Oregon State University
College of Public Health and Human Sciences
NUR 413 Advanced Health Assessment
Term and year

Credit Hours: 3 credit hours
Room: eCampus
Schedule: Online

Course Instructor:
Office Phone: 541-322-xxxx
E-Mail: xxxxx.xxxxx@osucascades.edu
Office Hours:

COURSE DESCRIPTION:
Builds on previous health assessment knowledge and skills, focusing on comprehensive health assessment skills. Using a lifespan approach, students examine the physical, cultural, psychosocial, spiritual and nutritional variables through the use of health history and health assessment.

Prerequisites: Acceptance in the RN to BSN Program
Co-requisites: None

LEARNING RESOURCES:
2. Internet access to our Canvas site at: https://oregonstate.instructure.com
3. Online library access and other online resources to access supplemental readings

STUDENT LEARNING OUTCOMES:
Upon completion of this class, students in NUR 413 will be able to:
1. Assess individuals and groups for the purpose of health promotion and disease prevention.
2. Conduct a holistic family assessment with a focus on culture, spirituality, coping, and family dynamics.
3. Apply health promotion strategies through client education.
4. Conduct screening assessments with a community group.
5. Analyze the nurse’s role in addressing ethical issues that arise in health promotion.
6. Discuss selected cultural factors that may have an impact on the health and well-being of emerging populations.

PROGRAM COMPETENCIES IN NURSING:
Upon satisfactory completion of the degree in Nursing, the students will have met the program competencies found at http://health.oregonstate.edu/degrees/competencies

COURSE CONTENT: Topics covered will include:
1. Health assessment and health promotion
2. Individual, family, and group assessment
3. Nutrition, exercise, and stress management assessment
4. Complementary and alternative strategies
5. Emerging populations and health promotion

**EVALUATION OF STUDENT PERFORMANCE:**

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multigenerational Family assessment</td>
<td>25 pts</td>
</tr>
<tr>
<td>Family teaching plan</td>
<td>10 pts</td>
</tr>
<tr>
<td>Group screening &amp; presentation</td>
<td>35 pts</td>
</tr>
<tr>
<td>Participation in Discussion (3 pts per week)</td>
<td>30 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100 pts</td>
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</tbody>
</table>

Grading Standard: 100 points possible

- A  93-100%
- A-  90-92%
- B+  87-89%
- B   83-86%
- B-  80-82%
- C+  77-79%
- C   73-76%
- C-  70-72%
- D+  67-69%
- D   63-66%
- D-  60-62%
- F   0-59%

**Description of Evaluation Items**

**Multigenerational Family Assessment. Due Week 7.**

Using the Family Assessment Tool at the end of the syllabus and developmental information compiled in reference tables, you will plan, conduct, and document a multigenerational family assessment over 2 family visits. Submit the assessment summary and a brief evaluation of your two visits.

**Family Teaching Plan. Due Week 9.**

Based on the analysis of your Multigenerational Family Assessment data, choose one health promotion topic and create a teaching plan to educate the family. Implement the teaching plan during Visit 3 with the family. Submit the plan and a brief summary of the intervention and family's response.

**Group Assessment of Nutrition, Exercise, and Stress Management. Due Weeks 9 & 10.**

Choose a group in which you already participate where you can conduct an assessment that includes the topics of nutrition, exercise, and stress management. After analyzing the assessment data, develop a follow-up report with recommendations for the group. Share your experience with your class colleagues during Grand Rounds.

**Participation in Discussion – Ongoing every week**

**Discussion question response:** Post a 150 – 200-word substantive response to the discussion question(s) posed by the due date. A substantive response needs to include the rationale for your answer as well as how it can be applied to practice. The substantive response needs to be supported by the readings for the week and/or your practice experience. Include examples if relevant.

**Participation:** Post substantive responses to at least two classmates discussion question responses. Substantive responses need to demonstrate critical analysis of the classmate’s
posting and a thoughtful response supported by the readings for the week and/or your practice. Comments such as “good idea” or “I agree” do not constitute a substantive response.

DIVERSITY STATEMENT
The College of Public Health and Human Sciences strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

EXPECTATIONS FOR STUDENT CONDUCT
The Student Conduct Code establishes community standards and procedures necessary to maintain and protect an environment conducive to learning, in keeping with the educational objectives of Oregon State University. This code is based on the assumption that all persons must treat one another with dignity and respect in order for scholarship to thrive. For the full Student Conduct Code see http://oregonstate.edu/studentconduct/

Academic or Scholarly Dishonesty is prohibited and considered a serious violation of the Student Conduct Code. It is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student’s own efforts or the efforts of another. For specifics related to offenses proscribed by the University see: http://oregonstate.edu/studentconduct/offenses-0.

