



**NURS 3352**  
**Health Assessment Across the Lifespan**  
**Summer 2024 1<sup>st</sup> 5 weeks**  
**Online /Brightspace**

**Instructor Information: Stephanie Griggs, DNP, FNP-BC**

**Student Hours and location: Online**

**Required Textbook/Materials:**

Jarvis, C. & Eckhardt, A. (2024). *Physical examination & health assessment* (9<sup>th</sup> ed.). Elsevier.

1. You can purchase as part of the book bundle, order through the Elsevier Catalog, or online through Amazon.

**Resources: Instructor-Led Course**

**Evolve Resources for Physical Examination and Health Assessment, 9th Edition**

**By Carolyn Jarvis**

**ISBN: 9780323812238**

**Course ID: 164251\_com4\_1001**

**Instructor: C OM**

Elsevier Shadow Health DCE Health Assessment Module

1. You can purchase from the Elsevier Catalog.

The course code to purchase through Elsevier:

**Shadow Health: Instructor-Led Course**

**By Shadow Health**

**ISBN: 9780323753678**

**Course ID: 165730\_com4\_5005**

**Instructor: C OM**

**Course Description:**

**NURS 3352. HEALTH ASSESS ACROSS LIFESPAN (BSN) (LECTURE 3, LAB 0). CREDIT 3. UDCM.**

This course focuses on comprehensive health assessment needs across the lifespan of the individual as a member of the family, community, population, and environment. Content includes access to healthcare, genomics, and traditional and complementary healthcare practices.

**Course requirements:**

1. **Weekly Quizzes** over assigned Chapters from Jarvis, C. & Eckhardt, A. (2024). *Physical examination & health assessment* (9<sup>th</sup> ed.). Elsevier.

- a. Quizzes will appear in the Student Resources section of Evolve Resources for Physical Examination and Health Assessment, 9<sup>th</sup> Edition:  
**You must register for this course.**
    - Assignment due dates can be located in the course calendar.
  2. **Shadow Health Digital Clinical Experience (DCE) Assignments:** To comprehensively assess health history, physical examinations, and communication across the lifespan.
    - **Registration instructions can be found under the Content section in Brightspace.**
    - Assignment due dates can be located in the course calendar.
  - b. **Student must achieve an 85% DCE score on each assignment.** The assignment is formative and can be retaken until the 85% score is achieved.
  - c. **Synthesis of significant components and completion of health history:** Evaluates critical thinking related to the synthesis of significant components of a health history, competency when providing constructive criticism, and implementation of a health history (Appendix A)
  - d. **Head-to-Toe Assessment Across the Lifespan:** Assesses the ability to perform a bedside head-to-toe assessment to report normal and abnormal findings, documentation, and a verbal SBAR.
3. **Case Studies:** Differentiates health assessment components across the lifespan. The student will complete two separate case studies that incorporate the interview and head-to-toe assessment across the lifespan. Case study #2 will include a video of the student performing an assessment appropriate for the case study. **This will account for 40% of student's grade.**
4. **One Discussion Board:** Explores the integration genomic information as an adjunct to nursing assessment and analyzes the legal and ethical implications of assessment findings, and patient information specific to genomic research. Initial post should be at least 300 words excluding title and reference page. Peer post should be at least 150 words.
5. **Participation / Attendance:** You are required to log in to your course weekly. Attendance will be taken by completion of each week's assignments

## Determination of Course Grade/Detailed Grading Formula:

### Grading Scale

A = 90 -100.00

B = 80 -89.99

C = 70 -79.99

D = 60 -69.99 F = < 60

### Grade Calculation

Assignment	%
Quizzes	20%
Shadow Health DCE Score Average**	25%
Case studies: Synthesis of significant components and completion of health history for complex scenarios. (2 scenarios worth 20% each)	40%
Discussion Board	10%
Participation / Attendance	5%
Grade Total	100%
A Grade Total of at least 70% is required to pass the course. **Students must be successful on the Shadow Health minimum score requirement of 85%, on the focused assessment and, and on simulation lab scenarios.	

