomes. Risk factor and holistic assessments across the lifespan are included. The course includes the following content:

1. Health promotion and risk assessment
2. Factors influencing health status
3. History-taking; interviewing; therapeutic communication
4. Confidentiality and professionalism
5. Types of assessments
6. Physical assessment techniques
7. System Assessments
   - Skin, hair, and nails
   - Head, neck, and regional lymph nodes
   - EENT
   - Cardiovascular and peripheral vascular
   - Pulmonary
   - Abdominal and GU
   - Breast and regional lymph
   - Neuromuscular
8. Documentation and reporting of assessment findings

Methodology:
This course uses the TITANium online learning platform. All content will appear in modules (by system). A variety of learning activities and assessments will assist the student in meeting the course objectives. They include lectures, class discussion, readings, case studies, ‘patient’ ‘interviews and write ups, self-directed study, student-peer interaction, Shadow Health (a virtual clinical experience) and student-faculty consultation. Students are expected to come to class prepared to participate (by reading and watching the assigned material) in activities related to the week’s material.

Evaluation:

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Percent of Grade</th>
<th>Maximum Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept Labs (4 @ 1 point each)</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Health History</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>SPICES: Assessment of the older adult</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes (10 @ 2.5 points each)</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Exams (3 @ 17 points each)</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>Totals</td>
<td>100%</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 1 Methods of Assessment for 321

Rev August 2016
Grading Policies:
School of Nursing Policy for the Undergraduate Program states that there are no extra credit options. No grades are rounded up. A grade of “C” (75) or better is required to pass this course. All test scores, quiz, and final exam scores must equal a cumulative grade of 75% or higher in order to pass the theory course. If the cumulative grade is less than 75% in testing, the student will not pass the course. Any grade that falls below a “C” will not be acceptable for credit and the student will need to repeat the course. This may interrupt the progression of study toward graduation. This course cannot be taken for graduate credit.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>95-97.9</td>
</tr>
<tr>
<td>A-</td>
<td>92-94.9</td>
</tr>
<tr>
<td>B+</td>
<td>89-91.9</td>
</tr>
<tr>
<td>B</td>
<td>86-88.9</td>
</tr>
<tr>
<td>B-</td>
<td>83-85.9</td>
</tr>
<tr>
<td>C+</td>
<td>79-82.9</td>
</tr>
<tr>
<td>C</td>
<td>75-78.9</td>
</tr>
<tr>
<td>C-</td>
<td>73-74.9</td>
</tr>
<tr>
<td>D+</td>
<td>70-72.9</td>
</tr>
<tr>
<td>D</td>
<td>67-69.9</td>
</tr>
<tr>
<td>D-</td>
<td>65-66.9</td>
</tr>
<tr>
<td>F</td>
<td>&lt;65</td>
</tr>
</tbody>
</table>

Table 2 Grading Scale for 321

Attendance:
Face to face
Regular preparation, attendance, and participation are prerequisites to effective learning. Should you miss class, you remain responsible for learning course material presented during your absence. The faculty members believe that attendance in all nursing courses is conducive to the learning of each student. The learning that results from the interaction and sharing with other students is an important and integrative aspect of the learning process. For selected courses, group interaction is an integral part of the course. Therefore, the school policy is that attendance is required for at least 90% of the laboratory/clinical courses. If attendance falls below the standard, the course grade will be lowered proportionately.

Make-up policy:
All assignments are due on the date posted. Late assignments will be downgraded half a letter grade for each unauthorized day unless otherwise arranged with the instructor prior to the due date.

Emergency Preparedness:
The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University’s emergency response procedures. In the event of an

Rev August 2016
emergency, please adhere to the guidelines from the CSUF Emergency Preparedness website

**Students with Disabilities:**
The University requires students with disabilities to register within the first week of classes with the Office of Disability Support Services (DSS), located in UH-101 and at (657) 278–3117 in order to receive prescribed accommodations and support services appropriate to their disability. Students requesting accommodations should inform the instructor during the first week of classes about any disability or special needs that may require specific arrangements/accommodations related to attending class sessions, completing course assignments, writing papers or quizzes, tests or examinations.

**Academic Dishonesty:**
Academic dishonesty will not be tolerated. The University Catalog and the Class Schedule provide a detailed description of Academic Dishonesty under `University Regulations.' The following is a short summary. Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides (including electronic devices) or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, or any acts which defeat the intent of an examination, plagiarism as defined below, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor. Violation of this prohibition of collaboration shall be deemed an offense for the person or persons collaborating on the work, in addition to the person submitting the work. Documentary falsification includes forgery, altering of campus documents or records, tampering with grading procedures (including submitting altered work for re-grading), fabricating lab assignments, or altering or falsifying medical excuses or letters of recommendation.