RELIGIOUS HOLIDAY STATEMENT
Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

STUDENTS WITH DOCUMENTED DISABILITIES
“Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.”

OSU-CASCADES ETHOS STATEMENT
The guiding vision of OSU-Cascades is to contribute significantly to intellectual, cultural, ecological, social and economic vitality. To achieve that goal, the OSU-Cascades community will strive to model principles and practices of a thriving, equitable and sustainable society. A culture of learning and exploration provides significant rewards to its members; those rewards are best achieved when all community members (faculty, staff, administrators, students and Board of Advisors) strive to honor the following principles:

1. Respect the dignity and uniqueness of individuals. This principle applies to a diversity of cultures, belief systems, academic ranks and academic/ professional disciplines.
2. Aspire to excellence and integrity in every endeavor.
3. Consider current and future generations in every deliberation.
4. Demonstrate leadership in service to community.

Course Schedule
Week 1: Health Assessment & Health Promotion

Textbook Readings:
- Chapter 1 Health Defined: Objectives for Promotion and Prevention
- Chapter 5 Ethical Issues Related to Health Promotion

Supplemental Resources:
1. Preparing for the Next Decade: A 2020 Vision for Healthy People | U.S. Department of Health and Human Services at https://www.youtube.com/watch?v=zZG94c7xQmE
3. Explore the Healthy People 2020 website at https://www.healthypeople.gov/2020/About-Healthy-People

Assignment:
- Identify a date and block of time (average 2 hours) during Week 10 for a synchronous virtual class meeting for Grand Rounds. Later in the course, the professor will organize the agenda for the class session and each student will present for 10 minutes with 5 minutes of Q & A from all class participants.

Discussion Questions:
- Discuss your view of the ethics of health promotion by health care professionals.
- How does your view fit with the principles of autonomy, beneficence, non-maleficence, and justice?

Week 2: Individual Assessment

Textbook Readings:
- Chapter 4 The Therapeutic Relationship
- Chapter 6 Health Promotion and Individual Assessment
- Chapter 15 Overview of Growth and Development Framework

Supplemental Resources:

Assignment:
- To assist you with individual assessments across the lifespan, create 3 reference tables that identify developmental considerations and assessment strategies for each group across the lifespan. Refer to your textbook for information. You will refer to these tables for the multigenerational family assessment assignment.
- Table 1 – Pre-natal period (Chapter 16) | Infant (Chapter 17) | Toddler (Chapter 18)
• Table 2 – Pre-school child (Chapter 19) | School-age child (Chapter 20) | Adolescent (Chapter 21)  
• Table 3 – Young Adult (Chapter 22) | Middle-Age Adult (Chapter 23) | Older Adult (Chapter 24)

Sample Format for Table 1

<table>
<thead>
<tr>
<th>Developmental considerations (bullet list of applicable theories)</th>
<th>Pre-natal</th>
<th>Infant</th>
<th>Toddler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment strategies (bullet list of applicable strategies)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discussion Questions:
✓ Which theory of growth and development (from Chapter 15) is most useful in your current practice setting?
✓ Include at least one example of how you use the theory in your practice.

Week 3: Family Assessment

Textbook Readings:
• Chapter 7 Family Assessment
• Chapter 9 Screening

Supplemental Resources:
1. Family Assessment Tool at the end of the syllabus as a model to use when completing your family assessment assignment.
2. Family Assessment in Community Health Nursing | Doreen Westera at https://www.youtube.com/watch?v=p77hAbldXvU
3. Family Intervention in Community Health Nursing | Doreen Westera at https://www.youtube.com/watch?v=lCL1GoGZfIQ

Assignment:
• Multigenerational Family Assessment – Due Week 7.
  1. Identify a multigenerational family who is willing to participate in a family assessment and teaching intervention. This will include 2 weekly visits for the assessment and 1 visit for the teaching intervention.
  2. Plan for the assessment by reviewing the Family Assessment Tool (at the end of the syllabus) and your Reference Tables for developmental considerations and assessment strategies for family members of different ages.
  3. Conduct Visit 1, using the Family Assessment Tool to guide your assessment.
  4. Document the assessment and create a preliminary list of health promotion nursing diagnoses for the family. Plan for your next visit by preparing a brief summary of your findings to review with the family.
  5. Conduct Visit 2, sharing your brief summary with the family to validate your findings. Does the family agree with your analysis? Ask the family to help prioritize their needs for health
promotion. Collaboratively decide on a topic for health teaching (for Family Health Teaching assignment).