### Late Work, Make-Up, and Extra-Credit Policy:

All course assignments are expected to be completed and submitted on the specified due date. See Late Assignments Policy in the Nursing Student Handbook. Papers may be turned in up to five days late for 10 points off per day minus grading. The sixth day late will receive a zero (starting at 0000 midnight). There is **no late work for all other assignments**. If another assignment besides a paper is turned in late it will receive a grade of zero.

### Attendance Policy:

You are required to log in to your course weekly. Attendance will be taken by completion of each week's assignments.

### Syllabus Revisions

Faculty reserves the right to make changes to the syllabus as deemed necessary.

**Communicating with your instructor:**

ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via Brightspace or other LMS)

<b>Student Learner Outcome</b>	<b>Maps to end of Program Outcomes (Student) SLO's</b>	<b>Assessed via this Assignment</b>
1. Apply knowledge from the discipline of nursing, sciences, and the humanities in acquisition and application of nursing knowledge, competencies, and values for professional nursing practice.	•Synthesize knowledge, skills, and values from the arts, sciences, and humanities as an exemplar of professional nursing and an advocate of social justice.	<ul style="list-style-type: none"><li>• Case studies for family violence/human trafficking, elderly and pregnancy.</li><li>• Quiz</li><li>• Shadow health</li></ul>
2. Examine factors that influence health assessment across the lifespan.	• Provide comprehensive patient-centered care utilizing an organized framework to make individual, community, and population-based decisions grounded in evidence- based practice.	<ul style="list-style-type: none"><li>• Case studies for family violence/human trafficking, elderly and pregnancy.</li><li>• Quiz</li></ul>
3. Differentiate health assessment components across the lifespan.	• Provide comprehensive patient-centered care utilizing an organized framework to make individual, community, and population-based decisions grounded in evidence- based practice.	<ul style="list-style-type: none"><li>• Case studies for family violence/human trafficking, elderly and pregnancy.</li><li>• Quiz</li></ul>
4. Integrate holistic health assessment in the management of the individual as a member of family.	• Provide comprehensive patient-centered care utilizing an organized framework to make individual, community, and population-based decisions grounded in evidence- based practice.	<ul style="list-style-type: none"><li>• Case studies for family violence/human trafficking, elderly and pregnancy.</li><li>• Quiz</li><li>• Shadow health</li></ul>

5. Determine the impact of access to healthcare based on alterations in health status.	• Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system.	<ul style="list-style-type: none"> <li>• Shadow Health</li> <li>• Quiz</li> </ul>
6. Integrate the use of genomic information as an adjunct to nursing assessment.	• Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system.	<ul style="list-style-type: none"> <li>• Shadow Health</li> <li>• Quiz</li> </ul>
7. Analyze the legal and ethical implications of assessment findings, and patient information specific to genomic research.		<ul style="list-style-type: none"> <li>• Discussion board</li> </ul>
8. Investigate the use of traditional and complementary healthcare practices for the individual, family, population, and community.	• Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system.	<ul style="list-style-type: none"> <li>• Case studies for family violence/human trafficking, elderly and pregnancy.</li> <li>• Quiz</li> <li>• Shadow health</li> </ul>

**Academic Dishonesty:**

Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams/assignments, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

**Student Concerns:**

If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Dr. Bauer at (409) 933-8459 or [dbauer3@com.edu](mailto:dbauer3@com.edu)

