

California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST
• AREA E: Lifelong Learning, Self-Development and Information Literacy
See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: NURS 210/211	Course Title: Nursing Communication and Assessment theory and laboratory courses	
Number of Units: 3 units combined theory and lab		
College or Program: <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input checked="" type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: _____	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Nancy Romig	Email: nromig@csusm.edu	Submission Date: March 11, 2014

1. Course Catalog Description:

NURS 210 (2) **Nursing Communication and Assessment:** Introduction to the components of health assessment, therapeutic communication, and interview techniques with an emphasis on cultural and community variables. Introduces the student to the role of the nurse as teacher and health promoter. *Enrollment Requirement: Simultaneous enrollment in NURS 200, 201 and 211.*

NURS 211 (1) **Nursing Communication and Assessment Laboratory:** Practice of health assessment techniques and basic therapeutic communication skills in the Nursing Skills Laboratory and community settings. Includes practice in patient education and health promotion. *Three hours of laboratory. Enrollment Requirement: Simultaneous enrollment in NURS 200, 201 and 210.*

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date		
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>					
				_____ DC Initial	
		Support Do not support*	Support Do not support*		
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
_____ Library Faculty	_____ Date		_____ Impacted Discipline Chair	_____ Date	
		Support Do not Support*	Approve Do not Approve		
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
_____ Impacted Discipline Chair	_____ Date		_____ GEC Chair	_____ Date	

From: Denise Boren
Sent: Sunday, March 16, 2014 9:07 PM
To: Marshall Whittlesey
Cc: Regina Eisenbach
Subject: RE: EO 1065
Attachments: Area E Request.docx; N210 Nursing Communication and Assessment.docx; N211 Nursing Communication and Assessment Lab.docx

Importance: High

Hi Marshall - sorry, I got side-tracked this past week for other urgent things, but did meet with faculty and we decided that NURS 210/211 (3 units collectively) fit better as students do a self- assessment and other assessments on one another in this course and concurrent lab. I am sending the syllabi and the Area E Course Request. We will get signatures concurrently.

Thank you.

Denise

Denise Boren, PhD, RN
Director, School of Nursing
College of Education, Health and Human Services
California State University San Marcos
Phone: (760) 750-7553
Fax: (760) 750-3646
Email: dboren@csusm.edu

From: Yvonne Meulemans
Sent: Thursday, March 27, 2014 2:17 PM
To: Marshall Whittlesey; Regina Eisenbach
Subject: nurs 210/211

Hi Marshall and Regina:

I've reviewed the forms and syllabus for NURS 210/11. Please consider this email my signature in support. Thank you for your patience with me.

Regards,
Yvonne

Yvonne Nalani Meulemans
Information Literacy Program Coordinator
Associate Librarian
California State University at San Marcos
Kellogg Library 3422/760-750-4375

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*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Nancy Romig Phone:7555 Email: nromig@csusm.edu

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• AREA E: Lifelong Learning, Self-Development and Information Literacy

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Part A: E Lifelong Learning and Self-Development General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Lifelong Learning and Self-Development GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
E1.1 Describe the physiological, social/cultural, and psychological influences on their own well-being.	<ul style="list-style-type: none"> - Perform a self-assessment using genogram format - Completes a head to toe physical assessment, health history, mental status assessment, nutritional assessment, cultural and developmental assessment - Performs self-communication assessment 	<ul style="list-style-type: none"> - Health History paper - Demonstrate vital signs, head to toe and head, eyes, ears, nose and throat evaluation on a peer - Communication paper
E1.2 Identify and actively engage in behaviors that promote individual health, well-being, or development.	<ul style="list-style-type: none"> - Perform a self-assessment using genogram format - Select a health promotion / health safety topic (exercise, stress management, hazards of smoking, drugs and alcohol, breast and testicular self-exams) 	<ul style="list-style-type: none"> - Health History paper - Health Promotion Education presentation
E1.3 Describe the value of maintaining behaviors that promote health, well-being and development throughout their lifespan.	<ul style="list-style-type: none"> - Perform health assessment on self and lab partner - Select a health promotion / health safety topic (exercise, stress management, hazards of smoking, drugs and alcohol, breast and testicular self-exams) 	<ul style="list-style-type: none"> - Health History paper - Health Promotion Education presentation
E1.4 Describe how their well being is affected by the university's academic and social systems and how they can facilitate their development through active use of campus resources and participation in campus life.	<ul style="list-style-type: none"> - Identify potential health support through University Health and Wellness Center 	<ul style="list-style-type: none"> - Health Promotion Education presentation
E2.1 Students will demonstrate their critical thinking skills by locating, analyzing and synthesizing information.	<ul style="list-style-type: none"> - Interviewing a family member or friend about a health care problem and analyze the transcript for therapeutic and nontherapeutic communication. 	<ul style="list-style-type: none"> - Communication paper with process recording

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	<ul style="list-style-type: none"> - An interview with a family member or a friend - Performs self-communication assessment 	<ul style="list-style-type: none"> - Writing requirement in the communication paper - Communication paper
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	<ul style="list-style-type: none"> - Communication interview with a individual with a significant health problem - Describe cultural and community variables that impact health in individuals 	<ul style="list-style-type: none"> - Multiple exams and communication paper
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	<ul style="list-style-type: none"> - Demonstrate the best practice for health promotion and plans for research on a health promotion topic by conducting a comprehensive literature review (research base peer review) 	<ul style="list-style-type: none"> - Current research / evidence in references used for papers and presentations

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Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All E courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe):

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	By requiring students to write a 2500 word Communication paper in the course.
Courses in this area highlight the students' self-development and promote the acquisition of skills that will allow the student to be a life-long learner. Courses that examine human development across the lifespan will not satisfy the Area E requirement unless the students' own growth is the focal point of the course.	By requiring the Communication paper that includes a process recording of an interview of a client, and self-analysis of therapeutic and non therapeutic communication
Courses will focus on the interdependence of the physiological, social/cultural, and psychological factors which contribute to students' own personal development.	By having students perform a self-assessment using genogram format as part of a Health History paper, and a self-communication assessment through an interview, process recording and Communication paper. Students will complete a head to toe physical assessment, health history, mental status assessment, nutritional assessment, cultural and developmental assessment.
Content will cover factors that promote and detract from students' ability to achieve optimal individual health, well-being or development across various points in their lives.	By requiring students to select a health promotion / health safety topic (exercise, stress management, hazards of smoking, drugs and alcohol, breast and testicular self-exams) and provide an educational presentation to their peers.
These courses will include at least 5 hours of class time dedicated specifically to information literacy instruction taught in collaboration with library faculty.	By requiring students to collaborate with the librarian to search for literature on the health promotion topic they have selected, and provide health information through presentations to their peers. Normally 2 class periods (3 hours each) are used for presentations.
Specifically, under the context of academic research, students will be able to articulate their information need, formulate a search strategy, use the appropriate tool to find information, evaluate information, and	By requiring students to search the library databases for information, review the literature, and evaluate what sources can be integrated into their Communication paper and health promotion presentation.