6. Write a short summary evaluating your two visits. Include information about your preparation for the visits and which developmental theories and/or assessment strategies were helpful.

7. Submit the project on Week 7.

Discussion Questions:
- What ethical dilemmas may arise as a result of a family being offered a genetic screening test that may indicate the likelihood of developing a particular disease?

Week 4: Group Assessment

Textbook Readings:
- Chapter 8 Community Assessment
- Chapter 10 Health Teaching

Supplemental Resources:

Discussion Questions:
- What are the similarities and differences between individual, family, and group teaching?
- Include best practices for each.

Week 5: Nutrition Assessment

Textbook Readings:
- Chapter 11 Nutrition Counseling for Health Promotion

Supplemental Resources:
3. Assess BMI and waist circumference for yourself + 2 other people. Instructions can be found at http://www.cdc.gov/healthyweight/assessing/index.html
   Report your findings in a post to your professor that includes each person’s gender, age, height, weight, BMI, waist circumference and your interpretation of each person’s weight status.

Assignment:
- Conduct Visit 1 for your Multigenerational Family Assessment this week.
1. Choose a group in which you already participate where you can conduct an assessment including the topics of nutrition, exercise, and stress management. Plan for the one-time assessment by
   a. Choosing the date and time to administer the assessment.
   b. Selecting one or more instruments that are appropriate for the group.
   c. Deciding on a data collection method.
   d. Obtaining or creating any materials needed for the assessment.
   e. Determining what group demographic data you will collect. (You will need to describe your group members in your presentation.)
   f. Communicating with the group about the assessment purpose and plan.
   g. Submit your plan to your professor for review prior to conducting the assessment.

2. Conduct the assessment as planned.
   a. Provide a sign-in sheet for all participants.
   b. Take a photo of the group (with their permission).
   c. Introduce the purpose of the assessment and explain that participation is voluntary. Participants may choose to skip any questions they do not want to answer.
   d. Collect assessment and demographic data.
   e. Thank the participants and let them know you will be sharing a follow-up report with them.

3. Compile the data from the assessments into an Excel table (so that you can create graphs or charts).

4. Analyze the data to determine the group’s health status and formulate some nursing diagnoses for health promotion.

5. Make 3-4 recommendations for the group to increase their health.

6. Create a 10-slide PowerPoint presentation to share with the group and your class colleagues. Include notes to add detail and/or clarify the slides.
   a. Title slide – Name of group and group picture
   b. Slide 1 – Your plan for the group assessment
   c. Slide 2 – Results – Group demographics
   d. Slide 3 – Results – Nutrition assessment
   e. Slide 4 – Results – Exercise assessment
   f. Slide 5 – Results – Stress management assessment
   g. Slide 6 – Analysis of group’s health status
   h. Slide 7 – Nursing Diagnoses
   i. Slide 8 – Recommendations
   j. Slide 9 – References

7. Share the follow-up report with the group. If you cannot project the slides, print the slides as a handout for the group members.

8. Submit your PowerPoint presentation and the sign-in sheet from the Group Assessment to your professor Week 9.

9. Share the follow-up report with your class colleagues during Grand Rounds in Week 10.
   a. Each student will have 10 minutes to present the slide presentation.
   b. All students will engage in 5 minutes of questions/answers.

Discussion Questions:
✓ What is the relationship between economics and nutrition?
✓ How would you advise an elderly person with social security as their only income to eat healthy on a very limited budget?

Week 6: Exercise Assessment
Textbook Readings:
- Chapter 12 Exercise

Supplemental Resources:
3. Review the benchmarks and information related to walking and biking at http://www.bikewalkalliance.org/resources/benchmarking

Assignment:
- **Conduct Visit 2** for your Multigenerational Family Assessment this week.
- **Plan** your Group Assessment of Nutrition, Exercise & Stress Management.
- **Share** your plan with your professor before conducting the assessment.
- **Family Teaching Plan – Due Week 9.**
  1. Based on your analysis of the Family Assessment Tool data and the family’s input from Visit 2, choose one health promotion topic.
  2. Create a teaching plan, using Box 10-6 Steps in the Teaching-Learning Process as your guide.
  3. Implement your teaching plan in Visit 3 with the family.
  4. Write a short summary of the teaching visit and the family’s response.
  5. **Submit your teaching plan and summary evaluation on Week 9.**

Discussion Questions:
- ✓ Briefly evaluate your personal adherence to Physical Activity Guidelines for Americans (Office of Disease Prevention & Health Promotion website at https://health.gov/paguidelines/guidelines/).
- ✓ Write yourself an Exercise Prescription to maintain or improve your health.

