



Graduate Course Syllabus

NUR 320: Patient-Centered Assessments

Center: Online

Credits: 6

Course Prerequisites

Must be enrolled in Nursing program

Course Description

In this course, students analyze effective health assessment methods, communication strategies, and interdisciplinary collaboration techniques used in a variety of healthcare settings. Students conduct comprehensive evidence-based health assessments encompassing environmental, genetic, multicultural, ethnic, and socioeconomic factors and consider the skills members of collaborative interdisciplinary teams need to promote evidence-based quality care for individuals, groups, communities, and diverse populations. Students also explore ways of adapting their communication style to meet the specific needs of their audience.

AACN Essentials

This course meets the following AACN Essentials of Baccalaureate Education for Professional Nursing Practice: Essential IV: Information Management and Application of Patient Care Technology

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

Essential VII: Clinical Prevention and Population Health

Course Outcomes

- Demonstrate skill in data collection methods: interviewing, observation, physical examination, and mental health assessment, with diverse populations
- Use anatomical, physiological, psychosocial, nutritional, developmental norms and theories, and cultural and environmental factors to interpret health assessment data
- Identify information technology sources to generate assessment data
- Discuss common pathophysiological mechanisms in relation to health assessment, health promotion, and disease prevention
- Perform interventions appropriate to promoting health and quality of life across the lifespan process in various healthcare settings
- Apply principles of learning and teaching to health promotion/education activities utilizing best practice in health literacy
- Discuss the nurse's patient advocacy role within the interprofessional healthcare team

Required Materials

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

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0561-5

Jensen, S. (2014). *Nursing health assessment: A best practice approach* (2nd ed.). Philadelphia, PA: Wolters Kluwer Health, Lippincott Williams & Wilkins. ISBN: 978-1-4511-9286-5

Pender, N., Murdaugh, C., & Parsons, M. A. (2014). *Health promotion in nursing practice* (7th ed.). Upper Saddle River, NJ: Pearson. ISBN: 978-0-13-310876-7

Shadow Health: Access code for **Shadow Health** can be purchased through MBS. For help with initial login and access to Shadow Health, please review the [How to Register With Shadow Health](#) guide. If you need assistance purchasing your Shadow Health access, contact your advisor.

Accessibility and System Requirements

- Audio Requirements: The normal and abnormal sounds within the concept labs within Shadow Health are medically accurate and are produced at a frequency lower than what most laptop speakers are capable of delivering. To hear these sounds, **we strongly recommend that you use a pair of external speakers or headphones to hear the bass frequencies.**
- Shadow Health's Digital Clinical Experiences (DCE) require the use of a computer monitor, keyboard, and mouse or touchpad. Your virtual patient, Tina Jones, presents auditory and visual information representative of a human patient. To address auditory accessibility, when Tina Jones speaks, her speech is presented as both audio and text displayed at the bottom of the screen, except in instances where the textual representation would distinguish physical findings (e.g., textual descriptions of breathing sounds).

Please review Shadow Health's [Frequently Asked Questions](#) for a complete description of the technical requirements to use this program.

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place in Blackboard 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 forum in Blackboard 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.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Reflection Journals	3	2	6
Discussions	4	4	16
Case Scenarios	3	4	12
Quizzes	4	3	12
Skills Demonstration Video Project	1	1	1
Milestone One	1	2.5	2.5
Milestone Two	1	2.5	2.5
Milestone Three	1	2.5	2.5
Milestone Four	1	2.5	2.5
Milestone Five	1	2.5	2.5
Milestone Six	1	15	15
Final Submission			
Health Promotion Project	1	1.5	1.5
Milestone One	1	9	9
Milestone Two	1	15	15
Final Submission			
		Total Course Points:	100

This course may also contain practice 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: Graduate

Total Points: 100				
Grade	Numerical Equivalent	Points	Points Equivalent	
			<i>Lower</i>	<i>Upper</i>
A	93-100	4.00	93	100
A-	90-92	3.67	90	92
B+	87-89	3.33	87	89
B	83-86	3.00	83	86
B-	80-82	2.67	80	82
C+	77-79	2.33	77	79
C	73-76	2.00	73	76
F	0-72	0.00	0	72
I	Incomplete			
IF	Incomplete/Failure			
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 Course Information area in the Assignment Guidelines and Rubrics folder.

Weekly Assignment Schedule

The Learning Modules area in Blackboard contains one module folder for each week of the course. All reading and assignment information can be found in the folders. Assignments and discussion board 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 in Blackboard.