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integrate these sources into their research assignments.	
Courses will require assignments that will assist the student in understanding how to use information in an academic and scholarly community.	By requiring students to do research and literature review for their required Communications paper and health promotion presentation assignments.

**COURSE SYLLABUS
NURS 210
Nursing Communication and Assessment
Fall 2013**

Professor & Course Coordinator: Kathy Frederick Louv RN, MSN, FNP-BC
Phone: 760.750.7550
Email: klouv@csusm.edu
Office Hours: Mondays, 1:00pm – 1:50pm

Course Units 2 Units
Course Time and Classroom: 1400-1550; SMACC Classroom 222
Prerequisites BIOL 160, BIOL 175, BIOL 176, CHEM 100, CHEM 100L, GEO 102, GEW 101, MATH
Co-requisites NURS 200, 201, 211

Course Catalog Description:

This course provides an introduction to the components of health assessment, therapeutic communication, and interview techniques with an emphasis on cultural and community variables. The course also introduces the student to the role of the nurse in health promotion.

Course Overview

NURS 210 is a theory course that is designed to introduce communication techniques, assessment of the whole person, assessment techniques in the clinical setting, and physical exam. This course will also introduce the different roles of the nurse as care provider (CP), member of the profession (P), teacher (T), and care coordinator (CC). In the Orem model, the course brings in Self-Care requisites and Nursing Systems.

Area E Student Learning Outcomes

E1.1 Describe the physiological, social/cultural, and psychological influences on their own well-being.

E2.1 Students will demonstrate their critical thinking skills by locating, analyzing and synthesizing information.

Student Learning Outcomes

Level Outcomes

Upon completion of this course the student will be able to:

- | | |
|---|------------------|
| 1. Identify elements of communication and the interviewing process. | I.CP; I. P |
| 2. Define Orem’s Basic Conditioning Factors and identify the major Self-Care Requisites during a body systems assessment. | I. CP; I. P; I.T |
| 3. Discuss techniques and tools needed for effective therapeutic communication. | I.CP; I.P I. CC |

Level Outcomes

4. Explain the purpose, components, and techniques related to a patient history.	I. CP; I. CC; I.P
5. Define nutritional status.	I. CP; I. CC; I.T
6. Demonstrate knowledge of normal anatomy and function in assessing physical structures of the female and male patient across the life span.	I. CP; I. CC; I.T
7. Discuss the steps in a complete head to toe physical examination and health assessment.	I. CP; I. CC; I.T
8. Differentiate between normal and abnormal findings.	I. CP; I. CC
9. Describe cultural and community variables that impact health in individuals, as well as in communities.	I. CP; I. CC; I.T
10. Discuss Orem’s Nursing Systems; wholly compensatory, partly compensatory, and supportive–educative.	I. CP; I. CC; I.T
11. Explore principles of patient education and health promotion.	I. CP; I. CC; I.T; I.P

Course Requirements:

1. Communication Interview/Paper

Total possible points = 50

An interview with a family member or family friend, not a peer, preferably over 50 years old and/or a person with a significant health care problem. The interview will be tape recorded, transcribed and analyzed. A consent form must be signed prior to the interview. Refer to pages 8 and 9 of this syllabus for additional instructions and rubric.

- Write a 2500 word paper about communication and your communication techniques.
- Identify what statements were therapeutic and those that were non-therapeutic.
- Rewrite your non-therapeutic statements with statements that are therapeutic.
- Paper should be in APA format.

2. Exams 1, 2, and 3: Multiple Choice, T/F, Fill in (50 pts. each) Total possible points = 150

Exams 1, 2, and 3 will be completed in class. If illness or emergency situation should occur prior to the scheduled time for an examination, please contact the instructor to arrange for alternate testing date.

3. Final Exam (cumulative): Multiple Choice, T/F

Total possible points = 50

The final exam will be completed in class.

4. Extra Credit: All students are required to take the ATI Nutrition Exam and will be given 5 points of extra credit for doing so. 5 more points will be awarded if the test is passed with a score of at least 71% (Total possible extra credit: 10 points).

Method of Evaluation and Standard Grading Scale:

A total of 250 points may be earned for the course.

Total Points	Letter Grade	%
225 - 250	A	90-100
200 - 224	B	80-89
178 - 199	C	71-79
150 - 177	D	60-70
176 or less	F	(<60%)

Final grades will be calculated by totaling all points earned and then determining the corresponding letter grade. *The percentages above are for reference only and students' grades will not be determined by percentages.* There will be no additional points awarded or extra credit available. Refer to CSUSM's School of Nursing Student Handbook for information on "Grading Practices".

Students must earn an overall course average (based on the total points possible) of at least 71%. Additionally, a 71% average on all exams and quizzes is required to successfully pass the course. For all coursework assigned a Pass/No Pass, the student must achieve a passing grade. All of these criteria must be met in order to pass the course and remain in the nursing program.

Required Textbooks

1. Jarvis, C. (2012). *Physical examination and health assessment* (6th ed.). Philadelphia: Saunders.
2. Jarvis, C. (2012). *Student laboratory manual for physical examination and health assessment* (6th ed.). Philadelphia: Saunders.
3. Assessment Technology Institute, LLC (ATI) (2008). *Nutrition for nursing* (ed. 4.0). ISBN-13: 978-1933107837
4. Dudek, S.G. (2009). *Nutrition handbook for nursing practice*. (6th ed.). Philadelphia: Lippincott

Required Websites

Go to ATItesting.com and enroll as a student.

