

**UNIVERSITY OF NEVADA LAS VEGAS
SCHOOL OF NURSING
Spring 2016**

COURSE PREFIX & NUMBER:

NURS 307

COURSE TITLE:

Health Assessment of Diverse Populations

CREDITS HOURS:

3 credits

COURSE PREREQUISITES:

NURS 299 (formerly NURS 300), Anatomy and Physiology, concurrent enrollment in/or successful completion of NURS 329

PLACEMENT IN CURRICULUM:

First Semester/Level 1 of BSN program

FACULTY:

Shona Rue, MSN, RN, CPNP, CNE

UNLV Campus BHS Room 333 - office (702) 895-1215;

Clinical Simulation Center (CSC)/UNLV Shadow Lane Campus, Faculty Office Corridor

shona.rue@unlv.edu

PLACE/TIME:

Clinical Simulation Center, UNLV Shadow Lane Campus; Classroom 4 Mondays 11:00 am – 2:00 pm

OFFICE HOURS:

CSC/UNLV Shadow Lane Campus Monday 8:00 am-11:00 am; Tuesday 12:00n-1:00 pm;

UNLV Main Campus/BHS Wednesday 9:00 am – 11:00 am; Thursday and Friday by appointment

COURSE DESCRIPTION:

Acquisition of skills to perform a holistic client assessment - including sociocultural, spiritual, family, and complete physical assessment. Normal assessment findings emphasized; however, health risk

factors and common abnormalities discussed. (UNLV Undergraduate Catalog Fall 2010-Spring 2012)

COURSE OUTCOMES:

PROGRAM OUTCOMES	QSEN COMPETENCES	LEVEL 1 OUTCOMES	NURS 307 Objectives
1. Use emerging patient care technologies and information systems to support safe and effective nursing practice	Evidenced Based Practice Informatics Safety	1. Demonstrate understanding of basic technology and information systems necessary to support safe, legal and ethical nursing practice.	1. Demonstrate understanding of basic technology and information systems used in client assessments.
2. Integrate leadership concepts, skills and decision making in the provision of high quality nursing care delivery in a	Quality Improvement Safety Teamwork and	2. Articulate a beginning awareness of the complex organizational system that supports a culture of safety and caring.	

variety of settings.	Collaboration		
3. Apply knowledge of healthcare policy, finance and regulatory environments, including local, state, national and global healthcare trends in nursing practice.	Patient Centered Care Safety	3. Explore legislative and regulatory processes relevant to the provision of health care.	2. Identify the scope of assessment techniques within the nursing profession.
4. Integrate professional values, attitudes, knowledge, and behaviors into nursing practice.	Patient Centered Care Teamwork and Collaboration	4. Demonstrate professionalism with attention to appearance, demeanor, and respect for self, patients, families, and caregivers.	3. Demonstrate cultural sensitivity during the assessment of clients. 4. Demonstrate the professional standards of honesty, respect, integrity and confidentiality during physical assessment and care of the client. 5. Reflect on the effect on one's own beliefs and values as they relate to professional practice.
5. Demonstrate sound clinical judgment in the planning, provision, and evaluation of evidence-based nursing care at the individual, group, and community levels.	Evidence-Based Practice Patient Centered Care	5. Define evidence-based practice in terms of evidence, expertise, practice environment, and patients' cultural values.	6. Demonstrate ability to perform essential assessment skills necessary for holistic client assessments.
6. Apply principles that enhance safety for patients and health care providers through both individual performance and system effectiveness.	Patient Centered Care Quality Improvement Safety	6. Identify fundamental principles of safety in the provision of nursing care in health care environments.	7. Discriminate between normal and abnormal physiological findings obtained from the physical assessment.
7. Demonstrate effective inter- and intra-professional communication and collaboration for improving patient outcomes.	Patient Centered Care Quality Improvement Safety	7. Identify appropriate intra-professional and patient communication techniques	8. Apply diverse communication techniques during client assessments. 9. Demonstrate ability to accurately record/document assessment data.