Plagiarism is defined as the act of taking the work (words, ideas, concepts, data, graphs, artistic creation) of another whether that work is paraphrased or copied in verbatim or near verbatim form and offering it as one’s own without giving credit to that source. When sources are used in a paper, acknowledgment of the original author or source must be made through appropriate citation/attribution and, if directly quoted, quotation marks or indentations must be used. Improper acknowledgment of sources in essays, papers, or presentations in prohibited. This course uses the Turnitin website.

Full details of CSUF policy on academic dishonesty

**Standards for Written Work:**
Any time that someone else's words or ideas are used without giving credit, it is considered plagiarism, **whether it is intentional or not.**

Differences between direct and indirect quotes:

Rev August 2016
Value of Team Building Work:
Membership and participation in groups is not only inevitable, it is essential. Human beings have always been people who come together in groups to live, work, and govern. The ability to work effectively with others in groups is highly valued by the faculty, and it is one of the key characteristics sought after by employers! The profession of nursing and our public value group work and emphasize the importance of nurses collaborating with other health professionals to meet healthcare needs. The California State University Fullerton BSN Program Outcomes emphasize the importance of transdisciplinary communication and collaboration and expect students to be competent in leading and working collaboratively in groups.

Policy on Civility:
As members of the Cal State University Fullerton community, we are committed to ensuring an environment where learning and the creation and dissemination of knowledge are foundational goals and where freedom of speech and expression is viewed as an essential characteristic of a community of scholars.

To reach these goals it is imperative that we foster a climate where civility is valued, appreciated, and expected and where all members of the community are treated with dignity, respect and care.

Tape recorders, laptop computers, tablets are allowed at the discretion of the faculty. Cell phones must be turned off during the scheduled class, unless being used for a class activity. Texting is not permitted. All papers and course-related documents must be stored prior to testing.

CSUF policy on civility. Everyone is treated with respect.

SOCIAL MEDIA NETWORK GUIDELINES AND POLICY:
Social networking forums provide an efficient medium for communication that is highly accessible and easy to use. Never has there been a time where individuals can communicate with one another so conveniently. The social networking process and experience should foster critical thinking and reflect the responsibility of professional development by student nurses who are part of a profession that encourages compassion and connection to others. Lack of adherence to these guidelines could be cause for immediate dismissal from the SON. See BSN Handbook for complete policy.

Link to the BSN Handbook

Appropriate Online Behavior:
See Netiquette guidelines
Writing in large font is not acceptable

Rev August 2016
Technology Requirements & Information:
Students are required to have access to the Internet. A personal email account is provided by the University and MUST be used by the student. Students are expected to have basic word processing skills, use TITANium, be able to navigate the internet, and meet the minimum hardware and software requirements.

Please find the most up-to-date technology information on the CSUF Nursing website:

For technical issues please contact the, CSUF Student Help Desk 657-278-7777
School of Nursing TITANium assistance is available from the Course Manager 657-278-5177

In the event of TITANium technical issues, please send your assignment to your course faculty via email.

Please note: Students who do not use their university email account will miss important information.

Office Hours/Contact:
Email is a quick way to contact your on-line instructor. You can expect a response within 48 hours or less (excluding weekends and holidays). Assignments are graded and returned within a two-week turn-around time. As assignments are graded, they will be returned to the student through the TITANium Grade Center or via email. Students are advised to check their grades periodically in the Grade Center to track their progress. Feedback may be provided through email communications.

Shadow Health
What is the Shadow Health Digital Clinical Experience™ (DCE)?
Shadow Health provides a clinical simulation designed to improve your health assessment skills in a safe learning environment. You will examine digital patients throughout the course that are accessible online 24/7. Once you register, you will have lifetime access to the technology.

For registration and purchase
1. Registration directions
2. Enter Course PIN - Fall2016-8169-6681-3658-8447
3. While the cost of this program is $99/student, this semester the cost is being covered by a CSU grant.

Shadow Health Login page

Technical requirements
1. Review requirements here
2. Tablets and mobile devices are not currently supported.
3. Recommended web browser is Google Chrome.