## Course Outline:

Week	Unit	Assignment(s)	Due
Week 1 6/3/24	<ul style="list-style-type: none"> <li>Units 1, 2, 3 (Chapters 1,2,5)</li> </ul>	<ul style="list-style-type: none"> <li>Register for Jarvis Course in Evolve</li> <li>Register for Shadow Health</li> <li>SH: HA Pre-test and DCE Orientation.</li> <li>SH: Conversation Concept Lab, Respiratory Concept Lab, Cardiac Concept Lab,</li> <li>Abdominal Concept Lab and Health History</li> <li><b>Begin reading chapters</b></li> </ul>	<ul style="list-style-type: none"> <li>DCE orientation and Communication and Document Tutorials due 6/9/24 11:55 PM</li> <li>All Concept Labs (4) and Health History due 6/9/24 11:55PM</li> </ul>
Week 2 6/10/24	<ul style="list-style-type: none"> <li>Units 4,5,6 (Chapters 6,7,8)</li> </ul>	<ul style="list-style-type: none"> <li><b>Continue reading chapters</b></li> <li>SH: Neurological, HEENT, Respiratory, Cardiovascular, Abdominal</li> <li>Quiz #1(Units 1-6)</li> </ul>	<ul style="list-style-type: none"> <li><b>Case Study #1 Due – 6/16/24 11:59PM</b></li> <li>Quiz#1 due 6/16/24 (Units 1-6) 11:59PM</li> <li>Neurological, HEENT, Respiratory, Cardiovascular, Abdominal due 6/16/2024 11:55PM</li> </ul>
Week 3 6/17/24	<ul style="list-style-type: none"> <li>Units 7&amp;8 (Chapters 11&amp;12)</li> </ul>	<ul style="list-style-type: none"> <li><b>Continue reading chapters</b></li> <li>SH: MSK, Skin/Hair/Nails, Discharge. Focused Exams: Cough, Chest Pain, Abdominal Pain</li> <li>Discussion Board-Genomics</li> </ul>	<ul style="list-style-type: none"> <li>MSK, Skin/Hair/Nails/All Focused Exams (3) due 6/23/24 11:55 PM</li> <li>Initial post due 6/19/24, respond to two peers by 6/23/24</li> </ul>
Week 4 6/24/24	<ul style="list-style-type: none"> <li>Units 9&amp;10 (Chapters 31&amp;32)</li> </ul>	<ul style="list-style-type: none"> <li><b>Continue reading chapters</b></li> <li>Quiz Chapter 7 and 8</li> <li>SH: Health Assessment Post Test and Comprehensive Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Quiz Ch.</li> <li>Discharge and Comprehensive Assessment due 6/30/24 11:55PM</li> <li><b>Case Study #2 w/video due 6/30/24 11:59PM</b></li> </ul>
Week 5	End of course/wrap up	<ul style="list-style-type: none"> <li>Quiz #2(Units 7-10)</li> <li>Course Evaluation</li> </ul>	<ul style="list-style-type: none"> <li><b>Quiz #2 due 7/5/2024 11:59PM</b></li> </ul>

Week	Unit	Assignment(s)	Due
7/1/24			

## Unit One – Evidence Based Assessment

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1. Discuss the role of assessment as the starting point of all models of clinical reasoning.
2. Describe the use of diagnostic reasoning in clinical judgment.
3. Discuss the use of the nursing process in clinical judgment.
4. Differentiate between novice, proficient, and expert practitioner.
5. Describe the use of critical thinking in diagnostic reasoning and clinical judgment.
6. Differentiate first-level, second-level, and third-level priority problems.
7. Use a conceptual framework to guide nursing practice.
8. Contrast medical diagnosis with nursing diagnosis.
9. Discuss the expanded concept of health and relate it to the process of data collection.
10. Relate the patient situation to the amount of data collected.
11. Relate the patient age and health status to the frequency of health assessment.
12. Consider life cycle and cross-cultural factors when performing a health assessment.
13. Discuss the importance of high-level assessment skills.

### Essential Reading / Activities:

- Jarvis, C. & Eckhardt, A. (2024). *Physical examination & health assessment* (9th ed.). Elsevier. Chapter 1.
- Evolve Quiz
- Case study
- Shadow Health

## Unit Two – Cultural Assessment

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1. Describe the basic characteristics of culture and the steps to cultural competence.
2. Describe the concept of heritage consistency.
3. Explain the concept of ethnicity.
4. Discuss the influence of religion and spirituality on health and illness perception.
5. Discuss areas of potential cultural conflicts between nurses and patients of different ethnic groups.
6. Discuss components of the health belief system and their influence on health practices and illness expressions.
7. Examine the sources that influence the culture and beliefs the student embraces.
8. Provide care that reflects an acceptance of the patient as a unique individual.

