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 patient-centered care to patients with complex and multisystem disorders.

Course Competencies:
Upon completion of the course, the student should be able to:
1. Perform a general assessment that includes the physiological, psychological, sociological, cultural, and spiritual aspects of patients across the lifespan.
2. Interpret assessment data to determine patient safety and health risks, as well as personal and environmental stressors.
3. Plan and provide individualized, health-related teaching for patients, across the lifespan.
4. Utilize appropriate verbal, written, and electronic communication skills during the patient interview, physical assessment, and documentation process.
5. Use information technology to access-evidence based sources to determine the implications of identified genetic and health risks.
6. Demonstrate professional accountability and maintain confidentiality while performing physical assessments.
7. Integrate knowledge of evidence-based principles that support safe patient care when demonstrating intermediate and advanced nursing skills.

Course Content:
Interviewing

Unit Objectives:
A. Describe the three phases of the interview when conducting a health assessment.
B. Discuss the significance of the nurse-patient relationship during a health assessment.
C. Practice communication techniques that support an open discussion between the patient and the nurse.
D. Ascertain appropriate locations for conducting a health assessment to ensure privacy and confidentiality.
E. Analyze the subjective elements of the health history and review of systems.

Content Topic:
a. Interviewing

Documenting

Unit Objectives:
A. Discuss the legal guidelines for documenting subjective and objective assessment data.
B. Utilize appropriate terminology to describe assessment findings.
C. Use documentation procedures that ensure privacy and confidentiality.
D. Analyze various documentation methods that are used by different health care settings.
E. Discuss assessment findings that require immediate attention and the provider to whom these
findings should be reported

Content Topic:
  a. Documentation

Psychosocial Assessment
  Unit Objectives:
  A. Discuss the purpose of conducting a psychosocial assessment.
  B. Determine relevant biographic and demographic data that should be included in a health assessment.
  C. Identify patient’s reason for seeking care and its relevance to the physical assessment.
  D. Obtain a list of health related events that should be included in the patient’s health history.
  E. Analyze patient’s medication history for potential interactions with the current medication regimen.
  F. Analyze data related to sociological system for issues that are relevant to the patient’s current health status.
  G. Analyze data related to psychological system for issues that are relevant to the patient’s current health status.
  H. Conduct a verbal review of systems to obtain subjective data relevant to the patient’s current health status.
  I. Conduct a functional assessment of patients with functional limitations

Content Topic:
  a. Psychosocial Assessment

Genetic Implications
  Unit Objectives:
  A. Analyze a patient’s family history for genetic or familial diseases.
  B. Analyze a patient’s family history for exposure to potential toxic substances.
  C. Determine additional questions that should be asked based on initial responses to further delineate potential health risks.
  D. Develop a genogram based on health history.
  E. Analyze the genogram to determine genetic, familial, and environmental health risks.

Content Topics:
  a. Genogram and Genetics

Assessing for Health Risk
  Unit Objectives:
  A. Discuss the purpose of conducting a health risk assessment.
  B. Analyze health risks common to American society and their etiology.
  C. Evaluate the health history and review of systems to determine current health risks.
  D. Analyze data related to age, race, environment, family history, and lifestyle for attributes that could negatively impact a patient’s health.
  E. Determine focused assessments that should be completed in relation to identified health risks.
  F. Determine the patient’s status in relation to stage of change using a behavioral change model.
  G. Utilize appropriate instructional strategies to educate patient about recommended health changes.

Content Topic:
  a. Health Risk Assessment

Role of Culture in Assessment
  Unit Objectives:
A. Discuss the purpose of conducting a cultural assessment.
B. Analyze the concept of culture and inherent components such as values, beliefs, attitudes, and customs.
C. Differentiate between culture and ethnicity.
D. Determine the influence a patient’s cultural has on their health beliefs and practices, family, and dietary patterns.
E. Determine the influence a patient’s cultural has on their perception of health, illness and death.
F. Integrate verbal and nonverbal communication techniques that show respect for a patient’s culture.
G. Determine the use of alternative or folk medication/remedies as well as healers accepted in the patient’s culture.
H. Identify cultural practices that will need special considerations while the patient is receiving care.

