PROPOSAL TITLE: NURS 703 COMPREHENSIVE HEALTH ASSESSMENT

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DEPARTMENT: BIOLOGY

COLLEGE: LAS

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

X UNDERGRADUATE ___ GRADUATE

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

X New non-gen-ed course

Non-gen-ed degree requirements

Short-term non-gen-ed course

Major

Minor curricular changes (fewer than three)

Minor, specialization, concentration, track, certificate program

Existing non-gen-ed course

The following signatures REPRESENT APPROVAL

Department Chair: ________________________________ Date: 3/11/03

Department Curriculum Chair: ________________________________ Date: 3/11/03

Academic Dean: ________________________________ Date: 2/27/03

College Curriculum Chair: ________________________________ Date: 2/27/03

College Curriculum Committee OPEN HEARING Date: 3/11/03

Approved ___ Not Approved ___

UNIVERSITY CURRICULUM COMMITTEE

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

Comments: ____ See SEC # 02-03 817 Approved as Non-Gen-Ed Course

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

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

Date: 3/11/04 Course Description Received & Approved ~ Hegis Taxonomy & Course #: 1205303

REGISTRAR

NOTIFICATION FORWARD

3/15/04 SCC Chair ___ Academic Dean ___ Department Chair ___ Registrar ___ Sponsor(s)
New Course Proposal:

COMPREHENSIVE HEALTH ASSESSMENT

I. DETAILS.

a. Course Title: Comprehensive Health Assessment

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

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

c. Credit Hours: 3.0

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

e. Pre-requisites:

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

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

Course will be offered once every year during the Fall semester. The course will meet for one 3 hour session each week.
II. CURRICULAR EFFECT

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

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

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

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

III. RATIONALE

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

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

This course offers instruction on all aspects of the physical examination. Students are instructed in the clinical assessment of all major organ groups from the skin, the musculoskeletal, the urogenital, perfusion, and the endocrine system. Students are also taught the variability of the normal limits of these system groups. Special consideration is given to the assessment of pediatrics and to integration of all the systems to determine final diagnosis.
It is therefore important that all nursing students be required to take this course in Comprehensive Health Assessment prior to completion of their BSN degree.

IV. ESSENCE OF THE COURSE

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

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

b. Topical Outline/Content.

1. Patterns of Interaction:
   Communication theory
   Interviewing techniques
   Human environmental patterns
   Mental status and assessment

2. Assessment of Nutrition Patterns, Skin:
   Clinical assessment of nutrition and of the integument; anticipated changes through the life span

3. Assessment of Head and Neck:
   Clinical assessment of the head and neck: anticipated changes through the life span.
   Clinical assessment of the eyes and ears: anticipated changes through the life span.

4. Assessment For Oxygenation of Tissues
   Clinical assessment of the thorax: anticipated changes through the life span.
   Clinical Assessment of the cardiac and peripheral vascular systems
5. Assessment of Endocrine Function, Metabolism, and Neurological Function
   Clinical assessment of the abdomen: anticipated changes through the life span.
   Clinical Assessment of the neurological system: anticipated changes through the life span

6. Assessment of the Musculoskeletal System
   Clinical assessment of the musculoskeletal function: anticipated changes through the life span.

7. Assessment of Genitourinary Function
   Clinical Assessment of the urinary and female reproductive systems: anticipated changes through the life span
   Clinical assessment of the male genitalia: anticipated changes through the life span

8. Patterns of Significance/Integrated Physical Assessment Skills
   Clinical Assessment of the infant, child and adolescent;
   Developmental assessment, Denver II
   Clinical Assessment of the Elderly

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

Example textbooks relevant to this course:


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

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

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

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

V. RESULTS OF CONSULTATIONS

Results of Consultations

Planned consultations:
- Dept. Special Education
CATALOG DESCRIPTION

XxxHEGISxxx 3.0 s.h.
(Pre-requisites: NURS 301: Theory and Practice in Professional Nursing [HEGIS number TBA]; enrollment in the UMDNJ/Rowan Joint R.N. to B.S.N. Program)
This course focuses on total health assessment with differentiation between normal and abnormal findings of individuals across the life span. Emphasis is placed on data collection and analysis through history, physical examination, and clinical studies.