### Essential Reading / Activities:

- Jarvis, C. & Eckhardt, A. (2024). *Physical examination & health assessment* (9th ed.). Elsevier. Chapter 2.
- Evolve Quiz
- Case Study
- Shadow Health



## Unit Three – Mental Status Assessment

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1. Define the behaviors that are considered in an assessment of a person's mental status.
2. Describe relevant developmental care related to the mental status examination.
3. State the purpose of a mental status examination.
4. List the four components of mental status assessment.
5. Complete a Mini-Mental State Examination.
6. Discuss developmental care for infants, children, and aging adults.

### Essential Reading / Activities:

- Jarvis, C. & Eckhardt, A. (2024). *Physical examination & health assessment* (9th ed.). Elsevier. Chapter 5.
- Evolve Quiz
- Case Study
- Shadow Health

## **Unit Four – Substance Use Assessment**

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1. Identify current statistics related to alcohol use and abuse.
2. Identify risk factors associated with increased alcohol use.
3. Identify current statistics related to drug use and abuse.
4. Incorporate the use of alcohol and drug abuse tools into the assessment of patients in the health care environment.
5. Identify and assess substance abuse in individuals across the life span.

### **Essential Reading / Activities:**

- Jarvis, C. & Eckhardt, A. (2024). *Physical examination & health assessment* (9th ed.). Elsevier. Chapter 6.
- Evolve Quiz
- Shadow health

## **Unit Five – Domestic and Family Violence Assessment**

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1. Recognize health care professionals' role as mandatory reporters of abuse or suspected trafficking.
2. Discuss the health effects of violence and human trafficking.
3. Describe the use of the Abuse Assessment Screen (AAS) when one is screening for intimate partner violence (IPV).

4. Explain the aspects of assessment and history taking for suspected abuse.
5. Describe the components of the physical examination of the known survivor of IPV or elder abuse and use correct forensic terminology.
6. Examine the increasing problem of adolescent relationship violence.
7. Discuss the importance of and procedures for both written and photographic documentation of IPV and elder abuse.
8. Assess for the risk of homicide when working with suspected IPV cases.
9. Determine what steps to take if a patient denies IPV but abuse is still suspected.

**Essential Reading / Activities:**

- Jarvis, C. & Eckhardt, A. (2024). *Physical examination & health assessment* (9th ed.). Elsevier. Chapter 7.
- Evolve Quiz
- Case study

## **Unit 6 – Assessment Techniques and Safety in the Clinical Setting**

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1. Describe the use of inspection as a physical examination technique.
2. Describe the use of palpation as a physical examination technique.
3. Relate the parts of the hands to palpation techniques used in assessment.

4. Differentiate between light, deep, and bimanual palpation.
5. Describe the use of percussion as a physical examination technique.
6. Describe direct and indirect percussion.
7. Identify the components of a percussion note.
8. Describe the use of auscultation as a physical examination technique.
9. Identify the equipment needed for the screening physical examination.
10. Discuss appropriate infection control measures used to prevent spread of infection.
11. Discuss developmental care needed for patients.

**Essential Reading / Activities:**

- Jarvis, C. & Eckhardt, A. (2024). *Physical examination & health assessment* (9th ed.). Elsevier. Chapter 8.
- Evolve Quiz
- Shadow Health

## **Unit Seven – Pain Assessment**

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1. Define *pain*.
2. Discuss the function of nociception and the patient's sensation of pain.
3. Differentiate the different types of pain.
4. Compare acute and chronic pain.

5. Describe developmental care as well as cross-cultural and gender considerations regarding pain.
6. Describe the initial pain assessment.
7. Compare available pain assessment tools.
8. Compare acute and chronic pain behaviors (nonverbal behaviors of pain).
9. Describe the physical changes that may occur because of poorly controlled pain.

