

PROCESS A NON-GENERAL EDUCATION ~ CURRICULUM PROPOSAL

SCC #02-03- 111

(R)

Deadlines:

Regular proposals: October 18, 2002 to be implemented Fall 2003; Short-Term proposals: December 6, 2002 to be implemented Fall 2003
Regular proposals: February 14, 2003 to be implemented Spring 2004; March 21, 2003 short-term courses to be implemented Spring 2004

PROPOSAL TITLE: NURS 303 COMPREHENSIVE HEALTH ASSESSMENT ~~(M/6)~~

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DEPARTMENT: BIOLOGY

COLLEGE: LAS

If Liberal Arts & Sciences CHECK : History/Humanities Math/Sciences Social/Behavioral Sciences

UNDERGRADUATE GRADUATE

THE ATTACHED **NON-GEN-ED** PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED.

<input checked="" type="checkbox"/> New non-gen-ed course	<input type="checkbox"/> Non-gen-ed degree requirements
<input type="checkbox"/> Short-term non-gen-ed course	<input type="checkbox"/> Major
<input type="checkbox"/> Minor curricular changes (fewer than three)	<input type="checkbox"/> Minor, specialization, concentration, track, certificate program
<input type="checkbox"/> Existing non-gen-ed course	

RECEIVED BY
FEBRUARY 25 2003

The following signatures REPRESENT APPROVAL

Department Chair: [Signature] Date: 2/21/03

Department Curriculum Chair: [Signature] Date: 2/21/03

Academic Dean: [Signature] Date: 2-25-03

College Curriculum Chair: [Signature] Date: 4-22-03

College Curriculum Committee OPEN HEARING Date: 4-22-03 Approved Not Approved

UNIVERSITY CURRICULUM COMMITTEE

Senate Curriculum Chair Signature: [Signature] Date: Senate Announcement/Vote: 9-22-2003

Comments: See SCC# 02-05-817 Approved as Non-Gen-ed Course

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 2-17-04

Approved ~ Not Approved due to the following: Student Cr Hrs Faculty Load Hrs Equalized Cr Hrs

REGISTRAR

Date: 3/11/04 Course Description Received & Approved ~ Hegis Taxonomy & Course #: 1203303

OFFICE OF THE PROVOST

MAR 15 2004

POWAN UNIVERSITY

NOTIFICATION FORWARD

SCC Chair Academic Dean Department Chair Registrar Sponsor(s)

Tm 3/12/04

1 New Course Proposal:
2 **COMPREHENSIVE HEALTH ASSESSMENT**
3

4 **I. DETAILS.**
5

6 **a. Course Title:** Comprehensive Health Assessment
7

8 **b. Sponsors:** Gregory B. Hecht, Elizabeth Brooks, Richard Meagher (Dept.
9 Biological Sciences)
10

11 Co-sponsor: UMDNJ (University of Medicine & Dentistry of New Jersey)
12

13 **c. Credit Hours:** 3.0
14

15 **d. Course level:** Junior (300 level). This course has previously been designated
16 "NURS 303" at NJIT (see "Rationale" below); if possible, a HEGIS number
17 containing the "303" number is preferred.
18

19 **e. Pre-requisites:**

20 NURS 301: Theory and Practice in Professional Nursing (HEGIS number TBA);
21 course only available to students enrolled in the UMDNJ/Rowan Joint R.N. to
22 B.S.N. Program (see accompanying "Bachelor of Science in Nursing" proposal)
23

24 It is also assumed that students will have completed Anatomy & Physiology I and
25 Anatomy & Physiology II as these courses are requirements for the R.N. degree.
26

27 **f. Suggested Time & Scale of Implementation:** Initial offering to begin Fall 2004.
28 Course will be offered once every year during the Fall semester. The course will
29 meet for one 3 hour session each week.
30

31 II. CURRICULAR EFFECT

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33 The proposed course will be a requirement for completion of the UMDNJ/Rowan R.N. to
34 B.S.N. Joint Program. [REDACTED]

35

36

37 **Offerings:** This course will be taught by faculty from UMDNJ rather than Rowan
38 University's Biological Sciences faculty. Thus, implementation of this proposal is
39 not expected to require any existing courses to be dropped or to be offered less
40 frequently.

41

42 **Adequacy of the present staff, resources, space needs, etc.:** This course will be
43 taught by faculty from UMDNJ rather than Rowan University's Biological
44 Sciences faculty. Thus, implementation of this course will not place a demand on
45 the teaching load of Rowan University's Biological Sciences Department. The
46 new science building -- scheduled to open during Summer 2003 -- offers ample
47 classroom space for this course.

48

49 **Recommended Library Resources:** All students enrolled in the UMDNJ/Rowan
50 Joint R.N. to B.S.N. Program will have access via the web or in person to the
51 UMDNJ library. Students in the current UMDNJ/NJIT joint program almost
52 exclusively use the UMDNJ library resources for this course and seldom use the
53 NJIT library. Thus, it is expected that this course will similarly not create a
54 demand for library resources on the Rowan University campus.

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56

57 III. RATIONALE

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59 This Comprehensive Health Assessment course (NURS 303) is being transferred
60 to Rowan University from an existing BSN curriculum offered at NJIT.

61 The ability to properly assess a patient's health status is vital to the field of
62 medicine. The registered nurse is often the first person a patient is exposed to for
63 assessment. Therefore it is crucial that the RN is well equipped to triage his/her patients

64 This course offers instruction on all aspects of the physical examination. Students
65 are instructed in the clinical assessment of all major organ groups from the skin, the
66 musculoskeletal, the urogenital, perfusion, and the endocrine system. Students are also
67 taught the variability of the normal limits of these system groups. Special consideration
68 is given to the assessment of pediatrics and to integration of all the systems to determine
69 final diagnosis.