Go to the Evolve web site (<http://evolve/elsevier.com>), enroll (free with purchase of book), and click on Jarvis, *Physical examination and health assessment*, (6th ed.). This will direct you to chapter assignments and resources.

Recommended Books:

1. Ackley, B., & Ladwig, G. B. (2006). *Nursing diagnosis handbook: A guide to planning care* (8th ed.). Philadelphia: Elsevier Mosby.

2. Karch, A.M. (2011). *Focus on nursing pharmacology*. (5th ed.). Philadelphia: Lippincott, Williams & Wilkins.
3. Van Betten, P., & Moriarty, M. (2004). *Nursing Illuminations, A Book of Days*. Philadelphia: Mosby.

Course Expectations

1. Careful reading and study of all assigned materials prior to the class meeting for which they are assigned. You will be expected to participate in the class discussion. A grade of Pass or Fail will be given for individual and group participation. (See Methods of Evaluation)
2. Sustained, active participation in class, which includes the following:
 - Regular class attendance. You cannot actively participate in a class if you are not there, or are there only sporadically. Your *regular presence* in class and your ability to participate in the class discussion is your most substantial evidence that you are actively involved in the course. **Three absences will result in an F in class participation and will result in not passing the course.**
 - Class participation also includes a polite, cooperative, and receptive attitude towards one's classmates and the professor. **All cellular phones, pagers, beepers and other such electronic equipment to communicate or text message others are to be turned off during class periods.**
3. Satisfactory completion of the course papers and other assignments before the specified deadline is expected. Late papers, such as the Communication Interview/Paper, will receive a 1-point reduction per day including weekend days. If an illness or emergency situation should occur prior to the scheduled time for an examination, please contact the instructor to arrange for an alternate testing date.
4. You are expected to adhere to the University policies on academic honesty, as outlined in the Student Academic Honesty Policy. **All written work and oral assignments will be original work by each student. There are no team assignments in this class.** Any evidence of cheating, including plagiarism, constitutes sufficient reason for a failing grade for the assignment or even the entire course. To avoid any appearance of plagiarism, be sure to document the sources for your work, citing all references using APA format. All quotations and all paraphrasing require a citation. Materials adapted from web-based references must also be properly cited (APA). **Incidence of Academic Dishonesty** are also reportable to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.
5. You are expected to be professional and maintain confidentiality on all personal and sensitive information obtained in this course regarding other individuals. This includes, but is not limited to, avoiding discussions that would allow others to identify the subject of the information and removing patient names from course papers/class assignments. To discuss patient information in a student forum, you may use initials or a name that is not the patients. Failure to protect the privacy of others may have serious repercussions and is a violation of the Health Information Protection and Privacy Act (HIPPA). Taking photographs of and/or posting information about

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patients or any experiences related to patient care on the Internet are all strictly prohibited and can result in expulsion from the nursing program.

6. Students are strongly encouraged to have the communication paper proofread by a classmate or the Writing Center staff on campus prior to submission.

Special Assistance

Should you require special accommodations because of a documented disability, please notify the instructor early in the semester. Student should provide appropriate and recent documentation to the Office of Disabled Student Service (DDS). This office is located in Craven Hall 5205, and can be contacted by phone at 760-750-4905.


How to reach me:

You can email me, contact me on the phone or most preferably, see me during office hours. My office hours are your time and I encourage you to take advantage of this opportunity as all of your professors are committed to helping you succeed in this course and in the nursing program. I do check email and phone messages every day during the working week. If you wish to set up an appointment with me during or outside of regular office hours, try to do it at least week ahead of time so that I can prepare.

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<i>DATE</i> <i>Mondays</i>	<i>WEEKLY TOPIC</i>	ASSIGNED READING
Week 1: 8/26	Intro to course, syllabus, assignments <u>Introduction to Communication:</u> Therapeutic -Non therapeutic Communication; Interdisciplinary Communication. The Patient Interview	Syllabus Taylor, Ch. 21 Jarvis, Ch. 3
Week 2: 9/2 LaborDay – no class today, but online assignments will be given	<u>Introduction to the Health History:</u> Complete Health History Functional Assessment of the Older Adult Genetics, Pedigree	Jarvis, Ch. 1, 4 Jarvis, Ch. 30 Jarvis, pgs. 52-54 View lectures on CC on your own prior to clinical. Health promotion: Do not drive over the speed limit this week.
Week 3: 9/9	<u>Introduction to the Physical Exam:</u> Assessment Techniques General Survey, Measurement & Vital Signs Pain Assessment	Jarvis, Ch. 8,9,10 Health promotion: Drink an extra 8oz. glass of water every day this week.
Week 4: 9/16	Integumentary Assessment (Skin, Hair & Nails) Nutritional Assessment	Jarvis, Ch. 11, 12 ATI Nutrition Book Health Promotion: Eat 2 extra servings of fresh vegetables every day this week.

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<p>Week 5: 9/23</p>	<p>Exam 1</p> <p>Assessment of Thorax & Lungs</p>	<p>Jarvis, Ch. 18</p> <p>Health Promotion: Take deep, calming breaths three times every day this week.</p>
<p>Week 6: 9/30</p>	<p>Cardiovascular System Assessment</p> <p>Peripheral Vascular and Lymphatic Systems</p>	<p>Jarvis, Ch. 19,20</p> <p>Health Promotion: Go to bed 30 min. earlier every night this week.</p>
<p>Week 7: 10/7</p>	<p>Abdomen Assessment</p> <p>Gastrointestinal System Assessment</p>	<p>Jarvis, Ch. 21, 25</p> <p>Health Promotion: Take a walk <i>outside</i> for 20 min. every day this week.</p>
<p>Week 8: 10/14</p>	<p>Musculoskeletal Assessment</p> <p>Neurological Assessment</p>	<p>Jarvis, Ch. 22, 23</p> <p>Health Promotion: Give/get a hug every day this week.</p>
<p>Week 9: 10/21</p>	<p>Exam 2</p> <p>Introduction to Health Promotion</p>	<p>Websites, to be announced</p> <p>Health Promotion: Meet the dietary guidelines for one meal every day this week.</p> 

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Week 10: 10/28	Mental Status Assessment Substance Abuse Assessment Domestic Violence	Jarvis, Ch. 5, 6, 7 Health Promotion: Consume less than 3000 mg of sodium per day all week.
Week 11: 11/4	Assessment of Head, Neck, and Regional Lymphatic System Assessment of Ears, Nose, Mouth, and Throat	Jarvis, Ch. 13, 15, 16 Health Promotion: Consume no more than two alcoholic drinks per day all week.
Week 12: 11/11 Holiday	Male Genitalia/Genitourinary System, including prostate Female Genitalia/Genitourinary System Sexuality Anus and Rectum	Jarvis, Ch. 24, 25, 26 View online lectures on your own prior to clinical. Health Promotion: Eat no burgers, French fries, or sodas this week.
Week 13: 11/18	Exam 3 Assessment of the Eye Cultural Assessment – Part 1	Jarvis, Ch. 2, 14 Drink no more than two caffeinated drinks per day all week.
Week 14: 11/25	Cultural Assessment – Part 2 Breast Assessment	Jarvis, Ch. 17 Consume no more than one sugary snack or dessert every day this week.
Week 15 12/2	Bedside Assessment of the Hospitalized Adult ATI Exam Communication paper due	Jarvis, Ch. 28 Taylor, pgs. 445-6 Stretch for 5 min. every day this week.
Week 16: Finals 12/9	Final Exam (Date, time, location to be announced)	Health Promotion: Spend 30 min meditating or sitting quietly every day this week.

Guidelines for Communication Paper

Learning Objective: To examine the student's communication pattern.

The assignment: To interview a family member or family friend for at least 20 minutes.

- Tape record the interview with written consent by a family member or family friend.
- Transcribe the interview on the Process Recording Form.
- Analyze the communication between you and your family member or family friend.
- Write a three - five page paper (do not count the Process Recording Form) on the analysis of your communication skills.

Criteria for evaluation:

1. Document (transcribe) your interview questions and responses as well as the responses of the person you interviewed by using the Process Recording Form provided. In addition to verbal communication, record periods of silence and nonverbal behavior on the Process Recording Form.

Total points = 20 points

2. Analyze the interview by identifying both therapeutic and non-therapeutic responses. Write a paper on communication and the analysis of your communication skills. If a response was non-therapeutic, state what could have been stated differently for a therapeutic response.

Total points = 25 points

3. The communication paper and reference list should be well organized, well written and in APA format. Attach verification of use of Writing Center to your paper.

Total points = 5 points

Overall total points = 50 points

PROCESS RECORDING

Student	Patient	Analysis

COURSE SYLLABUS
NURS 211
Nursing Communication and Assessment Laboratory
Fall 2013

Course Coordinator:	Kathy Frederick Louv, RN, MSN, FNP-BC
Phone:	760.750.7550
Email:	klouv@csusm.edu
Office Hours:	Mondays, 1:00pm – 2:00pm
Course Units	1 Unit

Contact information for clinical instructors will be provided in class.

Course Times, Clinical Instructors, Classroom:

All labs will meet from 1400-1700 for the first 8 weeks, then from 1300-1600 when at the clinical sites.

Tuesday lab: Marilyn Clements, RN, MSN, CNOR; SMACC Skills Lab, Room 223
Office hours and room: to be announced by professor

Wednesday lab: Heather Mallon, RN, MSN, FNP-BC; SMACC Skills Lab, Room 223
Office hours and room: Wednesdays, 12-1pm or by appointment

Thursday lab: Lindsey Kendall, RN, BSN, LNCC; SMACC Skills Lab, Room 223
Office hours and room: to be announced by professor

Friday lab: Kimberly Morlan, RN, MSN; SMACC Skills Lab, Room 223
Office hours and room: to be announced by professor

Prerequisites:	BIOL 160, BIOL 175, BIOL 176, CHEM 100, CHEM 100L, GEO 102, GEW 101, MATH
Co-requisite:	NURS 200, 201, 202, 210

Course Catalog Description:

Practice of health assessment techniques and basic therapeutic communication skills in the Nursing Skills Laboratory and community settings. Includes practice in patient education and health promotion. Three hours of laboratory.

This course provides an opportunity for students to practice health assessment techniques and basic therapeutic communication skills in the Nursing Skills Laboratory and community settings. The course includes practice in patient education and health promotion.

Course Overview

Nursing 211 is the co-requisite laboratory course to Nursing 210. In this course the students will be able to practice communication techniques, assessment techniques, physical exam, and the

nursing roles of care provider (CP), care coordinator (CC), and teacher (T). Orem's Basic Conditioning Factors, Self-Care Requisites, and Nursing Systems will be applied in this course.

Area E Student Learning Outcomes

E1.2 Identify and actively engage in behaviors that promote individual health, well-being, or development.

E1.3 Describe the value of maintaining behaviors that promote health, well-being and development throughout their lifespan.

E1.4 Describe how their well-being is affected by the university's academic and social systems and how they can facilitate their development through active use of campus resources and

Student Learning Outcomes

Level Outcomes

Upon completion of this course the student will be able to:

- | | |
|--|-----------------|
| 1. Practice basic interviewing techniques and communicate therapeutically with patients; | I.CP; I.CC |
| 2. Demonstrate knowledge of Orem's Basic Conditioning Factors, major Self-Care Requisites and Nursing Systems. | I.CP; I.CC; I.T |
| 3. Perform and record data appropriate for a complete health history. | I.CP |
| 4. Accurately perform a head-to-toe health assessment for a variety of patients from different age groups, and in various clinical settings. | I.CP; I.CC |
| 5. Develop and implement a health promotion educational presentation. | I.T |

Course Requirements:

1. Classroom Participation:

Total possible points: Pass/Fail

Over the course of the semester students will participate in a variety of group activities. To be effective, please prepare in advance and participate in discussions and activities, be on time, attend weekly and demonstrate a positive, respectful attitude.

2. Health History Paper:

Total possible points = 100

- Write a health history on a peer using the Health History forms
- Narrative data must be entered clearly and concisely
- All data should be specific. For example, if medications are being used, include the dosage, frequency, etc; if surgery or hospitalization took place identify the year and specific health deviations. See the Health History form for more information.