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Week 7: Stress Management Assessment

Textbook Readings:
- Chapter 13 Stress Management

Supplemental Resources:
2. Tips for Coping with Stress by the Centers for Disease Control and Prevention at http://www.cdc.gov/violenceprevention/pub/coping_with_stress_tips.html
3. How to make stress your friend | Kelly McGonigal | TEDTalks at https://www.youtube.com/watch?v=RcGyVTAoXEU

Assignment:
- **Submit** your Multigenerational Family Assessment this week.
- **Conduct Visit 3** with your family this week to implement your family teaching plan.

Discussion Questions:
- ✓ Suppose you have been writing a monthly health promotion blog for friends and family since you have taken this course. A friend asks if you would create a care plan in your blog for a source of stress s/he is experiencing. Respond to your friend, briefly mentioning the source of
stress and creating a care plan that includes at least 5 interventions to manage stress in a healthy way.

**Week 8: Holistic, Complementary & Alternative Strategies**

**Textbook Readings:**
- Chapter 14 Complementary and Alternative Strategies

**Supplemental Resources:**
1. Type 2 Diabetes and Dietary Supplements from the NCCIH Clinical Digest for Health Professionals at [https://nccih.nih.gov/health/providers/digest/diabetes.htm](https://nccih.nih.gov/health/providers/digest/diabetes.htm)

**Discussion Questions:**
- A patient who has recently been diagnosed with Type 2 diabetes asks you if there are any dietary supplements that can help control blood sugar. What will you recommend? Why?

**Week 9: Considerations for a Global Society**

**Textbook Readings:**
- Chapter 2 Emerging Populations and Health
- Chapter 25 Health Promotion for the 21st Century: Throughout the Life Span and Throughout the World

**Supplemental Resources:**
4. Website for Bumrungrad Hospital in Thailand (medical tourism site) [https://www.bumrungrad.com/](https://www.bumrungrad.com/)

**Assignment:**
- Submit your Family Teaching Plan this week.
- Submit your PowerPoint presentation and sign-in sheet for your Group Assessment this week.

**Discussion Questions:**
- What impact do global health issues and trends have on your current nursing practice?
What are your thoughts about the medical tourism resources and services provided at Bumrungrad Hospital? Include rationale to support your thoughts.

Week 10: Grand Rounds

Textbook Readings: None

Supplemental Resources: None

Assignment:
- Participate in the Grand Rounds presentation today.

Discussion Questions:
- Which assessment instruments presented in Grand Rounds were of the most interest to you?
  - For nutrition?
  - For exercise?
  - For stress and/or stress management?
- Which results were most surprising to you?
- Considering all the presentations together, what trends do you notice related to nutrition, exercise, and stress/stress management?
## Family Assessment Tool

### Areas of Family Assessment

#### What is the family like?
- Who is considered part of the family?
- What are the positions and role in the family?
- Who has most influence in the family?
- What are the ages and sex of the family members?
- What are their occupations?
- What is the health status of family members?
- Are there physical limitations that would affect a family member’s ability for self-care?

#### What resources are available to the family?
- What is the family’s home like? Does it provide sufficient safety and comfort features?
- What are the health insurance resources?
- What neighborhood or community resources are available?
- What connections does the family have with friends, neighbors, church, and community organizations?

#### What are the family’s educational background, lifestyle, and beliefs?
- What is the level of education of the family members and their attitudes toward learning?
- Do all family members have basic literacy skills?
- Are there language barriers to verbal communication?
- What is the family’s lifestyle and cultural background?
- Does the family have any folk medicine beliefs?
- Are there potential conflicts between cultural beliefs and the recommendations of health professionals?
- What are the family’s normal dietary patterns?
- Does the family seem to be able to take in new information easily and apply what was taught?
- Does the family seem overwhelmed as a result of the need to learn new skills?

#### How does the family seem to function?
- Do family members seem to be sensitive to each other?
- Do family members appear to be able to communicate effectively with each other?
- Does the family indicate that they have the ability to accept help from others when it is needed?
- How open does the family seem to teaching?
- Do key family members have the ability to make effective decisions?
- What experience does the family have in handling crisis situations?
- How does the family react to crises and what resources do they use to help them?

#### What is the family’s understanding of the current health?
- How would you describe the health of your family?
- What are the family’s greatest concerns about their health?
- Does the family feel like they have adequate access to health care services?

#### What are the patient and family’s teaching needs?
- Where does the family seek information regarding their health concerns?
- What does the family identify as health care learning needs?