Content Topic:

a. Cultural Assessment

Assessing Spirituality

Unit Objectives:
A. Discuss the purpose of conducting a spiritual assessment.
B. Analyze the concept of spirituality and inherent components such as religious values, beliefs, attitudes, and customs.
C. Differentiate between religion and spirituality.
D. Determine the influence a patient’s spirituality has on their health beliefs and practices, family, and dietary patterns.
E. Determine the influence a patient’s spirituality has on their perception of health, illness and death.
F. Identify religious practices that will need special considerations while the patient is receiving care.

Content Topic:

a. Spiritual Assessment

Physical Assessment

Unit Objectives:
A. Review and practice the assessment skills of inspection, auscultation, palpation, and percussion.
B. Differentiate between normal and abnormal findings during the physical assessment.
C. Differentiate between age-related normal and abnormal findings during the physical assessment.
D. Identify self-screening exams that should be done and the time parameters for their performance.
E. Identify preventive screening exams that should be done and the time parameters for their performance.
F. Determine an organized sequence for performing a full body assessment.

Content Topics:

a. Physical Assessment

Growth and Development Assessment

Unit Objectives:
A. Differentiate between growth and development.
B. Identify factors that influence growth and development.
C. Describe the stages of growth and development based on selected theorists.
D. Describe the stages of growth and development based on moral and spiritual theories.
E. Discuss the significance of integrating a patient’s stage in life into the development of their plan of care.
Content Topic:
  a. Developmental Variations

Stressors

Unit Objectives:
A. Analyze assessment data to identify physical, psychosocial, spiritual, and cultural stressors that could affect a patient’s health status.
B. Explore identified stressors to determine patient’s perception.
C. Explore patient’s past and current use of coping mechanisms to manage stressors.
D. Identify support systems and resources available to the patient to help manage stressors.
E. Discuss healthy stress relievers for the patient such as exercise, meditation, and journaling.
F. Determine when patient is in crisis and immediate intervention is needed.

Content Topic:
  a. Identification of Stressors

Confidentiality

Unit Objectives:
A. Interpret the HIPAA Privacy Act for its relevance to the collection and documentation of assessment data.
B. Recognize the need to protect the unlawful dissemination of sensitive patient information.
C. Document patient information in a timely manner and on appropriate records.
D. Acknowledge the need to communicate patient related data only to health team members directly involved in the patient’s care.
E. Perform health assessments in a location that provides for the protection of the patient’s privacy.

Content Topics:
  a. Confidentiality and Privacy

Assessment Skills

Unit Objectives:
A. Review principles related to the skills listed below.
B. Practice assessment skills while maintaining patient privacy, confidentiality, and safety.

Content Topics:
  a. Lab/ Assessment techniques
  b. Lab/ Health history and review of systems
  c. Lab/ Anthropometric measurements and BMI
  d. Lab/ Skin, hair, and nails
  e. Lab/ Eyes, ears, nose (internal structures and use of oto/ophthalmoscope
  f. Lab/ Mouth, oropharynx, and thyroid
  g. Lab/ Heart and peripheral pulses
  h. Lab/ Lungs and tissue perfusion indicators
  i. Lab/ Breasts, self- breast/testicular exams, lymph nodes
  j. Lab/ Abdominal organs
  k. Lab/ Musculoskeletal (tone, strength, and reflexes)
  l. Lab/ Cognition (cranial nerves, cognitive functioning, coordination, sensation)

Advanced Nursing Skills/Oxygenation

Unit Objectives:
A. Review principles related to the selected skills.
B. Practice client care skills using proper techniques while ensuring client safety.
   
   **Content Topics:**
   a. Ventilator monitoring
   b. Chest tube monitoring and documentation
   c. Tracheostomy suctioning
   d. ET tubes/artificial airways

**Advanced Nursing Skills/ Intravenous Devices and Treatments**

**Unit Objectives:**
A. Review principles related to the selected skills.
B. Practice client care skills using proper techniques while ensuring client safety.