8. Use clinical prevention strategies to promote health and prevent disease across the life span at the individual and population levels.	Evidenced-Based Practice Patient Centered Care	8. Identify clinical prevention measures to promote wellness and prevent escalation of disease across the life span.	10. Identify clients' strengths and resources to promote client wellness.
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REQUIRED TEXTS:

Jarvis, C. (2016). *Physical examination and health assessment* (7th ed.). St. Louis: MO, Elsevier.
 Potter, P. A., & Perry, A. G. *Fundamentals of nursing* (9th ed). St. Louis: MO, Mosby. (NURS 305 textbook)

RECOMMENDED TEXTBOOKS AND RESOURCES:

American Psychological Association (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC.

Jarvis, C. (2016). *Physical examination and health Assessment –Student Lab Manual* (7th ed.). St. Louis: MO, Elsevier.

Jarvis, C. (2016). *Physical examination and health assessment –pocket guide* (7th ed.). St. Louis: MO, Elsevier.

Please refer to texts used in previous courses as review for Nutrition, Growth and Development, Culture, and Anatomy & Physiology.

www.wilkes.med.ucla.edu/intro.html

www.hsc.missouri.edu/~shrp/rtwww/rcweb/docs/sounds.html

(shockwave software for auscultation sounds)

Refer to WebCampus for additional websites

LEARNING OUTCOMES FOR THE COURSE:

At the conclusion of the course, the student will be able to perform a holistic client assessment and identify common abnormalities associated with physiologic body systems.

GRADING SCALE:

Numerical value on assignments, tests, and quizzes will be carried out to two decimal places. The point value will not be increased to the next highest number, for example 79.99% will not be rounded off to become 80% per the School of Nursing grading policy.

100 – 93 = A	87 – 83 = B	77 – 75 = C	67 – 63 = D
92 – 90 = A-	82 – 80 = B-	74 - 70 = C-	62 – 60 = D-
89 – 88 = B+	79 – 78 = C+	69 – 68 = D+	<60 = F

COURSE REQUIREMENTS AND GRADE COMPUTATION:

Students will have the opportunity to demonstrate achievement of course objectives by performance on the following activities:

Quiz 1	10%
Quiz 2	10%
Quiz 3	10%
Exam 1	20%
Exam 2	20%
Comprehensive Final Exam	30%

Additional Requirements - Written Assignments:

- Family Assessment (Written Assignment/Documentation) P/F or Re-submit
- Spiritual Assessment (Written Assignment/Documentation) P/F or Re-submit

TOPICAL OUTLINE

NURS 307 THEORY CLASS SCHEDULE

Week	Date	Topic	Reading Assignment
1	1/4	Communication Skills Interview Techniques Complete Health History Culture Assessment	Jarvis Ch 3,4 (briefly review Ch 2)
2	1/11	Assessment Techniques & General Survey in Lab Skin Assessment Culture Assessment/Follow-Up	Jarvis briefly review Ch 8, 9 Jarvis Ch 12
2/3	1/15	Quiz 1 Thorax & Lung (Respiratory) Assessment	Jarvis Ch 18
3	1/18	Holiday – No Class	
4	1/25	Heart/Cardiac Assessment Peripheral Vascular Assessment	Jarvis Ch 19, 20
5	2/1	Quiz 2 Abdomen Assessment Nutrition Assessment Review/Discuss Hospital Assessment	Jarvis Ch 21, (briefly review 11, 28)
6	2/8	EXAM 1	Study & Practice
7	2/15	Holiday – No Class	
8	2/22	Musculoskeletal System Breast Assessment Family Assessment	Jarvis Ch 22, 17 Perry & Potter Family Assessment Chapter (NURS 305 textbook)
9	2/29	HEENT – part 1 Head, Neck & Lymph Eyes Assessment	Jarvis Ch 13, 14
10	3/7	Quiz 3 HEENT continued - part 2 Ears, Nose & Throat	Jarvis Ch 15, 16
11	3/14	Mini Mental Status Exam Neurological Assessment Putting It All Together Review Comprehensive Assessment	Jarvis Ch 23, 27 (Ch 6 – Review mini mental status exam content) Family Assessment Due
12	3/21	Spring Break – No Class	
13	3/28	EXAM 2	Study & Practice