3. Health Promotion Presentation:

Total possible points = 65

Students will form a group of three to four students. Each group will select a health promotion topic, from the Guidelines for Health Promotion Education, develop, and formally present the topic, to peers, faculty and patients at the SNF if possible.

- The presentation will be 30 minutes in length and include an introduction, a discussion of the topic and a summary.
- Make the topic interesting to hold the audience’s attention.
- If using a poster or any other visual material, it should be neat, logical, organized and readable from three feet.
- Typed written materials should be given to each participant (peers and faculty) at the time of the presentation. The written materials should include the learning objectives and a bibliography.

The faculty member should be given an in-depth content outline on the day the group presents the topic. A minimum of three scholarly references should be identified in the bibliography; references must support your presentation. See Guidelines for Health Promotion Presentation.

4. Vital Signs Skill Evaluation:

Total Points = 25pts.

Students will demonstrate taking a temperature, radial pulse, respirations, and blood pressure on a peer. See Vital Signs Skill Evaluation form. Students will use the form for practice and testing.

5. Laboratory Skills Evaluation #1: Head –To–Toe Evaluation

Total points = 75

The student will perform a complete Head-To-Toe physical assessment from memory. The assessment includes the following: General Survey, Thorax/Lungs, Cardiac, Peripheral Vascular, Musculoskeletal, and Neurological Systems. The physical exam also includes a vital signs section that is to be completed with the lab partner 15 minutes prior to the scheduled time with faculty. See the Skills #1 Head-To-Toe Evaluation form for more information.

6. Laboratory Skills Evaluation #2: HEENT Evaluation

Total Points = 50 pts.

The student will perform a HEENT physical exam. The students will randomly be given two systems for the skills test with faculty: Head/Face; Eyes; Ears; or Nose/Mouth/Throat. See the Skills (HEENT) Evaluation form for more information.

Methods of Evaluation and Standard Grading Scale:

A total of 315 points may be earned for the course.

Total Points	Letter Grade	%
284 - 315	A	90-100
252 - 283	B	80-90
224 - 251	C	71-79
189 - 223	D	60-70
188 or less	F	≤59

Students’ final grades will be calculated by totaling all points earned and then determining the corresponding letter grade. The percentages above are for reference only and students’ grades will

not be determined by percentages. There will be no additional points awarded or extra credit available. Refer to CSUSM's School of Nursing Student Handbook for information on "Grading Practices".

Students must earn an overall course average (based on the total points possible) of at least 71%. Additionally, a 71% average on all exams and quizzes is required to successfully pass the course. For all coursework assigned a Pass/No Pass, the student must achieve a passing grade. All of these criteria must be met in order to pass the course.

Required Textbooks

1. Jarvis, C. (2012). *Physical examination and health assessment* (6th ed.). Philadelphia: Saunders.
2. Jarvis, C. (2012). *Student laboratory manual for physical examination and health assessment*. (6th ed.). Philadelphia: Saunders.
3. Dudek, S. G. (2009). *Nutrition handbook for nursing practice*. (6th ed.). Philadelphia: Lippincott.

Required Website

Go to the Evolve web site (<http://evolve/elsevier.com>), enroll (free) and click on Jarvis, *Physical examination and health assessment*, (6th ed.). This will direct you to chapter assignments and resources.

Required Equipment:

Please bring your Health Tote Kit and stethoscope to all scheduled labs. Also, you must have a watch with a second hand for this lab and most clinical rotations.

Recommended Books:

1. Ackley, B., & Ladwig, G. B. (2010). *Nursing diagnosis handbook: A guide to planning care*. (9th ed.). Philadelphia: Elsevier Mosby.
2. Karch, A. (2009). *2009 Lippincott's nursing drug guide for PDA*. Philadelphia: Lippincott, Williams and Wilkins.

Course Expectations:

1. Students should read and study all assigned materials prior to the class meeting for which they are assigned. Students will be evaluated as to their participation in the class discussions (Pass/Fail)
2. Sustained, active participation in class is highly recommended and includes the following:
 - Regular class attendance. Your regular presence in class and your ability to participate in the class discussion provides substantial evidence that students are actively involved in the course.

- Class participation also includes a polite, cooperative, and receptive attitude towards one's classmates and the professor. **All cellular phones, pagers, beepers and other such electronic equipment to communicate or text message others are to be turned off during class periods.**

All clinical hours must be completed. No day can be missed **without making up the experience.** If you are ill or have a family/personal emergency and must miss a clinical day, contact your instructor directly or via voice mail as soon as possible. Make-up possibilities will be reviewed by the clinical instructor and course coordinator.

More than one clinical absence may result in course failure in some courses. If you are unable to complete the required number of clinical hours and/or experiences, you will be required to wait until space is available in the next offering of the class. This means you may have to wait until the next academic year to continue in the nursing program as successful completion of the current clinical courses is usually a pre-requisite for enrolling in the next semester's clinical coursework. All changes or modifications in a student's curriculum sequence and/or continuation in the SON will require approval by the Curriculum & Evaluation Committee and School Director.

3. Satisfactory completion of the health history paper and health promotion presentation is due on the specified date in the Weekly Topic Outline. Late papers (health history) will receive a 1-point reduction per day. This also includes weekend days. If an illness or emergency situation should occur prior to the scheduled time for a skills evaluation, please contact the instructor to arrange for an alternate testing date.

4. Students are expected to adhere to the University policies on academic honesty, as outlined in the Student Academic Honesty Policy. All written and oral assignments will be original work. Any evidence of cheating, including plagiarism, constitutes sufficient reason for a failing grade for the assignment or even the entire course. To avoid any appearance of plagiarism, be sure to document the sources for your work, using APA citation format. All quotations and all paraphrasing require a citation. Materials adapted from web-based references must also be properly cited. **Incidence of Academic Dishonesty** are also reportable to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

5. You are expected to be professional and maintain confidentiality on all personal and sensitive information obtained in this course regarding other individuals. This includes, but is not limited to, avoiding discussions that would allow others to identify the subject of the information and removing patient names from course papers/class assignments. To discuss patient information in a student forum, you may use initials or a name that is not the patients. Failure to protect the privacy of others may have serious repercussions and is a violation of the Health Information Protection and Privacy Act (HIPPA). No electronic devices with a camera are allowed in the clinical setting at any time, including cellphones. Taking photographs of and/or posting information about patients or any experiences related to patient care on the Internet are all strictly prohibited and can result in expulsion from the nursing program – even if there is no information attached that identifies the patient or facility.