**Essential Reading / Activities:**

- Jarvis, C. & Eckhardt, A. (2024). *Physical examination & health assessment* (9th ed.). Elsevier. Chapter 11.
- Evolve Quiz
- Shadow Health

## **Unit Eight – Nutrition Assessment**

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1. Define *nutritional status*.
2. Describe the unique nutritional needs for various developmental periods throughout the life cycle.
3. Describe the role cultural heritage and values may play in an individual's nutritional intake.
4. State the purposes of a nutritional assessment.
5. Describe the components of a nutritional assessment.

6. Discuss the strengths and limitations of the methods used for collecting current dietary intake.
7. Use anthropometric measures and laboratory data to assess the nutritional status of patients.
8. Use nutritional assessment in the provision of health care and for health promotion.

**Essential Reading / Activities:**

- Jarvis, C. & Eckhardt, A. (2024). *Physical examination & health assessment* (9th ed.). Elsevier. Chapter 12.
- Evolve Quiz
- Shadow Health

## **Unit Nine – The Pregnant Woman**

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1. Discuss pregnancy and the endocrine placenta.
2. Differentiate the three types of signs and symptoms of pregnancy.
3. Discuss the changes associated with each trimester of pregnancy.
4. State methods of determining weeks of gestation.
5. Discuss developmental care associated with pregnancy.
6. List genetic testing that may be done during a pregnancy.

**Essential Reading / Activities:**

- Jarvis, C. & Eckhardt, A. (2024). *Physical examination & health assessment* (9th ed.). Elsevier. Chapter 31.
- Evolve Quiz
- Case study

## **Unit Ten – Functional Assessment of the Older Adult**

1. Differentiate activities of daily living and independent activities of daily living.
2. Describe the various functional assessments that may be performed with the older adult.
3. List the other domains of assessment that may be performed with the older adult.
4. Discuss the aspects of assessment for elder mistreatment.

**Essential Reading / Activities:**

- Jarvis, C. & Eckhardt, A. (2024). *Physical examination & health assessment* (9th ed.). Elsevier. Chapter 32.
- Evolve Quiz
- Case study
- Shadow Health



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Week 2 6/10/24	<ul style="list-style-type: none"> <li>Units 4,5,6 (Chapters 6,7,8)</li> </ul>	<ul style="list-style-type: none"> <li><b>Continue reading chapters</b></li> <li>SH: Neurological, HEENT, Respiratory, Cardiovascular, Abdominal</li> <li>Quiz #1(Units 1-6)</li> </ul>	<ul style="list-style-type: none"> <li><b>Case Study #1 Due – 6/16/24 11:59PM</b></li> <li><b>Quiz#1 due 6/16/24 (Units 1-6) 11:59PM</b></li> <li><b>Neurological, HEENT, Respiratory, Cardiovascular, Abdominal due 6/16/2024 11:55PM</b></li> </ul>
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Week 5 7/1/24		<ul style="list-style-type: none"> <li>Quiz #2(Units 7-10)</li> <li>Course Evaluations</li> </ul>	<ul style="list-style-type: none"> <li><b>Quiz #2 due 7/5/2024 11:59PM</b></li> </ul>

## Institutional Policies and Guidelines

**Grade Appeal Process:** Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook [https://www.com.edu/student-services/docs/Student\\_Handbook\\_2023-2024\\_v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2023-2024_v2.pdf). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

**Academic Success & Support Services:** College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

**ADA Statement:** Any student with a documented disability needing academic accommodations is requested to contact Kimberly Lachney at 409-933-8919 or [klachney@com.edu](mailto:klachney@com.edu). The Office of Services for Students with Disabilities is located in the Student Success Center.

**Textbook Purchasing Statement:** A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1<sup>st</sup> 8-week session is October 11. The last date to withdraw from the 16-week session is November 28. The last date to withdraw for the 2<sup>nd</sup> 8-week session is December 7.

**FN Grading:** The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

**Early Alert Program:** The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

**Resources to Help with Stress:**

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at [deanofstudents@com.edu](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).

**Nondiscrimination Statement:**

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.