



COLORADO STATE UNIVERSITY
— GLOBAL —

NUR502: ADVANCED HEALTH ASSESSMENT

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

The Advanced Health Assessment course offers graduate nursing students a uniquely interprofessional, patient-centered, lifespan approach to physical examination and health assessment. In this course, graduate nursing students will increase their focus on patient safety, clinical reasoning, and evidence-based practice, along with an emphasis on the development of effective communication skills and hands-on examination techniques. As well as unique topics such as sports examinations and examinations in emergencies or life-threatening situations. All within the scope of cultural awareness and continuum of the lifespan.

Course Overview:

In this course, you will build upon health assessment skills developed by the nurse's basic educational program and previous nursing experience. You will develop both advanced theoretical and clinical bases for assessment. You will apply advanced comprehensive physical, psychosocial, and cultural assessments across the lifespan to gather specific data relevant to common health problems. You are provided with practice assessing patients and presenting findings.

Course Learning Outcomes:

1. Demonstrate advanced knowledge of the problem-solving approach to the collection, synthesis, telemedicine, and communication of health data.
2. Compile a comprehensive database, including age-appropriate history, physical examination, laboratory, and diagnostic studies.
3. Devise ways to modify the history, physical examination, and health screening according to age, developmental status, culture, language, and anxiety level of the client.
4. Compare critical reasoning approaches to advanced health assessment and patient-centered care.

5. Develop a format for presenting and displaying an organized and complete oral and written summary of the database and problem list
6. Describe advanced assessment techniques, and document findings, specific to the various systems presented in this course.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

- Ball, J., Dains, J. E., Flynn, J. A., Solomon, B. S., & Stewart, R. W. (2019). *Seidel's guide to physical examination: An interprofessional approach*. (9th ed.). Elsevier.
ISBN: 9780323481953
- Shadow Health (a digital clinical experience learning software tool)
ISBN: 9780989788809

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Chapters 1–6, 8 in *Seidel's Guide to Physical Examination: An Interprofessional Approach*

- Abd Aziz, N., Teng, N., Abdul Hamid, M. R., & Ismail, N. H. (2017). Assessing the nutritional status of hospitalized elderly. *Clinical Interventions in Aging, 12*, 1615–1625. <https://doi.org/10.2147/CIA.S140859> <https://www.dovepress.com/assessing-the-nutritional-status-of-hospitalized-elderly-peer-reviewed-fulltext-article-CIA>
- Jones, J., Abdullah, M., Wood, D., & Jones, P. (2019). Economic modeling for improved prediction of saving estimates in healthcare costs from consumption of healthy foods: The Mediterranean-style diet case study. *Food & Nutrition Research, 63*, 10.29219/fnr.v63.3418. <https://doi.org/10.29219/fnr.v63.3418>
<https://foodandnutritionresearch.net/index.php/fnr/article/view/3418/9396>

Discussion (25 points)

Critical Thinking: Shadow Health: Health History (75 points)

Complete the Health History module in Shadow Health.

After completing the assigned clinical exercise, complete and submit the following:

- Take a screenshot that verifies exercise completion.
- Reflect on your learning from the clinical exercise. Your written reflection should, at minimum, respond to the following questions:
 - What are your key learnings or takeaways from this clinical exercise?
 - How does this learning relate to information presented in the course textbook? Cite and reference support from the course textbook.
 - How do these concepts or skills build on your prior experience?
 - What is the significance of these concepts or skills, and how will they inform your professional practice?

Your paper should be 1-2 pages in length (not including title and reference pages), supported by the textbook, and conform to the APA standards in the CSU Global Writing Center. Ensure that both your screenshot and the paper are attached before you submit the assignment and review the rubric for specific grading criteria.

Module 2

Readings

- Chapters 7 & 9 in *Seidel's Guide to Physical Examination: An Interprofessional Approach*
- Lichterfeld-Kottner, A., El Genedy, M., Lahmann, N., Blume-Peytavi, U., Büscher, A., & Kottner, J. (2020). Maintaining skin integrity in the aged: A systematic review. *International Journal of Nursing Studies, 103*. <https://doi.org/10.1016/j.ijnurstu.2019.103509>
- Wong, N. W. K., Towheed, T. E., Hopman, W., & Kirchhof, M. G. (2018). Detection of dermatological abnormalities in the rheumatology clinic using a standardized screening exam. *International Journal of Rheumatic Diseases, 21*(2), 387–393. <https://doi.org/10.1111/1756-185X.13114>

Discussion (25 points)

Critical Thinking: Shadow Health Mental Health (75 points)

Complete the Mental Health module in Shadow Health.

After completing the assigned clinical exercise, complete and submit the following:

- Take a screenshot that verifies exercise completion.
- Reflect on your learning from the clinical exercise. Your written reflection should, at minimum, respond to the following questions:
 - What are your key learnings or takeaways from this clinical exercise?
 - How does this learning relate to information presented in the course textbook? Cite and reference support from the course textbook.
 - How do these concepts or skills build on your prior experience?
 - What is the significance of these concepts or skills and how will they inform your professional practice?

Your paper should be 1-2 pages in length (not including title and reference pages), supported by the textbook, and conform to the APA standards in the CSU Global Writing Center. Ensure that both your screenshot and the paper are attached before you submit the assignment and review the rubric for specific grading criteria.