14	4/4	GU – Male Genitalia/TSE Spiritual Assessment	Jarvis – Ch 24 Spiritual Assigned Reading TBA Spiritual Assessment Due
15	4/11	Critical Thinking in Assessment (Priorities) Final Exam Review	Jarvis - Ch 1, 27, 28 Bring Skills Checklist
16	4/	NURS 307 FINAL EXAM	STUDY, STUDY, STUDY!

NURS 329 ASSESSMENT LAB SCHEDULE

Week	Date	Content	Assignment
1	1/5	Interview Techniques & Complete Health History	Complete Health History (use Health History form)
2	1/12	General Survey & Assessment Techniques Skin Assessment	General Survey Skin FAR
3	1/19	Thorax & Lung Assessment	General Survey Respiratory FAR
4	1/26	Heart/Cardiac Assessment Peripheral Vascular Assessment	General Survey Heart/PV FAR
5	2/2	Abdomen & Nutrition Assessment Review/Practice Shift Assessments	General Survey Abdomen/Nutrition FAR
6	2/9	Hospital Assessment Practicum Testing by Appointment	Practice, Practice, Practice
7	2/16	Hospital Assessment Practicum Testing by Appointment	Practice, Practice, Practice
8	2/23	Musculoskeletal Assessment Breast Assessment	General Survey Musculoskeletal FAR Breasts FAR
9	3/1	HEENT Part 1- Head/Neck, Eyes	General Survey H/N, Eyes FAR
10	3/8	HEENT Part 2 - Ears, Nose, Mouth & Throat Assessment	General Survey ENT FAR
11	3/15	Neurological Assessment Mini Mental Status Exam	General Survey Neuro FAR
12	3/22	Spring Break – No Class	
13	3/29	Comprehensive Assessment Practicum Testing by Appointment	Practice, Practice, Practice
14	4/5	Comprehensive Assessment Practicum Testing by Appointment	Practice, Practice Practice!
15	4/12	Comprehensive Assessment Practicum Testing by Appointment	Practice, Practice Practice!
16	4/18-21	Final Theory Course Exams – No Lab	Good Luck!

* Please note all reading assignments are listed on the NURS 307 Topical Outline and directly correlate to the NURS 329 Lab.

NURS 307 Weekly Objectives & Theory Class Schedule

Week	Date	Topic	Reading Assignment
1	1/4	<p style="text-align: center;">Communication Skills Interview Techniques Complete Health History Culture Assessment</p> <p style="text-align: center;">Objectives:</p> <ul style="list-style-type: none"> • Demonstrate the ability to establish parameters for a health interview • State facilitators and blockers of effective communication • Use communication techniques effectively to gather data • State techniques to avoid in a client interview • Discuss the significance of verbal and nonverbal modes of communication • Modify communication techniques as indicated by the client situation, age, and/or cultural practices • State the purpose of the complete health hx • Identify the categories in a health hx • Describe the data/information that must be gathered for each category • Describe the 8 characteristics included in the summary of each client symptom (HPI/symptomanalysis) • Use recommended techniques to perform a complete health history • Appropriately document a complete health hx and focused hx 	Jarvis Ch 3, 4 (briefly review Ch 2)
2	1/11	<p style="text-align: center;">Assessment Techniques & General Survey Skin Assessment</p> <p style="text-align: center;">Objectives:</p> <ul style="list-style-type: none"> • Describe the use of inspection, palpation, auscultation, and percussion as a physical examination technique • List the information required for a general survey 	Jarvis Ch 12 (briefly review Ch 8, 9)

