



Course Number and Title: NUR 320 Health Assessment

Campus Location:

Georgetown, Dover, Stanton

Effective Date:

2020-51

Prerequisite:

NUR 300

Co-Requisites:

none

Course Credits and Hours:

2.00 credits

2.00 lecture hours/week

0.00 lab hours/week

Course Description:

This course prepares students to conduct comprehensive health assessments using a variety of data collection strategies. Emphasis is placed on conducting assessments using a holistic approach. Students interpret assessment data for health promotion and disease prevention.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore.

Check your course schedule for the course number and section.

Additional Materials:

None

Schedule Type:

Online Course

Disclaimer:

None

Core Course Performance Objectives (CCPOs):

1. Perform holistic assessments of individuals using developmentally and culturally appropriate approaches. (CCC 1, 2, 3, 4, 6; PGC 1, 2, 3, 4, 5, 6, 7, 8, 9)
2. Analyze data from holistic health and illness assessments. (CCC 1, 2, 5, 6; PGC 1, 3, 4, 7)
3. Formulate a plan to address health and illness assessment findings. (CCC 1, 2, 3, 4, 5; PGC 1, 2, 3, 4, 6, 7, 8)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Perform holistic assessments of individuals using developmentally and culturally appropriate approaches.
 1. Perform a comprehensive health history focused on physical, psychosocial, spiritual, socioeconomic, and environmental factors.
 2. Employ a variety of data collection strategies throughout the assessment process to address the health-illness continuum.
 3. Use therapeutic communication techniques throughout the assessment process.
2. Analyze data from holistic health and illness assessments.
 1. 2.1 Identify protective and predictive factors, including genetics that influence the health of individuals.
 2. 2.2 Examine essential factors that may impact the health-illness continuum.
3. Formulate a plan to address health and illness assessment findings.
 1. Create an individualized plan of care with a focus on health promotion and disease prevention that includes evidence-based interventions.
 2. Identify potential means to evaluate the effectiveness of interventions.
 3. Reflect upon decisions made throughout the health assessment process.

Evaluation Criteria/Policies:

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the Delaware Tech grading system:

92	-	100	=	A
83	-	91	=	B
75	-	82	=	C
0	-	74	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Formative Assessments:	
Discussion Boards – 4 at 5% each	20%
Summative Assessments:	
Health History Questionnaire (5%)	
Health History & Environmental /Psychosocial Video (20%)	
Physical Assessment (15%)	80%
Genogram Assignment (10%)	
Plan of Care (30%)	
TOTAL	100%

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

1. Integrate general education knowledge, skills, and aptitudes to advance nursing education and growth in professional practice.
2. Demonstrate leadership skills to promote patient safety and the delivery of high quality healthcare.
3. Apply skills of inquiry, analysis, and information literacy to support evidence-based professional nursing practice.
4. Integrate information management technology to improve patient outcomes.
5. Advocate for patients and the nursing profession with regard to healthcare policy at the local, state, national, and global levels.
6. Direct patient-centered care through advocacy, interprofessional communication, collaboration, and delegation.
7. Integrate health promotion and disease prevention practices to positively impact the delivery of healthcare to diverse populations.
8. Practice professional nursing within an ethical framework.
9. Demonstrate lifelong learning that empowers personal and professional growth.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.