**Content Topics:**
   a. IV insertion
   b. Types of access devices
   c. Administration tubing
   d. IV medications
   e. Continuous, bolus and intermittent infusions,
   f. Assessment for infiltration and phlebitis,
   g. Determining and maintaining patency
   h. Blood transfusions
   i. TPN
   j. PCA pumps
   k. PICC Lines
   l. Central lines

**Advanced Nursing Skills/ Wound Care**

**Unit Objectives:**
A. Review principles related to the selected skills.
B. Practice client care skills using proper techniques while ensuring client safety.

**Content Topics:**
   a. Sterile dressing changes
   b. Specialized wound dressings
   c. Suture and staple removal
   d. Wound cultures
   e. Emergency care of evisceration and documentation
Advanced Nursing Skills/ EKG

Unit Objectives:
A. Review principles related to the selected skills.
B. Practice client care skills using proper techniques while ensuring client safety.

Content Topics:
- Lead placement
- Reading normal strips
- Reading paced strips
- Reading abnormal strips
- Documentation

Advanced Nursing Skills/ Joint replacement care

Unit Objectives:
A. Review principles related to the selected skills.
B. Practice client care skills using proper techniques while ensuring client safety.

Content Topics:
- CPM machine
- Hip precautions
- Crutch use
- Documentation

Advanced Nursing Skill/ Nutrition

Unit Objectives:
A. Review principles related to the selected skills.
B. Practice client care skills using proper techniques while ensuring client safety.

Content Topics:
- Dobhoff insertion and flushing
- Gastric lavage
- Documentation

Advanced Nursing Skill/ Elimination

Unit Objectives:
A. Review principles related to the selected skills.
B. Practice client care skills using proper techniques while ensuring client safety.

Content Topics:
- Urinary diversions and documentation

Advanced Nursing Skill/ Perioperative care

Unit Objectives:
A. Review principles related to the selected skills.
B. Practice client care skills using proper techniques while ensuring client safety.

Content Topics:
- Instrument identification
- Preop checklist/teaching
- Informed consent
- Surgical asepsis
- Postop monitoring
- Documentation
Advanced Nursing Skill/ Advanced Pharmacology and Drug Calculations

Unit Objectives:
A. Review principles related to the selected skills.
B. Practice client care skills using proper techniques while ensuring client safety.

Content Topics:
- a. Medication calculations
- b. IV calculations
- c. Review of pharmacology by system
- d. Safe medication administration

Advanced Nursing Skill/ Assisting with procedures

Unit Objectives:
A. Review principles related to the selected skills.
B. Practice client care skills using proper techniques while ensuring client safety.

Content Topics:
- a. Lumbar puncture
- b. Bone marrow aspiration
- c. Thoracentesis/paracentesis

Advanced Nursing Skills/ Dialysis

Unit Objectives:
A. Review principles related to the selected skills.
B. Practice client care skills using proper techniques while ensuring client safety.

Content Topics:
- a. Hemodialysis
- b. Peritoneal Dialysis

Advanced Nursing Skill/ Hemodynamic monitoring

Unit Objectives:
A. Review principles related to the selected skills.
B. Practice client care skills using proper techniques while ensuring client safety.

Content Topics:
- a. Arterial line care and monitoring
- b. Central venous care and monitoring
- c. Pulmonary artery catheter care and monitoring
- d. Esophageal Doppler hemodynamic monitoring

Learning Assessments:
Course competencies will be assessed by the use of individual and group assignments, skill performance, quizzes, proctored exams, written or graphic presentations, participation, and a comprehensive final exam. Assessment Technologies Institute (ATI) Comprehensive Testing is used in this course and may be used as the capstone final. The First Day Handout will provide specific details on assignments, exams, grading scale, course schedule, and class policies.

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, Lippincott’s DocuCare Online v 0.2, Lippincott Williams & Wilkins, 2015 ISBN-13:978145118687
Lippincott’s CoursePoint + for Brunner & Suddarth’s Textbook of Medical-Surgical Nursing with Brunner 13e, Hinkle, Cheever, 13th Ed., Lippincott Williams & Wilkins ISBN-13: 978-1-4698-5330-

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” at this link: https://highlandcc.edu/pages/disability-services.
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.