Module	Topics and Assignments
1	Overview of Course and Patient-Centered Care Jensen (2014): Chapter 1 Pender et al. (2014): Introduction and Chapter 1 1-1 Reflection Journal Part One: Assumptions 1-2 Discussion: Principles of Patient-Centered Care 1-3 Skills Demonstration Video Project Milestone One: Orientation and Consent Form 1-4 Case Scenario: Patient Assessment 1-5 Reflection Journal Part Two: Assumptions
2	The Health Interview, Health History, and Health Promotion Theories Jensen (2014): Chapters 2 and 9 Pender et al. (2014): Chapters 4 and 11 2-1 Discussion: Health Literacy 2-2 Skills Demonstration Video Project Milestone Two: Health Interview, Health History, and Health Promotion Theories 2-3 Quiz
3	Approach to the Clinical Setting, Assessment Techniques, Documentation, and Pain Assessment Jensen (2014): Chapters 3, 4, 5, and 6 Pender et al. (2014): Chapter 2 3-1 Discussion: Challenges and Barriers in Treating Pain 3-2 Health Promotion Project Milestone One: Project Topic

4	<p>Integumentary (Skin, Hair, and Nails) and HEENT With Regional Lymphatic Assessment</p> <p>Jensen (2014): Chapters 11-15</p> <p>4-1 Skills Demonstration Video Project Milestone Three: Integumentary (Skin, Hair and Nails) and HEENT with Regional Lymphatic Assessment</p> <p>4-2 Quiz</p> <p>4-3 Health Promotion Project Reminder: Target Population, Setting, Projected Outcomes, and Needs Assessment</p>
5	<p>Respiratory, Cardiovascular, and Peripheral Vascular Assessments</p> <p>Jensen (2014): Chapters 16-18</p> <p>Pender et al. (2014): Chapter 11 (review)</p> <p>5-1 Case Scenario: Thorax and Lungs Assessment</p> <p>5-2 Skills Demonstration Video Project Milestone Four: Respiratory and Cardiovascular Assessments</p> <p>5-3 Health Promotion Project Milestone Two: Health Promotion Teaching Tool</p>
6	<p>Abdominal Assessment, Nutritional Assessment, and Obesity</p> <p>Jensen (2014): Chapters 7 and 20</p> <p>Pender et al. (2014): Chapter 7</p> <p>6-1 Skills Demonstration Video Project Milestone Five: Abdominal Assessment</p> <p>6-2 Case Scenario: Abdominal Assessment</p> <p>6-3 Health Promotion Project Reminder: Implementation Plan Outline</p>
7	<p>Musculoskeletal System and Neurological System Assessments</p> <p>Jensen (2014): Chapters 21 and 22</p> <p>Pender et al. (2014): Chapter 6</p> <p>7-1 Skills Demonstration Video Project Milestone Six: Musculoskeletal and Neurological Assessment</p> <p>7-2 Health Promotion Project Submission: Health Promotion Teaching Proposal Paper</p>
8	<p>Genitalia and Breast Assessments and Health Disparities in Vulnerable Populations</p> <p>Jensen (2014): Chapters 19, 23, 24</p> <p>Pender et al. (2014): Chapter 12</p> <p>8-1 Discussion: Disparities in the LGBT Population</p> <p>8-2 Skills Demonstration Video Project Reminder: Practice</p>
9	<p>Putting It All Together</p> <p>Jensen (2014): Chapters 29 and 30</p> <p>9-1 Quiz</p> <p>9-2 Skills Demonstration Video Project Submission: Skills Demonstration Video</p>
10	<p>Health Promotion: Smoking Cessation, Stress Management, and the Role of Social Support</p> <p>Pender et al. (2014): Chapters 8, 9, and 14</p> <p>10-1 Reflection Journal: Evidence in Practice</p> <p>10-2 Quiz: Cumulative Review Quiz</p>

Attendance Policy

Online students are required to submit a graded assignment/discussion to Blackboard during the first week of class. If a student does not submit a posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

SNHU College of Online and Continuing Education Student Handbook

Review the [student handbook](#).

Diversity and Disability Statement

The College of Online and Continuing Education (COCE) at SNHU values diversity and inclusion. SNHU strives to create inclusive and welcoming academic environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion, please notify the Disability Resource Center (DRC) as soon as possible. We will work with you and your instructor to address needs and concerns. We encourage all students with known or suspected physical, medical, sensory, psychiatric, and/or learning disabilities to register with the Disability Resource Center (DRC) in order to assess learning needs and take advantage of available academic accommodations and support services.

SNHU does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, citizenship, marital status, gender identity or expression, sexual orientation, veteran/military status, or genetic information in its programs and activities. Requests for disabilities accommodations within COCE should be directed to:

Disability Resource Center (DRC)

(866) 305-9430

(877) 520-8916 (fax)

drc@snhu.edu

We welcome COCE students, faculty, and staff to consult with the Disability Resource Center (DRC) on disability-related questions or concerns. We look forward to hearing from you.

Complaints regarding discrimination and accommodations should be directed to:

(603) 645-9664

(603) 645-9717 (fax)

adacompliance@snhu.edu

Academic Honesty 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 honesty 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](#).

SNHU College of Online and Continuing Education Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

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

Assessment Calibration and Student Work Samples

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please contact the assessment calibration administrator at assessmentcalibration@snhu.edu. See [this document](#) for more information.