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CATALOG YEAR ~~2012-2013~~

(Please use separate form for each add/change)

COLLEGE/SCHOOL/SECTION: College of Nursing and Health Sciences, School of Nursing

Course: Add: ___ Delete: ___
(check all that apply) Change: Number ___ Title ___ SCH ___ Description X Prerequisite ___
New course will be part of major ___ minor ___ as a required ___
or elective ___ course
New course will introduce ___, reinforce ___, or apply ___ concepts

If new, provide Course Prefix, Number, Title, **Measurable** Student Learning Outcomes, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current online catalog, provide change and attach text with changes in red and provide a brief justification.

Program: Delete: ___ Add: ___ Change: ___ Attach new/changed Program of Study description and 4-year plan. If in current online catalog, provide change and attach text with changes in red.

Minor: Add: ___ Delete: ___ Change: ___ Attach new/changed minor. If in current online catalog, provide change and attach text with changes in red.

Faculty: Add: ___ Delete: ___ Change: ___ Attach new/changed faculty entry. If in current online catalog, provide change and attach text with changes in red.

College Introductory Pages: Add information: ___ Change information: ___
Attach new/changed information. If in current online catalog, provide change and attach text with changes in red.

Other: Add information: ___ Change information: ___ Attach new/changed information. If in current online catalog, provide change and attach text with changes in red.

Change of course description and objectives, to meet requirements for alignment with Texas Board of Nursing Differentiated Competencies for Registered Nurses.

Approvals:	Signature	Date
Chair Department Curriculum Committee	<u>Belva J. Gonzalez</u>	_____
Chair Department	_____	_____
Chair College Curriculum Committee	<u>Belva J. Gonzalez</u>	_____
Dean	_____	_____

NURS 3315 Health Assessment Three semester hours, laboratory only (six contact hours). (FL)
This seminar and lab course builds upon the theoretical basis for physical, social, psychological, and cultural assessment of clients. The student applies knowledge of pathophysiology of each body system from health assessments to determine nursing diagnoses. Students compile a health history which includes an assessment of cultural values, health beliefs, and caring practices. Legal and ethical issues implicated in obtaining and managing health data are explored. Students practice in a supervised laboratory setting the procedural steps of a comprehensive health assessment. The importance of the professional nursing role in health assessment is examined. To earn credit, this course must be completed with a grade of "C" or better. Co-requisites: NURS [3525](#), NURS [3665](#). RN to BSN co-requisites: NURS [4263](#), NURS [4522](#).

NURS 3315: Health Assessment

Course Description: This seminar and laboratory course builds upon the theoretical basis for physical, social, psychological, and cultural assessment of patients. The student applies evidence-based knowledge of pathophysiology of each body system from health assessments to determine and prioritize nursing diagnoses. The professional nursing role in health assessment is examined. Students compile a nursing health history which includes an assessment of nutrition, cultural values, and health beliefs. Students practice the procedural steps of a comprehensive health assessment in a supervised laboratory setting using legal and ethical principles related to obtaining and managing health information.

Course Objectives: Upon completion of this course the student will have had opportunities to:

1. Integrate physical, psychological, social, economic, and cultural concepts in conducting a comprehensive health assessment. (1, 2, 7)
2. Conduct a systematic and accurate nursing health history and physical assessment of an adult. (3,4)
3. Apply systematic evidence-based knowledge of pathophysiology of each body system to record and evaluate the data obtained from the health history and physical assessment of an adult. (3,4)
4. Describe modifications necessary to obtain an accurate health history and conduct a physical assessment with children, older adults and vulnerable populations. (2, 3, 4)
5. Utilize critical decision making process to evaluate health history and physical assessment findings. (3, 7)
6. Utilize time management, principles of safety, problem-solving skills, and patient-centered care practices in performance of a health assessment. (3, 6)
7. Demonstrate health assessment and health promotion skills in the role of the professional nurse as a provider of patient-centered care and a member of the interdisciplinary health care team. (5, 6)
8. Discuss the legal and ethical implications involved in obtaining, recording, and reporting a holistic health assessment. (8)
9. Discuss opportunities to apply health assessment and health promotion skills in partnership with the community. (10)
10. Articulate a commitment to life-long refinement of health assessment skills throughout their professional nursing career. (9)