



MASTER COURSE OUTLINE

A. NURS 1460 Health Assessment

B. COURSE DESCRIPTION:

This course focuses on a holistic approach to health and physical assessment across the lifespan. Nursing judgement and understanding of developmental, psychological, social-cultural, and environmental influences is emphasized in relation to overall health and well-being. The spirit of inquiry will be used to analyze data from a health history, subjective findings from the interview, and objective physical examination findings. Basic interviewing techniques, physical examination skills, documentation of data, and health teaching methods will be practiced in the lab setting on campus following the RN scope of practice. Prerequisites: NURS 1400, NURS 1410, NURS 1420; NURS 1430 for LPNs.

Co-requisites: NURS 1440 and NURS 1450.

(1 Cr – 0 lect, 1 lab) On campus lab hours/semester: 32

C. *Core Theme: Critical Thinking

D. RIVERLAND INSTITUTIONAL LEARNING OUTCOMES:

This course addresses the following Riverland Institutional Learning Outcome(s):

- ILO 1: critical thinking (*Core Theme Goal 2*)
- ILO 2: awareness of the larger global community (*Core Theme Goal 7 or 8*)
- ILO 3: ethical, engaged citizenship (*Core Theme Goal 9 or Goal 10*)
- ILO 4: communication and collaboration (*Discipline Goal 1 and by any learning outcome(s) involving communication or collaboration*)

E. MAJOR CONTENT AREAS:

- Establish a therapeutic relationship based on client situation
- Interviewing techniques and communication skills
- Assessment techniques, inspection, palpation, percussion, and auscultation
- Head to toe physical assessment skills
- Data collections and accurate documentations from interviews and physical exams
- Significance of normal and abnormal physical findings
- Health promotion and teaching for culturally diverse patient populations

F. GOAL TYPE, OBJECTIVES, AND OUTCOMES:

<u>GOAL TYPE</u>	<u>OBJECTIVES</u> Students will be able to	<u>OUTCOMES</u> The student will successfully
<u>*Critical Thinking</u>	examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care of clients, families, and communities.	<ol style="list-style-type: none"> gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected. apply concepts and theories from communication, nursing roles, prevention, and critical thinking in performing health assessments on clients.
<u>CS</u>	provide safe care that is culturally and developmentally appropriate and is centered on building and sustaining positive healthful relationships with individuals, families, and communities.	<ol style="list-style-type: none"> recognize the importance of strong nursing assessment skills in relationship to safe and effective nursing care. demonstrate safe, culturally appropriate nursing care when working with clients.
<u>CS</u>	practice within a legal, ethical, and professional scope of practice that is guided by the accepted standards of practice.	<ol style="list-style-type: none"> differentiate the role of the professional nurse in terms of assessment skills.
<u>CS</u>	advocate for clients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.	<ol style="list-style-type: none"> explain the significance of selected normal and abnormal physical findings. seek out and demonstrate effective health promotion strategies.
<u>CS</u>	make judgements in practice, substantiated with evidence, that integrate nursing science in the provision of safe quality care that promotes the health of clients within a family, and rural community context.	<ol style="list-style-type: none"> conduct a comprehensive health history using appropriate communication skills. describe and effectively demonstrate the four techniques of health assessment: inspection, palpation, percussion, and auscultation. demonstrate a head to toe physical assessment in a systematic manner. document accurately and concisely the findings from the health interview and physical exam. explain the significance of selected normal and abnormal physical findings.

G. SPECIAL INFORMATION:

This course may require use of the Internet, the submission of electronically prepared documents and the use of a course management software program. Students who have a disability and need accommodation should contact Accessibility Services at the beginning of

the semester. This information will be made available in alternative format, such as Braille, large print, or current media, upon request.

Special program needs include a calculator, nursing uniform, insignia patch, Riverland name tag, stethoscope, and watch with a second hand. A student enrolled in this course must have current immunizations, CPR certification, passed a background check, and must be able to provide their own transportation to class and clinical locations. The student must also be of good health and able to lift and transfer patients without restriction.

H. COURSE CODING INFORMATION:

Course Code B/Class Maximum 24; Letter Grade

Revision date: 02/06/24

AASC Approval date: 10/22/19; 02/20/24

*These five MnTC Goals have been identified as Riverland Community College Core Themes. Every course in the Riverland Community College curriculum shall meet outcomes from one of these themes.

**These five MnTC Goals have been identified as Riverland Community College Disciplines. Riverland’s MnTC courses also shall meet outcomes from a Discipline Area.

NOTE: The Minnesota Transfer Curriculum “10 Goal Areas of Emphasis” are reflected in the five required discipline areas and five core themes noted in the Riverland Community College program of study guide and/or college catalog.

*Riverland Community College Core Themes	MnTC Goal Number
Critical Thinking (CT)	2
Human Diversity (HD)	7
Global Perspective (GP)	8
Ethical and Civic Responsibility (EC)	9
People and the Environment (PE)	10

**Riverland Community College Discipline Areas	MnTC Goal Number
Communication (CM)	1
Natural Sciences (NS)	3
Mathematics/Logical Reasoning (MA)	4
History and the Social & Behavioral Sciences (SS)	5
Humanities and Fine Arts (HU)	6