		<ul style="list-style-type: none"> • Relate basic anatomical structures of the skin to its functions • State the significance of skin tone changes • Be able to complete a focused assessment of the hair, skin, and nails using appropriate assessment techniques • Identify common abnormalities of the skin 	
2/3	1/15	<p style="text-align: center;">Quiz 1</p> <p style="text-align: center;">Thorax & Lung Assessment Respiratory Assessment</p> <p style="text-align: center;">Objectives:</p> <ul style="list-style-type: none"> • Name the components of the thoracic cage • Describe the surface landmarks on the thorax • Complete a focused assessment of the respiratory system using appropriate assessment techniques • Identify common abnormalities of the respiratory system 	Jarvis Ch 18
4	1/25	<p style="text-align: center;">Heart/Cardiac Assessment Peripheral Vascular Assessment</p> <p style="text-align: center;">Objectives:</p> <ul style="list-style-type: none"> • Relate anatomic structures to the correct landmark/anatomic location • List the significant anatomic features of the heart • Relate the name of the heart sound to the physiologic cause • List 3 conditions that result in cardiac murmurs • Cite the risk factors associated with heart disease and stroke • Cite the pulses accessible to examination • List the risk factors for venous stasis • Complete a focused assessment of the CV/PV system using appropriate assessment techniques • Identify common abnormalities of the CV/PV systems 	Jarvis Ch 19, 20
5	2/1	<p style="text-align: center;">Quiz 2</p> <p style="text-align: center;">Abdomen Assessment Nutrition Assessment</p>	Jarvis Ch 21, (briefly review 11, 28)

		<p>Review/Discuss Hospital Assessment Objectives:</p> <ul style="list-style-type: none"> • Identify the organs located within each of the 4 abdominal quadrants • Identify pertinent topics that must be reviewed during the focused abdominal assessment • Employ the correct sequence of examining techniques • Interpret findings obtained during inspection, auscultation palpation, and percussion of the abdomen • Complete a focused assessment of the abdomen using appropriate assessment techniques • Identify common abnormalities of the abdomen 	
6	2/8	EXAM 1	Study & Practice
8	2/22	<p>Musculoskeletal System Breast Assessment Objectives:</p> <ul style="list-style-type: none"> • List the functions of the musculoskeletal system • List the ROM of the musculoskeletal system • Complete a focused assessment of the musculoskeletal system using appropriate assessment techniques • Identify common abnormalities of the musculoskeletal system • Identify significant breast anatomy • Describe the composition of the breast • Describe the ways of documenting clinical findings from a breast exam • Describe the teaching of the SBE • Complete a focused assessment of the breasts using appropriate assessment techniques • Identify common abnormalities of the breasts • Apply diverse communication techniques and interpersonal skills designed to facilitate interview techniques in obtaining health assessment data • Demonstrate ability to accurately 	Jarvis Ch 22, 17 Perry & Potter - Family Assessment Chapter (NURS 305 textbook)

		<p>perform and document assessment data as appropriate when providing patient care</p> <ul style="list-style-type: none"> • Demonstrate critical thinking in the application of health assessment skills to the nursing process when caring for individuals, families or small groups as client; including their psychosocial, sociocultural, spiritual, and family structure/system/status as appropriate 	
9	2/29	<p style="text-align: center;">HEENT – part 1 Head, Neck & Lymph Eyes Assessment</p> <p style="text-align: center;">Objectives:</p> <ul style="list-style-type: none"> • Describe the significant features of the head • Identify the structures and landmarks of the neck • List the names of the lymph nodes of the neck and their locations • Describe the assessment that would follow the palpation of an abnormal lymph node • Identify the external anatomic features of the eye • Identify the structures viewed through the ophthalmoscope • Define pupillary light reflex and accommodation • Complete a focused assessment of the Head/Neck/Eyes using appropriate assessment techniques • Identify common abnormalities of the Head/Neck/Eyes 	Jarvis Ch 13, 14
10	3/7	<p style="text-align: center;">Quiz 3</p> <p style="text-align: center;">HEENT continued - part 2 Ears, Nose & Throat</p> <p style="text-align: center;">Objectives:</p> <ul style="list-style-type: none"> • List the anatomic landmarks of the external ear, nasal cavity, and oral cavity • Describe the tympanic membrane and its anatomic landmarks • List the functions of the middle ear, nose, and mouth 	Jarvis Ch 15, 16

