Syllabus for HNC 370 (Fall 2014)

Health Assessment

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Section: 94 Credits: 03
Diadactic hrs: 45 Clinical hrs: 0
Pre-requisites: 
Co-requisites: 

Discussion Board: No


Recommended Text(s):

Purpose:

Course Description: Emphasizes clinical decision making in assessing psychological and physiological health status of individuals throughout the lifecycle. Culture, development, environment and support systems are assessed through interviewing, history taking, data collection and physical examination to derive nursing diagnoses, determine priorities and plan therapeutic nursing interventions.

Student Evaluation: Worksheets (5 required for submission) 15%
Midterm Examination 30%
Final Examination 30%
Performance Exam 25%

Curriculum Objectives for Undergraduate Students

Upon completion of this program the student will be able to:
1. Utilize the scientific method to provide health promotion, maintenance, and restoration of diverse populations of patients.

Course Objectives

Upon completion of this course the student will be able to:
1.1 Gather subjective and objective data.
1.2 Demonstrate understanding of differences between normal and abnormal data.
1.3 Formulate nursing diagnoses using data obtained in the assessment of human responses.
1.4 Develop comprehensive plan of care in collaboration with the patient/family that identifies outcomes and specific nursing measures that promote and maintain health.
1.5 Use a variety of methods to communicate a therapeutic plan of care.
1.6 Identify genetic factors and risk factors that influence health outcomes of individuals.
1. Perform a holistic assessment of the patient across the lifespan including spiritual, social, cultural & psychological.
2. Perform a comprehensive physical examination appropriate
3. Use theory to conceptualize health responses of diverse populations.
4. Apply research findings to guide nursing practice.
5. Apply principles of leadership and management in nursing and healthcare delivery.
6. Use information and patient care technologies to provide safe, quality care.
7. Demonstrate professional standards of ethical conduct and social responsibility.
8. Apply knowledge of cultural factors that affect nursing and healthcare across multiple contexts.
9. Articulate the value of pursuing practice excellence, lifelong learning and professional engagement to foster professional growth and development.

2.1 Apply nursing and related theories account for human responses in health and illness.
3.1 Incorporate research based knowledge into professional nursing practice.
3.2 Communicate research based knowledge related to health assessment.
4.1 Describe ways to collaborate with members of the interdisciplinary team.
4.2 Discuss principles of delegation as they relate to collection of data.
5.1 Analyze the relationship of accurate documentation of data to accountability and quality assurance.
5.2 Apply appropriate assessment techniques to maximize optimal outcomes in individuals.
5.3 Develop proficiency in performing psychomotor skills.
5.4 Demonstrate accountability for one's own practice.
6.1. Identify approaches to interdisciplinary collaboration for monitoring and meeting the needs of diverse populations.
6.2. Discuss preventive and predictive factors that influence the health of individuals.
6.3. Communicate strategies for health promotion, risk reduction and disease prevention among diverse populations.
7.1. Examine ethical and legal issues pertinent to data collection and confidentiality of individuals.
7.2. Discuss ways to advocate for the patient's well-being and preferences applying legal and ethical guidelines.
7.3. Recognize impact of personal values on professional decision making behavior.
8.1. Demonstrate cultural sensitivity while performing physical assessment skills.
9.1. Evaluate current assessment practices in terms of technology, changing health care needs and professional lifelong learning.
9.2. Identify limits to one's scoped of practice which adhere to licensure, law, and regulations.
9.3. Advocate for the role of the professional nurse as a member of the interdisciplinary health care team.

**HIPAA - Health Insurance Portability and Accountability Act**
All Health Sciences students are required to respect the confidential nature of all information that they have access to including the personal health information of patients. The Health Insurance Portability and Accountability Act (HIPAA) of 1996 provides significant new privacy protections for the health information of patients and research participants. Students in the Health Sciences programs are required to comply with the training requirements related to privacy and security provisions of HIPAA and to abide by the University's policies and procedures related to HIPAA.

**AMERICANS WITH DISABILITIES ACT STATEMENT**
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability
Support Services, 128 ECC Building (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following web site: http://www.ehs.sunysb.edu and search Fire Safety and Evacuation and Disabilities.

ACADEMIC INTEGRITY
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report and suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

CRITICAL INCIDENT MANAGEMENT
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn.