



## Undergraduate Course Syllabus

### NUR 325: Patient Assessment and Health Literacy

Center: Online

#### Course Prerequisites

NUR 315 and must be enrolled in Nursing program

#### Course Description

The student will analyze health assessment methods and communication strategies for diverse populations across the continuum of care in this course. An overview of assessment techniques and patient education will be explored in order to support informed healthcare decisions. Development of interpersonal effectiveness and cultural competence will be the focus of competency for the student. The goal of health literacy will be to develop verbal and written communication strategies that nurses can use to effectively meet the individualized needs of the patient to promote health and address illness. The student will review standards of care and regulations which oversee the provision of safe and effective care. This three-credit-hour course will include 45 hours of practical application of the knowledge, skills, and attitudes acquired in the course.

#### AACN Essentials

This course meets the following AACN Essentials-Core Competencies for Professional Nursing Education:

- Domain 1: Knowledge for Nursing Practice
- Domain 2: Person-Centered Care
- Domain 3: Population Health
- Domain 4: Scholarship for the Nursing Discipline
- Domain 6: Interprofessional Partnership
- Domain 8: Informatics and Healthcare Technologies
- Domain 9: Professionalism
- Domain 10: Personal, Professional, and Leadership Development

#### Global Health Competencies

This course meets the following Global Health Competencies:

- Domain 3: Social and Environmental Determinants of Health
- Domain 5: Collaboration, Partnering, and Communication
- Domain 8: Health Equity and Social Justice

## Course Competencies

This course covers the following competencies, which represent the knowledge and skills relevant to your field:

- Employ appropriate healthcare data collection techniques in completing comprehensive, patient-centered assessments
- Interpret health assessment findings based on norms for healthy adults to inform patient health education strategies
- Employ health literacy best practices for informing health promotion resources for diverse populations
- Develop health education activities that utilize evidence-based practices for promoting patient safety and quality of care

## Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through the [SNHU Online Bookstore](#) rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the IT Service Desk, your advisor, and the instructor can provide you with support if you have problems.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). ISBN: 978-1-4338-3216-1

Jensen, S. (2018). *Nursing health assessment: A best practice approach* (3rd ed.). Wolters Kluwer Health. ISBN: 978-1-4963-4917-0

## Shadow Health

Purchase a Shadow Health access code through the SNHU Online Bookstore.

SKU #: 1744638

## Required Hardware

Webcam or digital camera capable of recording 30-minute health assessments to be uploaded to YouTube

## Required Assessment Equipment

- Stethoscope
- Penlight or flashlight

## Optional Materials

American Nurses Association. *Nursing: Scope and standards of practice* (4th ed.) ISBN 978-0-99930-888-2

## Diversity, Equity, and Inclusion

As indicated in our core values, SNHU is committed to “embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life.”

This may or will be reflected in SNHU's curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the [Office of Diversity and Inclusion](#).

### **Instructor Availability and Response Time**

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours. Instructors will post grades and feedback (as applicable) within seven days of an assignment's due date, or within seven days of a late submission.

### **Grade Distribution**

<b>Assignment Category</b>	<b>Number of Graded Items</b>	<b>Point Value per Item</b>	<b>Total Points</b>
Discussions	3	25	75
Journal	1	35	35
Short Paper	1	65	65
Module Eight Reflection Journal	1	30	30
Shadow Health Orientation	1	10	10
Consent Form	1	5	5
Health Concept Labs	4	10	40
Shadow Health Exams	5	54	270
Final Project Part I	1	305	305
Final Project Part II	1	165	165
			<b>Total Course Points: 1,000</b>

This course may also contain non-graded activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

### **University Grading System: Undergraduate**

<b>Grade</b>	<b>Numerical Equivalent</b>	<b>Points</b>
A	93–100	4
A-	90–92	3.67
B+	87–89	3.33

Grade	Numerical Equivalent	Points
B	83–86	3
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2
C-	70–72	1.67
D+	67–69	1.33
D	60–66	1
F	0–59	0
I	Incomplete	
IF	Incomplete/Failure *	
IP	In Progress (past end of term)	
W	Withdrawn	

\* Please refer to the [policy page](#) for information on the incomplete grade process.

### Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Information section of the course.

### Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	<p>Introduction to Health Assessment, Data Collection, and Health Literacy</p> <p><i>Nursing Health Assessment</i>, Chapters 1–4, and 10</p> <p>1-1 Discussion: The Professional Nurse and the Comprehensive Health Assessment</p> <p>1-2 Final Project Preparation: Final Project Review and Volunteer Consent Reminder (Non-graded)</p> <p>1-3 Shadow Health: Orientation and Conversation Concept Lab</p> <p>1-4 Shadow Health Tina Jones Exam: Health History</p>
2	<p>Getting to the Heart of the Matter: The Cardiovascular and Respiratory Systems</p> <p><i>Nursing Health Assessment</i>, Chapters 16, 17, and 18</p> <p>2-1 Shadow Health: Respiratory Concept Lab and Cardiovascular Concept Lab</p> <p>2-2 Shadow Health Tina Jones Exams: Respiratory and Cardiovascular</p> <p>2-3 Journal: Health Promotion</p> <p>2-4: Final Project Preparation: Volunteer Consent Submission (Graded)</p>

Module	Topics and Assignments
3	Introduction to the Integumentary and Reproductive Systems <i>Nursing Health Assessment</i> , Chapters 11, 19, 23, and 24 3-1 Shadow Health Tina Jones Exam: Skin, Hair, and Nails 3-2 Final Project Practice #1 (Non-graded) 3-3 Short Paper: Final Project Part I: Health History and Analysis
4	Getting to the Bones of the Problem <i>Nursing Health Assessment</i> , Chapters 20 and 21 4-1 Shadow Health: Abdominal Concept Lab 4-2 Shadow Health Tina Jones Exams: Abdominal and Musculoskeletal 4-3 Discussion: Sociocultural Considerations in Promoting Health 4-4 Final Project Practice #2 (Non-graded)
5	Pain Perception and the Neurological System <i>Nursing Health Assessment</i> , Chapters 6 and 22 5-1 Shadow Health Tina Jones Exam: Neurological 5-2 Final Project Practice #3 (Non-graded)
6	Putting It All Together <i>Nursing Health Assessment</i> , Chapter 30 6-1 Submit Final Project Part I: Video Demonstration of Physical Exam 6-2 Final Project Part II Preparation: Health Promotion Plan Proposal (Non-graded) 6-3 Quiz: Health Education State Identification (Non-graded)
7	Health Literacy 7-1 Submit Final Project: Patient Analysis and Health Promotion Education Resource Proposal
8	Assessment and Patient Safety 8-1 Discussion: Patient Safety and Abuse 8-2 Reflection Journal: Applying Assessment and Health Education Skills

### Course Participation

Course participation is required within the first week of the term for all online courses. *Participation* in this context is defined as completing one graded assignment during the first week of the course. Otherwise, students will be administratively removed for nonparticipation. Students who do not participate during the first week may forfeit their rights to be reinstated into the course. Students who stop attending a course after the first week and who do not officially withdraw will receive a grade calculated based on all submitted and missed graded assignments for the course. Missed assignments will earn a grade of zero. See the [course withdrawal policy](#) and the [full attendance policy](#) for further information.

### Late Assignments

Students who need extra time may submit assignments (excluding discussion board postings) up to one week after the assignment due date. Discussion board submissions will not be accepted for credit after the deadline except in extenuating circumstances.

- A penalty of 10 percent of the total value of the assignment will be applied to the grade achieved on the late assignment regardless of the day of the week on which the work is submitted.

- Students who submit assignments more than one week late will receive a grade of zero on the assignment unless they have made prior arrangements with the instructor.

Students must submit all assignments no later than 11:59 p.m. (in their own time zone) on the last day of the term. No assignments are accepted after the last day of the term unless an incomplete has been submitted. See the [incomplete grades policy](#).

There may be times an instructor makes an exception to the late assignment policy. Instructors may accept late work, including discussion board posts, with or without prior arrangement.

- Exceptions to the late policy on these grounds are left to the instructor's discretion, including whether the late penalty is applied or waived. Students should not assume that they will be allowed to submit assignments after the due dates.
- If an instructor finds that they are unable to determine whether an exception to the late policy would be appropriate without documentation, the collection and review of student documentation should be handled through the Dispute Resolution team in order to protect the student's privacy. In these cases, students should file a [Student Concern Dispute form](#) to have the circumstances reviewed.

If a student is experiencing (or knows they will experience) a circumstance, including pregnancy, that is protected under the Americans with Disabilities Act or Title IX, they are encouraged to contact the [Online Accessibility Center \(OAC\)](#) as soon as possible to explore what academic accommodations might be offered. Instructors must honor all deadlines established through the OAC.

### **Student Handbook**

Review the [student handbook](#).

### **ADA/504 Compliance Statement**

Southern New Hampshire University (SNHU) is dedicated to providing equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

SNHU prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The university has adopted the [ADA/504 Grievances Policy](#) (version 1.2 effective October 16, 2017), providing for prompt and equitable resolution of complaints regarding any action prohibited by Section 504 or the ADA.

For further information on accessibility support and services, visit the [Disability and Accessibility Services](#) webpage.

### **Academic Integrity Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic integrity policy](#).

**Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

**Withdrawal Policy**

Review the [full withdrawal policy](#).

**Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).