		<ul style="list-style-type: none"> • Differentiate among the types of hearing loss • State the functions of the inner ear that can be assessed • Name the paranasal sinuses, their functions and how to assess them • Complete a focused assessment of the ENT using appropriate assessment techniques • Identify common abnormalities of the ENT 	
11	3/14	<p>Mini Mental Status Exam Neurological Assessment Putting It All Together Review Comprehensive Assessment/Case Studies</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Define the behaviors that are considered in an assessment of an individual's mental status • List the 4 components of the mental status assessment • Describe the scoring process of the MMSE • Complete a MMSE • Name the 2 parts of the nervous system • Describe the various functions of the central nervous system • Describe the function of the peripheral nervous system • Relate the name and function of the 12 cranial nerves to its assessment • Relate the term dermatome to the spinal nerves • Describe the term reflex arc • Describe the autonomic nervous system • Complete a focused assessment of the neuro system using appropriate assessment techniques • Identify common abnormalities of the neurological system • Use assessment techniques to perform a complete physical examination 	Jarvis Ch 23, 27 (Ch 5 – review mini mental status exam)
13	3/28	EXAM 2	Study & Practice

14	4/4	<p>GU – Male Genitalia/TSE Objectives:</p> <ul style="list-style-type: none"> • List the structures of the male genitalia • Identify the components of the focused histories for the male genitalia • Describe the teaching of the TSE <p>Analyze the client’s data base, obtained through the collection of subjective and objective data, to develop potential diagnoses or disease processes</p> <p>Spiritual Assessment Objectives:</p> <ul style="list-style-type: none"> • Describe and define spiritual nursing care • Describe the parameters of spiritual nursing care • Identify spiritual nursing interventions • Differentiate religion and spirituality 	<p>Jarvis Ch 24</p> <p>Spiritual Assessment Reading TBA</p> <p>Spiritual Assessment Due Jarvis Ch 8, 27, 28</p>
15	4/11	<p>Critical Thinking in Assessment (Priorities) Final Exam Review</p> <ul style="list-style-type: none"> • Rank client problems/concerns/abnormalities in order of priority from the point of view of health risk 	<p>Jarvis Ch 1</p>
16	4/	<p>FINAL EXAM</p>	<p>STUDY, STUDY, STUDY!</p>

TEACHING PHILOSOPHY:

My teaching philosophy is to have fun while learning, to be engaged in the learning process, and to stimulate critical thinking. I think the best learning occurs in an environment that is both challenging and nurturing. It is important for teachers and learners to be professional, respectful, and mindful of our actions with others. This course is designed to prepare nursing students with essential assessment skills that will be utilized in all aspects of nursing.

TEACHING STRATEGIES:

Learning experiences in this course will include any or all of the following: lecture, discussion, case studies, audio-visual materials, classroom demonstration and return demonstration, simulation equipment, written assessment reports, written assignments, group projects, quizzes, readings, assignments, classroom activities and examinations.

COURSE AND SCHOOL OF NURSING POLICIES:

This course is a WebCampus supported course and all course modules/information are on the course website. Communication outside of the classroom setting among class participants and faculty will utilize email on the course WebCampus site.

Students are responsible for reviewing the School of Nursing Student Handbook and the UNLV Undergraduate Catalog. All policies within these publications will be adhered to in this course.

CONFIDENTIALITY:

An important part of nursing ethics is maintaining the patient's confidentiality. Therefore, written work submitted to the instructor must never contain a patient's/client's full name or identifying information. Clients'/Patients'/Classmates' problems must not be discussed with family or friends. If the School of Nursing ascertains that a client's/patient's/classmate's confidentiality has been violated, the student violating the confidence will be subject to disciplinary action.