6. Students are strongly encouraged to utilize the Writing Center or classmates for proofreading all assignments and papers turned in.

Special Assistance:

Should you require special accommodations because of a documented disability, please let the instructor know early in the semester. Student should provide appropriate and recent documentation to the Office of Disabled Student Service (DDS). This office is located in Craven Hall 5205, and can be contacted by phone at 760-750-4905.

How to reach us:

You can email us, contact us on the phone or most preferably, see us during our office hours. Our office hours are your time and we encourage you to take advantage of this opportunity as we are all committed to helping you succeed in this course and in the nursing program. We do check email and phone messages every day during the working week. If you wish to set up an appointment with us either during or outside of regular office hours, try to do it at least week ahead of time so that we can prepare.

DATE Tuesday- Friday	WEEKLY TOPIC (In-Lab Activities)	ASSIGNMENTS Study/ View/Written
<p>Week 1: 8/26 – 30</p>	<p><u>Introduction</u></p> <ul style="list-style-type: none"> • Review N211 syllabus & lab schedule • Introduction to Evolve website • Introduction to clinical lab • Introduction to Cougar Courses (Moodle) • Blue tote bag supply check • Skyscape installation check • Choose a lab partner <p><u>Interviewing</u></p> <ul style="list-style-type: none"> • Jarvis workbook: Complete Chapter 3 in lab (<i>Each student assigned to a question</i>) • Exercise: Using the guidelines in from Jarvis Chapter 3, and PowerPoint: choose a lab partner and create a 5-minute interview that incorporates at least five effective communication techniques discussed in class. Present to your clinical group. • 3 Student Scenarios <p><u>Health Promotion Education Project</u> Form groups, select Health Promotion Education topics and assign presentation dates Teaching/Learning PPT Demonstration</p>	<p><u>Prior to Class:</u> Jarvis lab manual and Evolve: Ch 3</p> <p><u>Bring to Class:</u> Syllabus for N211</p> <p><u>Download from Cougar Courses and bring to class:</u> Interview guide Scenarios 1,2,3</p>
<p>Week 2: 9/2-6 (9/3 off - Holiday)</p>	<p><u>Health History:</u> Review components of Health History (HHX) and HHX assignment</p> <p><u>Functional Assessment of the Older Adult:</u> Review and discuss all sections of Jarvis Lab Manual, Ch. 30</p> <p><u>Genogram:</u> Demonstration of genogram Take a health history on your lab partner Self-assessment: complete a genogram and provide to your lab partner for the health history</p>	<p><u>Prior to Class:</u> Jarvis lab manual and Evolve: Ch. 1, 4, 30 Jarvis text – pgs. 52-54</p> <p><u>Download from Cougar Courses and bring to class:</u></p> <ul style="list-style-type: none"> • Health History Form • Genogram

<p>Week 3: 9/9 – 9/13</p>	<p><u>Introduction to the Physical Exam</u> Discuss and Practice: Assessment of General Survey Assessment Techniques: Inspection, Palpation, Percussion, Auscultation</p> <ul style="list-style-type: none"> • Write up: Document assessment. See sample documentation of well patient. <p>Perform General Survey, Measurement & Vital Signs on lab partner</p> <p><u>Vital Signs Skills, Pain</u></p> <ul style="list-style-type: none"> • Video: Taylor Assessment of Vital Signs Discuss and practice: Assessment of temperature, pulse, respirations, and blood pressure. Use Vital Signs Skills Evaluation as a guide. Document on graph. • Case Study: General Survey, Vital Signs and Pain 	<p><u>Download from Cougar Courses and bring to class:</u></p> <ul style="list-style-type: none"> • Vital Signs Skills Evaluation • Vital Signs Graph Record • Case Study : Vitals Signs • <p><u>Prior to Class :</u> Complete Jarvis Workbook:</p> <ul style="list-style-type: none"> • 8-Assessment Techniques and the Clinical Setting • 9-General Survey, Measurement, Vital Signs • 10-Pain Assessment: The 5th Vital Sign <p>Case Study – General Survey, Vital Signs and Pain</p>
<p>Week 4: 9/16 – 9/20</p>	<p><u>General Survey, Skin, Hair, and Nails</u></p> <ul style="list-style-type: none"> • Video: Jarvis General Survey, Assessment of Skin, Hair, and Nails • Discuss and Practice: Assessment of Skin, Hair, and Nails • Review: Skin Lesions <p>Identify 20 specific skin lesions and hair & nail conditions; document appropriately.</p> <p><u>Nutritional Assessment:</u> Perform Nutritional Assessment on lab partner Discuss nutritional developmental considerations</p> <p>Vital Signs Skills Evaluation</p>	<p><u>Prior to Class:</u> Jarvis Lab Manual and Evolve: Chap. 11, 12</p> <p>Assignment in Dudek-to be announced</p> <p><u>Download from Cougar Courses and Bring to Class:</u> Vital Signs Skill Evaluation Form</p>

<p>Week 5: 9/23 – 9/27</p>	<p><u>Thorax, Lungs</u></p> <ul style="list-style-type: none"> • Video: Jarvis Thorax and Lungs • Audio: Lung Sounds • Discuss and Practice: Assessment of Thorax and Lungs, • Write up: Document assessment. See sample documentation of well patient. • Case Study: Thorax and Lungs (Mr. A) or Lungs and Thorax (Joe) 	<p><u>Prior to Class:</u> Jarvis Lab Manual and Evolve: Chap. 18</p> <p><u>Bring to class:</u></p> <ul style="list-style-type: none"> • Jarvis textbook and workbook • Ackley textbook • Blue Tote Bag • Stethoscope • Physical Assessment Midterm Study Guide <p><u>Download from Cougar Courses and bring to class:</u> Anatomical Landmarks Assignment</p>
<p>Week 6: 9/30 – 10/4</p>	<p><u>Heart and Neck Vessels, Lymphatic System</u></p> <ul style="list-style-type: none"> • Video: Jarvis Cardiac, Peripheral Vascular, Lymphatics • Audio: Heart Sounds • Discuss and Practice: Assessment of Heart and Vascular System • Write up: Document assessment. See sample documentation of well patient. • Anatomical Landmarks Assessment Angina Article <p>Case Study: Heart and Peripheral Vascular System</p> <p>Health History Due</p>	<p><u>Prior to Class:</u> Jarvis Lab Manual and Evolve: Chaps. 19 & 20</p> <p><u>Bring to class:</u></p> <ul style="list-style-type: none"> • Jarvis textbook and workbook • Ackley textbook • Stethoscope • Physical Assessment Midterm Study Guide <p>Anatomical Landmarks Assignment</p> <p><u>Download from CC and bring to class</u> <u>Wks 6-10:</u> Head-to-Toe Evaluation Form</p>