Shadow Health Support:
1. Contact Shadow Health with any questions or technical issues regarding Shadow Health before contacting your instructor.
2. Support is available here.
# Course Schedule:

## Table 3 Weekly Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Content /Topic</th>
<th>Readings and Assignments</th>
</tr>
</thead>
</table>
| 1    | Week of 8/22 | Course introduction  
Patient interviews  
Health History | Chpts 1-4  
Conversation Concept Lab (in class) |
| 2    | Week of 8/29 | Cultural Assessment  
Vital Signs and Pain | Quiz 1  
Chpts 5 & 7 |
| 3    | Week of 9/5  | LABOR DAY (campus Closed)  
Nutritional Assessment | Chpt 8 |
| 4    | Week of 9/12 | Skin, Hair, Nails (Integumentary system) | Quiz 2  
Chpt 9 |
| 5    | Week of 9/19 | Head and Neck | Quiz 3  
Chpt 10 |
| 6    | Week of 9/26 | Eyes | Exam 1 (weeks 1 through 5)  
Chpt 11 |
| 7    | Week of 10/3 | Ears, Nose, Throat | Quiz 4  
Chpt 12 |
| 8    | Week of 10/10 | Respiratory | Quiz 5  
Chpt 13  
Respiratory Concept Lab (Shadow Health) |
| 9    | Week of 10/17 | Cardiovascular | Quiz 6  
SPICES Assessment  
Chpt 14 |
| 10   | Week of 10/24 | Peripheral Vascular and Lymphatics | Quiz 7  
Chpt 15  
Cardiovascular Concept Lab (Shadow Health) |
| 11   | Week of 10/31 | Breast and Reproductive | Exam 2 (weeks 6 through 10)  
Chpts 17 & 21 |
| 12   | Week of 11/7 | Gastrointestinal and Renal | Quiz 8  
Chpt 16  
Abdominal Concept Lab (Shadow Health) |
| 13   | Week of 11/14 | Musculoskeletal | Quiz 9  
Chpt 18 |
| 14   | Week of 11/28 | Mental Status & Neuro | Quiz 10  
Chpts 19 & 20 |
| 15   | Week of 12/5 | Course Evaluations  
Final Exam Review | Health History (Shadow Health) |
| 16   | Week of 12/12 | | Final Exam (cumulative) |
Appendices:

Assignment Guidelines

Shadow Health Assignments:

Concept Labs:

Purpose: The purpose of the concept labs is to use the virtual environment as a safe space to review and practice new assessment skills. The concept labs will focus on communication, where you will practice asking open and closed ended questions; followed by the respiratory, cardiovascular, and abdominal systems which all for review of anatomy along with identifying normal and abnormal sounds. Students will receive full credit for each concept lab that is completed. Additional details can be found on the course website. Objectives # 1-4, 6, and 7 (4% of the course grade).

Health History:

Purpose: The purpose of this assignment is to gain experience taking a comprehensive health history, with a focus on both the interview and documentation of findings. You will use Tina in Shadow Health as your patient. Detailed instructions for this assignment can be found on Shadow Health, which you can lin1w`qweevxsc212k to from the course website. Objectives # 1- 4, 6, 7 (10%).
Assessment of the Older Adult (SPICES):

Purpose: The purpose of the Fulmer SPICES assessment screening tool is to practice your interview skills while assessing for the presence and severity of commonly occurring problems in an older adult. This assessment should be done on a willing participant who is 65 years of age or older. Using the SPICES framework, you will assess the health status of the older adult in 6 basic domains that pertain to the health of the older adult, including 1. Sleep disorders; 2. Problems with eating or feeding; 3. Incontinence; 4. Confusion; 5. Evidence of falls; and 6. Skin breakdown. You will use the topics as a guide to ask your client questions concerning these domains. Refer to the course website for additional information on this tool, including a video that shows a nurse interviewing a patient using the SPICES framework. Objectives # 1, 3, 4, and 7 (10% of the course grade).

Following your assessment, you will write a paper with the following information included: 1. cover page in APA format; 2. results of the assessment using the SPICES grid (below); 3. Transcript of the questions you used for each sub-category, include rationale for your question (with references), and a paraphrase of the client’s answers; 4. Prioritized list of the client’s problems and/or potential problems; 5. short reflection (< one page) of the interview to include what you thought went well and what you would do differently next time to improve your interaction with future clients; 6. Reference list; 7. Grading rubric. Assignments are to be submitted by midnight of the due date and should be uploaded to Titanium in a single word document.