ORIGINAL WORK:

All submitted written work must be completed individually and must be original work of the student. Group projects and group assignments must be a collaborative effort by all group members.

LATE ASSIGNMENTS:

Late assignments will not be accepted unless the student demonstrates extraordinary circumstances.

EXAMINATIONS DURING THE SEMESTER:

It is expected that students take examinations on the date and at the time scheduled. It is the student's responsibility to notify the instructor prior to the exam time if she/he will not be able to take the exam as scheduled. Make-up exams will be at the discretion of the instructor. If a student misses an examination without prior approval by the instructor, a grade of "F" will be recorded for the examination. It is the instructor's responsibility to make known the tentative dates of examinations and method of final grade calculation at the beginning of the semester.

EXAM REVIEW POLICY:

Course exams may be returned to students at the end of the class period the week following the exam for review. All exams must be returned to the instructor at the conclusion of the review period. Exams are not allowed to leave the classroom for any reason. Exams that are not returned to the instructor at the end of the class period will result in a 'F' grade and a score of '0'. Students may schedule an appointment with the instructor to further review and discuss exams if desired. Exams may be reviewed up to 1-2 weeks from the date of the exam.

Exam answers may be reviewed following an exam. Note taking and copying of exam questions are NOT allowed during exam review. No electronic devices are allowed to be in use where the examination review is conducted. Any student who is found to have a phone or any electronic device capable of taking images on them will be asked to leave and will receive an 'F' grade for the exam. Anyone found, observed, or suspected of taking images of the examination or any form of academic dishonesty during the exam review will **FAIL** the course.

AVERAGE OF 75% ON COURSE EXAMS & QUIZZES REQUIRED TO PASS NURSING COURSES:

A weighted average of at least 75% on course examinations and quizzes is required for the student to pass the course (per School of Nursing Policy 8/07). A final semester grade of C (75%) or better is required to pass this course.

Less than 75% in this course will result in failure to progress in the nursing program.

EVALUATION – SCHOOL OF NURSING INSTRUCTION:

Your evaluation of instruction is a vital part of maintaining and improving the nursing program's quality and a professional responsibility as well. Your instructors give great weight to your assessments and suggestions for course improvement. Each semester, we modify the courses based on these evaluations so that the courses are improved for the incoming class of students, a type of continuous quality improvement. Finally, the Commission on Collegiate Nursing Education bases part of its accreditation of our program on whether we make course improvements responsive to student evaluations. We appreciate your assistance with this important part of your student career.

Evaluation of Instruction Questions

Delivered on-line by the UNLV Evaluation & Assessment Center

1. *This course increased my knowledge.*
2. *The course provided sufficient opportunity for me to learn.*
3. *The course challenged me intellectually.*
4. *The instructor made a significant impact on my understanding of course content.*
5. **THE COURSE OBJECTIVES WERE CLEAR.**
6. **MY GRADES ADEQUATELY REFLECTED THE QUALITY OF MY PERFORMANCE IN THIS COURSE.**
7. **THE INSTRUCTOR'S EXPECTATIONS FOR ASSIGNMENTS WERE CLEAR.**
8. **THE INSTRUCTOR'S ASSESSMENTS REFLECTED WHAT WAS COVERED IN THE COURSE.**
9. The instructor was well prepared for each session.
10. The instructor's explanations were clear.
11. The instructor was concerned with whether or not the students learned the material.
12. The instructor was available for consultation with students.

Key-- color or font:

Learning Ratings

ASSESSMENT RATINGS

Instruction Ratings

UNIVERSITY POLICIES:

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at:
<http://studentconduct.unlv.edu/misconduct/policy.html>.

Copyright – The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at:
<http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor before or after class to discuss your accommodation needs.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, **September 22, 2015** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit:
<http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s

control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade. Please note – Students cannot enroll in other nursing courses if they have an incomplete (I) in a course that is designated as a prerequisite to that course. (Per School of Nursing Policy C-12).