70 It is therefore important that all nursing students be required to take this course in
71 Comprehensive Health Assessment prior to completion of their BSN degree.

74 **IV. ESSENCE OF THE COURSE**

75
76 **a. Objectives of the course in relation to student outcomes.** Upon completion of this
77 course, the student will be able to:

- 78 • Identify dynamic patterns and alterations in health.
- 79 • Integrate the concept of diversity as it applies to comprehensive health assessment.
- 80 • Perform a comprehensive health assessment.
- 81 • Identify legal and ethical principles as they relate to health assessment.
- 82 • Incorporate nursing research findings in health assessment.
- 83 • Demonstrate accountability as a professional nurse in performing a health
84 assessment.
- 85 • Implement the role of the professional nurse in conducting a comprehensive health
86 assessment.
- 87 • Utilize education technologies to access health promotion data via Internet, CD-
88 ROM, and multimedia.

89 90 **b. Topical Outline/Content.**

91 92 1. Patterns of Interaction:

93 Communication theory

94 Interviewing techniques

95 Human environmental patterns

96 Mental status and assessment

97 98 2. Assessment of Nutrition Patterns, Skin:

99 Clinical assessment of nutrition and of the integument; anticipated changes through
100 the life span

101 102 3. Assessment of Head and Neck:

103 Clinical assessment of the head and neck: anticipated changes through the life span.

104 Clinical assessment of the eyes and ears: anticipated changes through the life span.

105 106 4. Assessment For Oxygenation of Tissues

107 Clinical assessment of the thorax: anticipated changes through the life span.

108 Clinical Assessment of the cardiac and peripheral vascular systems

109

110 5. Assessment of Endocrine Function, Metabolism, and Neurological Function

111 Clinical assessment of the abdomen: anticipated changes through the life span.

112 Clinical Assessment of the neurological system: anticipated changes through the life
113 span

114

115 6. Assessment of the Musculoskeletal System

116 Clinical assessment of the musculoskeletal function: anticipated changes through the
117 life span.

118

119 7. Assessment of Genitourinary Function

120 Clinical Assessment of the urinary and female reproductive systems: anticipated
121 changes through the life span

122 Clinical assessment of the male genitalia: anticipated changes through the life span

123

124 8. Patterns of Significance/Integrated Physical Assessment Skills

125 Clinical Assessment of the infant, child and adolescent;

126 Developmental assessment, Denver II

127 Clinical Assessment of the Elderly

128

129 Methods of instruction for this course when it was offered at NJIT have included lectures,
130 seminars, handout materials, assigned readings from textbooks and articles, research
131 presentations, simulated laboratory experiences, internet searches, and email
132 communications.

133

134 *Example textbooks relevant to this course:*

135

136 American Psychological Association (1995). Publication manual of the American
137 Psychological Association (4th ed.) Washington, DC. Author.

138

139 Jarvis, C. (2000), Physical examination and health assessment (3rd ed.) Philadelphia:
140 W. B. Saunders Co.

141

142 Bates, B. (1995). A guide to examination and history taking (6th ed.) Philadelphia: J.
143 B. Lippincott.

144

145 Brickley, L. S. (1999). A guide to physical examination and history taking (7th ed.)
146 Philadelphia: W. B. Saunders

147

148 Jarvis, C. (2000). Pocket companion for physical examination and health assessment.
149 (3rd ed.) Philadelphia: W. B. Saunders.

150

151 *Multicultural/Global content of this course* Although a Multicultural/Global theme is
152 woven through out the curriculum, it is especially relevant in NURS 303. Some of the
153 topics covered within this course and related to all body systems include:

154 Modification of interviewing techniques, history taking related to religion;
155 How nutrition, diet, and food preparation can be influenced by religion;
156 Values and norms generated by religion;
157 Health beliefs and practices related to religion;
158 Genetic traits and disorders related to particular religious or cultural backgrounds,
159 including cultural-bound syndromes
160 Body proportions affected by particular religious or cultural backgrounds; and
161 Circumcision customs influenced by particular religious and cultural backgrounds.

162

163

164 **c. Evaluation of students and grading procedure.** During the time that this course was
165 taught at NJIT, students were evaluated by the following kinds of activities: exams;
166 lab practicum; skills examinations; a Comprehensive Health Assessment term paper;
167 and a Sociocultural paper.

168

169 **d. Course Evaluation:** During the time that this course was taught at NJIT, the UMDNJ
170 faculty routinely conducted assessment of the success of this course. The Biological
171 Sciences Department routinely reviews each of its course offerings to assess their
172 success in meeting stated goals and objectives. The Biological Sciences Department,
173 in collaboration with UMDNJ, will expand its review process to include this course.

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176 V. RESULTS OF CONSULTATIONS

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178 Results of Consultations

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180 Planned consultations:

181 Dept. Special Education

182

183

184 **CATALOG DESCRIPTION**

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186 **XxxxHEGISxxxx**

3.0 s.h.

187 *(Pre-requisites: NURS 301: Theory and Practice in Professional Nursing [HEGIS*
188 *number TBA]; enrollment in the UMDNJ/Rowan Joint R.N. to B.S.N. Program)*

189 This course focuses on total health assessment with differentiation between normal and
190 abnormal findings of individuals across the life span. Emphasis is placed on data
191 collection and analysis through history, physical examination, and clinical studies.

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