Table 4 SPICES Grid

<table>
<thead>
<tr>
<th>Pt Gender</th>
<th>Pt Age</th>
<th>Date</th>
<th>SPICES</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Sleep Disorders</td>
<td></td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Problems with eating or feeding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incontinence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confusion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of Falls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skin breakdown</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SPICES Paper Rubric

<table>
<thead>
<tr>
<th>Content</th>
<th>Points Possible</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. SPICES Grid</strong>&lt;br&gt;Included, complete, and consistent with findings from interview.</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td><strong>2. Transcript</strong>&lt;br&gt;Thorough list of questions asked, rationale for each question (with reference), and paraphrased answers to each question provided. Questions address each of the 6 domains and flows well based on patient responses.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>3. Problem List</strong>&lt;br&gt;Prioritized list of client’s current and/or potential problems. List includes all problems and potential problems addressed in interview. More severe problems listed first, with less severe after.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>4. Self Evaluation</strong>&lt;br&gt;Addresses strengths and weaknesses of the assessment process, with an emphasis of what could be improved upon for future patient interactions.</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td><strong>5. Scholarliness of presentation</strong>&lt;br&gt;(includes use of APA guidelines, references {minimum of 3 scholarly references}, correct use of English grammar, and spelling)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points Possible:</strong></td>
<td><strong>10</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Table 5 Rubric for SPICES*
Quizzes and Exams:
Purpose: The purpose of the quizzes and exams will be to assess your level of understanding of the material covered in the course. The format can vary, but includes multiple choice, short answer, and short essay format, covering course content (lectures, videos and readings). All quizzes and exams will be administered at the beginning of class. Students are expected to arrive on time and prepared to take the quiz/exam. No make-up times for quizzes will be permitted. Objectives # 1 – 6 (80%).
## Course Alignment Matrix:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>BSN Program Learning Outcomes</th>
<th>QSEN Competencies</th>
<th>AACN BSN Essentials</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify client variables</td>
<td>• Critical thinking</td>
<td>• Patient centered care</td>
<td>• I</td>
<td>• SPICES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• EBP</td>
<td></td>
<td>• Health hx</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Patient centered care</td>
<td></td>
<td>• Quizzes and Exams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• EBP</td>
<td></td>
<td>• Classroom activities</td>
</tr>
<tr>
<td>Identify types of assessment</td>
<td>• EBP</td>
<td>• Patient centered care</td>
<td>• III</td>
<td>• Health hx</td>
</tr>
<tr>
<td></td>
<td>• Critical thinking</td>
<td>• EBP</td>
<td></td>
<td>• Quizzes and Exams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Critical thinking</td>
<td></td>
<td>• Classroom activities</td>
</tr>
<tr>
<td>Integrate health history data with PE</td>
<td>• EBP</td>
<td>• EBP</td>
<td>• III</td>
<td>• SPICES</td>
</tr>
<tr>
<td></td>
<td>• Critical thinking</td>
<td></td>
<td></td>
<td>• Health hx</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Quizzes and Exams</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Classroom activities</td>
</tr>
<tr>
<td>Apply the nursing process throughout the life span</td>
<td>• EBP</td>
<td>• Patient centered care</td>
<td>• III</td>
<td>• SPICES</td>
</tr>
<tr>
<td></td>
<td>• Critical thinking</td>
<td>• EBP</td>
<td></td>
<td>• Health hx</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Critical thinking</td>
<td></td>
<td>• Quizzes and Exams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• EBP</td>
<td></td>
<td>• Classroom activities</td>
</tr>
<tr>
<td>Correlate assessment with underlying patho process</td>
<td>• EBP</td>
<td>• EBP</td>
<td>• III</td>
<td>• Quizzes and Exams</td>
</tr>
<tr>
<td></td>
<td>• Critical thinking</td>
<td></td>
<td></td>
<td>• Classroom activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a nursing diagnosis and care plan</td>
<td>• EBP</td>
<td>• Patient centered care</td>
<td>• III</td>
<td>• SPICES</td>
</tr>
<tr>
<td></td>
<td>• Critical thinking</td>
<td>• EBP</td>
<td></td>
<td>• Health hx</td>
</tr>
<tr>
<td></td>
<td>• Manager of care</td>
<td></td>
<td></td>
<td>• Quizzes and Exams</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Classroom activities</td>
</tr>
<tr>
<td>Present assessment data concisely</td>
<td>• Critical thinking</td>
<td>• Safety</td>
<td>• I, IV, VI</td>
<td>• SPICES</td>
</tr>
<tr>
<td></td>
<td>• Communication</td>
<td></td>
<td></td>
<td>• Classroom activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rev August 2016
CALIFORNIA STATE UNIVERSITY STUDENT LEARNING OUTCOMES UPS 300.003

CSUF graduates will:

I. Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.

II. Think critically, using analytical, qualitative and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.

III. Communicate clearly, effectively, and persuasively, both orally and in writing.

IV. Work effectively as a team member or leader to achieve a broad variety of goals.

V. Evaluate the significance of how differing perspectives and trends affect their communities.

VI. Recognize their roles in an interdependent global community.

DISCLAIMER:
Any information in this syllabus is subject to change at any time the Professor deems it necessary.