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

Rebelmail – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Library Resources – Students may consult with a librarian (www.library.unlv.edu/consultation) about research needs. For this class, the subject librarian is Xan Goodman. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at www.library.unlv.edu/

FAMILY ASSESSMENT

Objectives:

- Apply diverse communication techniques and interpersonal skills designed to facilitate interview techniques in obtaining health assessment data.
- Demonstrate ability to accurately perform and document assessment data as appropriate when providing patient care.
- Demonstrate critical thinking in the application of health assessment skills to the nursing process when caring for individuals, families, or small groups as client; including their psychosocial, sociocultural, spiritual, and family structure/system/status as appropriate.

Requirements:

Each student will complete a family assessment on a classmate, friend, or an assigned family. The family assessment should be completed in the “client’s” home with as many family members present as possible. Please **DO NOT** complete the family assessment assignment on relatives or your own family. The family assessment should be written documentation and should be written as such. Documentation should include subheadings for each section followed by a brief description of your assessment findings. Documentation **SHOULD NOT** be written as a dialogue or “question/answer” format. It is **NOT** necessary to document the family assessment in APA format. Please do not use patient names, initials only.

General Family Assessment Guidelines:

1. Type of Family Form – describe the family form, include members of family to determine form.
2. Identifying Data
 - a. Ethnic background
 - b. Religious practices or affiliations
 - c. Social class status
3. Family Composition
 - a. Role Structure - formal and informal role structure, responsibilities
 - b. Genogram (include 3 generations) - include causes of deaths, types of illnesses, ages, etc.
4. Environmental Information
 - a. Describe the home
 - b. Neighborhood characteristics/describe the larger community
 - c. Social support system or network
5. Developmental Stage of Family (refer to assigned readings) – stage of development and associated tasks of that developmental stage.
6. Family Functions and Health Care Practices
 - a. Identify any beliefs or values that affect the health of members
 - b. How does the family define health and illness
7. Family Strengths/Weaknesses
 - a. Describe the families strengths and weaknesses
 - b. Family stressors and coping strategies
8. Assessment Statement (could be a nursing diagnosis) - Make your own statement about the functioning of this family based on your data.
9. Any potential interventions that **you** would recommend

SPIRITUAL ASSESSMENT

Objectives:

- Apply diverse communication techniques and interpersonal skills designed to facilitate interview techniques in obtaining health assessment data.
- Demonstrate ability to accurately perform and document assessment data as appropriate when providing patient care.
- Demonstrate critical thinking in the application of health assessment skills to the nursing process when caring for individuals, families, or small groups as client; including their psychosocial, sociocultural, spiritual, and family structure/system/status as appropriate.

Requirements:

- The spiritual assessment will begin with an activity discussed in lecture that will be submitted with your spiritual assessment to the theory instructor. (Specific instructions will follow the guest lecture). The spiritual assessment should be written in documentation format. Documentation should include subheadings to organize the data, followed by a brief description of your assessment findings. Documentation **SHOULD NOT** be written in a dialogue or “question/answer” format. APA format is not required for documentation of the spiritual assessment. Please do not use patient names, initials only.

Sample Spiritual Screening Assessment Tool Sample:

General FICA Guidelines:

1. Faith and Beliefs
 - a. Do you consider yourself spiritual or religious?
 - b. Do you have spiritual beliefs that help you cope with stress?
 - c. What things do you believe in that give meaning to your life?
2. Importance and Influence of Faith or Beliefs
 - a. What influence does your faith (or spirituality) have in your life?
 - b. Have your beliefs influenced how you care for yourself?
 - c. What role do your beliefs play in regaining your health?
3. Community
 - a. Are you part of a religious or spiritual community?
 - b. Is this of support to you and how?
 - c. Is there a person or group of persons that are especially important to you?
4. Address in Care
 - a. How would you like me, your health care provider (nurse), to be involved in the spiritual aspects of your care?