<p>Week 7: 10/7 – 10/11</p>	<p><u>Abdomen</u></p> <ul style="list-style-type: none"> • Video: Jarvis Abdomen • Discuss and Practice: Assessment of Abdomen • Write up: Document assessment. See sample documentation of well patient. <p>Case Study: Abdomen</p> <p>Perform abdominal assessment on lab partner (Abdominal assessment Video) Questionnaire form on assessment techniques and percussion sounds Elimination: Assessment of Anus, Rectum and Prostate (Exam deferred) (Video)</p>	<p><u>Prior to Class:</u> Jarvis Lab Manual and Evolve:</p> <ul style="list-style-type: none"> • 21-Abdomen • 25- Anus, rectum
<p>Week 8: 10/14 -10/18</p>	<p><u>Musculoskeletal System</u></p> <ul style="list-style-type: none"> • Video: Jarvis Musculoskeletal System • Discuss and Practice: Assessment of Neurological System • Write up: Document assessment. See sample documentation of well patient. • Case Study: Abdomen (Ms. G) or Abdomen (Mr. Petrosky) or Case Studies: Abdomen <p><u>Neurological System</u></p> <ul style="list-style-type: none"> • Video: Jarvis Neurological System • Discuss and Practice: Assessment of Neurological System • Write up: Document assessment. See sample documentation of well patient. • Case Study: Neurological (Mr. Kay) <p>Review form on terms related to the musculoskeletal system</p> <p>Neurological Assessment on lab partner (Neurologic: motor system & reflexes video) Concept Media Instructional Video w/ Q & A on Neurological System</p> <p>Practice Head-To-Toe Assessment skills</p>	<p><u>Prior to Class:</u> Jarvis Lab Manual and Evolve:</p> <ul style="list-style-type: none"> • 22- Musculoskeletal • 23-Neurological <p><u>Review PowerPoint:</u></p> <ul style="list-style-type: none"> • Neurological • Musculoskeletal <p><u>Bring to class:</u></p> <ul style="list-style-type: none"> • Jarvis textbook and lab manual • Ackley textbook • Stethoscope • Physical Assessment Midterm Study Guide

<p>Week 9: 10/21-10/25</p>	<p><u>Head-to-Toe Assessment exams</u></p>	
<p>Week 10: 10/28-11/1</p>	<p><u>Head-to-Toe Assessment exams</u> <u>Mental Status Exam:</u> MMSE Instructional Video & Student Exercises Discuss Mental status assessment and perform assessment on lab partner</p>	<p><u>Prior to Class:</u> Jarvis lab manual and Evolve: Chaps. 5, 6, 7</p>
<p>Week 11: 11/4 – 11/8</p>	<p><u>Head, Face, and Neck, Including Regional Lymphatics and Ears, Nose, Mouth, Throat:</u></p> <ul style="list-style-type: none"> • Video: Jarvis Head, Face, and Neck and Ears • Video: Jarvis Eyes and Nose, Mouth, and Throat • • Discuss and Practice: Assessment of Head, Face and Neck, Including Regional Lymphatics and Ears, Nose, Mouth, Throat. Use of otoscope. • Write up: Document assessment. See sample documentation of well patient. <p>Case Study: Ears</p>	<p><u>Prior to Class:</u> Jarvis Workbook:</p> <ul style="list-style-type: none"> • 13-Head, Face, and Neck, Including Regional Lymphatics • 15-Ears • 16-Nose, Mouth, and Throat <p><u>Bring to class:</u></p> <ul style="list-style-type: none"> • Jarvis textbook and workbook • Ackley textbook HEENT Study Guide
<p>Week 12: 11/11 – 11/15</p>	<p><u>Male Genitourinary System</u></p> <ul style="list-style-type: none"> • Video: Jarvis Male Genitourinary System <p><u>Female Genitourinary System</u></p> <ul style="list-style-type: none"> • Video: Jarvis Female Genitourinary System <p><u>Skin Lesions and Lesions Associated with Sexually Transmitted Infections</u></p> <ul style="list-style-type: none"> • Discuss and Practice: Identifying lesions <p><u>Breasts and Regional Lymphatics</u></p> <ul style="list-style-type: none"> • Video: Jarvis Breasts and Regional Lymphatics System 	<p><u>Prior to Class:</u> Jarvis Lab Manual and Evolve:</p> <ul style="list-style-type: none"> • 17-Breasts and Regional Lymphatics • 24-Male Genitourinary System • 26-Female Genitourinary System

NURS 211 Nursing Communication and Assessment Laboratory

<p>Week 13: 11/18 – 11/23</p>	<p><u>Eyes:</u> Video: Jarvis Eyes Case Study: Eyes</p> <ul style="list-style-type: none"> • Discuss and Practice: Assessment of Eyes Use of ophthalmoscope. <p><u>Cultural assessment:</u> Perform assessment on lab partner</p> <p>Practice integration of HEENT for Assessment Exam</p> <p>HEENT Assessment Exams</p>	<p><u>Prior to Class:</u> Jarvis Lab Manual and Evolve: Ch. 14</p> <p>Jarvis Lab Manual and Evolve: Ch. 2, 27, 29</p>
<p>Week 14: 11/25 – 11/29</p>	<p>Holiday week – no clinical</p>	
<p>Week 15: 12/2 – 12/6</p>	<p><u>Bedside Assessment of the Hospitalized Adult</u></p> <ul style="list-style-type: none"> • Review: Complete Inpatient Assessment • Review various forms used for evaluating hospitalized patients, including Bedside Assessment Checklist • Case Study: Elderly Client (Mrs. Clement) <p>HEENT Assessment Exams Health Promotion Presentations</p>	<p><u>Prior to Class:</u> Jarvis- Lab Manual and Evolve: Chap. 28</p> <p><u>Download and bring to class:</u> HEENT Assessment Form (CC), Bedside Assessment Checklist (on Evolve - Key Points – Print)</p>
<p>Week 16 12/9- 12/13</p>	<p>Finals Week (Class does not meet this week.)</p>	

**Group Presentation
NURS 211
Guidelines for
“Health Promotion Education”**

All students in the group are expected to participate in the group project. Group members will decide on a topic from the list below or seek approval on a topic of the group’s choice with the course professor on a subject pertinent to this course. The group will select a presentation method that involves all members of the group. Group members will meet and plan the presentation. Each group will need to list journal references not more than five years old that demonstrate the following current best practice for health promotion and plans for future research in the topic area presented. Information from web sites does not substitute for journal articles. Students are encouraged to use creative and innovative strategies or techniques for presenting the topic.

A written outline including all elements of the presentation with the names of the group members and the reference list must be handed to the instructors on the day of the presentation. A copy of the outline and references should be available to the other students in class to assist their learning of the topic. All the references and the outline must be in APA format. Web site information will need to be verified for accuracy.

Group projects sometimes involve problems with communication, inequity in workload and confusion about proper allocation for credit for work contributed. To prevent these types of problems, it is recommended that groups begin meeting early in the semester and discuss the issues during your first meeting. In addition, students will be grading each other’s participation in the group project. The point value assigned to the peer grade is 5 points of 70 total points for the project. Each student in the group will be given a Peer Group Grade sheet for all members of the group. Each student will grade all other students in the group and sign the sheet on the line next to “Grader”. The grade sheets are placed in a sealed envelope and turned into the instructor with the outline. The total points will be calculated by averaging all peer grades assigned for the individual student.

The Peer Group Grade sheet is found on page 14. In determining the grade, take into consideration the entire group process in developing this project. Consider the student’s attendance, contribution to the group process, completion of assigned or volunteered tasks on time, quality of completed work, and demonstration of respect for others and their views. The instructor will use all your grade sheets in calculating total grades. The total will be calculated by averaging all the grades assigned to the individual student.

Presentations should include the following components:

- **Introduction** to the topic: Introduces the subject and describes the significance of the topic to health promotion. States the objectives of the group presentation.
- **Background** of the topic: Discusses the background (history, other information) on the topic.
- **Content** of the topic: Describes the topic and includes application to the nursing process, Orem’s framework, current research and other evidence on the topic.
- **Discussion** of the topic: Discusses the group’s observations and impressions of the topic.

- **Implications** for health and/or safety, education and research. Campus resources for health promotion and education.

Examples of Topics for Group Presentation:

1. Integument: Skin Cancer prevention
2. Head and Neck:
 - Prevention of injury from accidents with proper selection and use of helmets
 - Prevention of injury with proper use of seat belts.
 - Dental caries prevention
 - Stroke prevention
3. Ear
 - Ear hygiene
 - Noise exposure and prevention of hearing loss
4. Eyes
 - Protection against injury
 - Screening tests
5. Respiratory/Breast
 - Breast self-exam/Mammogram
 - Immunizations
 - Smoking hazards/cessation
 - Environmental health for prevention of asthma exacerbations
6. Cardiovascular
 - Screening tests for cardiovascular disease
 - Nutrition for heart health
 - Exercise - cardiovascular
7. Gastrointestinal
 - Colon cancer screening/ prevention
 - Constipation prevention
8. Genitourinary
 - Toilet training
 - Testicle Self Exam
 - Prostate cancer screening
9. Musculoskeletal
 - Injury Prevention
 - Osteoporosis prevention and screening
 - Body mechanics
10. Neurological and Mental Health
 - Stress management
 - Screening for substance abuse
 - Prevention of Substance abuse
11. Prenatal
 - Hazards of smoking, drugs, and/or alcohol
12. Patient medication administration
 - Medications from pharmacology

**EVALUATION CRITERIA FOR NURS 211 GROUP PROJECT:
“Health Promotion Education”**

Group Presentation: _____

Name of Student: _____

<i>EVALUATION CRITERIA</i>	POSSIBLE POINTS	POINTS EARNED
Introduction: Introduces the subject and describes the significance of the subject to health promotion.	3	
States the objectives of the presentation.	3	
Background: Discusses the background information on the topic.	5	
Content: Discussion of the topic is accurate, up to date, relevant to course objectives.	7	
Utilizes pertinent evidence to support discussion.	3	
Includes the nursing process and Orem’s framework for planning education.	3	
Discussion: Group shares their own observations and impressions of the topic.	5	
Implications: Discusses implications for health and/or safety, education and research. Campus resources for health promotion and education.	3	
Methodology: Uses teaching aids (PowerPoint, handouts, posters)	3	
Performance: Overall flow of group presentation.	5	
Individual presentation: Clear, audible and understandable with vocabulary expected of a professional nursing student.	10	
Peer Group Grade: Talled from Peer Group Grade sheets	5	
Written Outline: Utilized APA; quality of content and nursing journals cited.	10	
TOTAL SCORE POSSIBLE / ACTUAL STUDENT SCORE	65	

**NURS 211
GROUP PRESENTATION
“Health Promotion Education”**

Peer Group Grade

Group Presentation: _____

Name of Student: _____

Grader: (please sign) _____

Directions: Complete the following grade sheet on each member in your group. Circle the desired response and provide comments below.

Student Activity	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Most times</i>	<i>Always</i>
▪ Attendance at scheduled meetings	1	2	3	4	5
▪ Contributed to group work	1	2	3	4	5
▪ Completed assigned/volunteered tasks on time	1	2	3	4	5
▪ Completed quality work	1	2	3	4	5
▪ Worked well with others	1	2	3	4	5

Comments: (must be provided for low scores)

Instructor: Total scores and divide by 5 for number of total points. **Total Points:** _____

**If more than one peer evaluator, average the total scores (example: 3 peer evaluators: 5 + 3 + 4 = 12, then divide 12 by 3 = 4 points).