Module 3

Readings

- Chapters 10–13 in *Seidel's Guide to Physical Examination: An Interprofessional Approach*
- Manchaiah, V., Zhao, F., & Ratinaud, P. (2019). Young adults' knowledge and attitudes regarding "music" and "loud music" across countries: Applications of social representations theory. *Frontiers in psychology, 10*, 1390. <https://doi.org/10.3389/fpsyg.2019.01390>
<https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01390/full>
- Jones, A., Woods, M., & Malhotra, K. (2019). Critical examination of skin care self-management in lymphoedema. *British Journal of Community Nursing, 24*(sup10), S6–S10.
<https://doi.org/10.12968/bjcn.2019.24.Sup10.S6>

Discussion (25 points)

Critical Thinking: Shadow Health HEENT (75 points)

Complete the HEENT module in Shadow Health.

After completing the assigned clinical exercise, complete and submit the following:

- Take a screenshot that verifies exercise completion.
- Reflect on your learning from the clinical exercise. Your written reflection should, at minimum, respond to the following questions:
 - What are your key learnings or takeaways from this clinical exercise?
 - How does this learning relate to information presented in the course textbook? Cite and reference support from the course textbook.
 - How do these concepts or skills build on your prior experience?
 - What is the significance of these concepts or skills and how will they inform your professional practice?

Your paper should be 1-2 pages in length (not including title and reference pages), supported by the textbook, and conform to the APA standards in the CSU Global Writing Center. Ensure that both your screenshot and the paper are attached before you submit the assignment and review the rubric for specific grading criteria.

Module 4

Readings

- Chapters 14–16 in *Seidel's Guide to Physical Examination: An Interprofessional Approach*
- CDC. (2020). *Smoking and tobacco use*.
https://www.cdc.gov/tobacco/data_statistics/fact_sheets/secondhand_smoke/health_effects/index.htm
- Strzelak, A., Ratajczak, A., Adamiec, A., & Feleszko, W. (2018). Tobacco smoke induces and alters immune responses in the lung triggering inflammation, allergy, asthma, and other lung diseases: A mechanistic review. *International Journal of Environmental Research and Public Health*, 15(5), 1033.
<https://doi.org/10.3390/ijerph15051033> <https://www.mdpi.com/1660-4601/15/5/1033/htm>

Discussion (25 points)

Critical Thinking: Shadow Health Cardio (75 points)

Complete the Cardio module in Shadow Health.

After completing the assigned clinical exercise, complete and submit the following:

- Take a screenshot that verifies exercise completion.
- Reflect on your learning from the clinical exercise. Your written reflection should, at minimum, respond to the following questions:
 - What are your key learnings or takeaways from this clinical exercise?
 - How does this learning relate to information presented in the course textbook? Cite and reference support from the course textbook.
 - How do these concepts or skills build on your prior experience?
 - What is the significance of these concepts or skills and how will they inform your professional practice?

Your paper should be 1-2 pages in length (not including title and reference pages), supported by the textbook, and conform to the APA standards in the CSU Global Writing Center. Ensure that both your screenshot and the paper are attached before you submit the assignment and review the rubric for specific grading criteria.

Portfolio Milestone (50 points)

OPTION #1: Paper: Head-to-Toe Assessment Policy/Protocol

In this portfolio milestone assignment, you are going to complete the first two sections of the Portfolio Project paper.

For this assignment, imagine that you took up the new role of a nurse manager. Currently, due to a Joint Commission Accreditation of Healthcare Organizations (JCAHO) visit, it was found that daily head-to-toe assessments were not completed on most of the patients and the overall quality of care has decreased.

- Based on the above scenario, complete the first two sections:
 - Write the policy using the template provided. Who does it pertain to? What is the objective or goal of this policy? How often should the head-to-toe assessments be completed?
 - Create or find a head-to-toe screening tool/documenting tool. Include all aspects of the head-to-toe assessment, including the past medical and socio-economic history.

Take note that for Option #1, your final product is a paper. Specifications for the paper are provided in the Week 8, Portfolio Project.

OPTION #2: Presentation: Head-to-toe Assessment Policy/Protocol

In this portfolio milestone assignment, you are going to complete the first two sections of the presentation.

For this assignment, imagine that you took up the new role of a nurse manager. Currently, due to a Joint Commission Accreditation of Healthcare Organizations (JCAHO) visit, it was found that daily head-to-toe assessments were not completed on most of the patients and the overall quality of care has decreased.

- Based on the above complete the first two sections.
 - Write the policy itself. Who does it pertain to? What is the objective or goal of this policy? How often should the head-to-toe assessments be completed?
 - Create or find a head-to-toe screening tool/documenting tool. Include all aspects of the head-to-toe assessment, including the past medical and socio-economic history.
 - Create the slides for these two sections.
 - Include speaker notes and voice narration for your slides.

Take note that for Option #2, your final product is a presentation. Specifications are provided in the Week 8, Portfolio Project.

Module 5

Readings

- Chapters 18–21 in *Seidel's Guide to Physical Examination: An Interprofessional Approach*
- Santa Maria, D., Guilamo-Ramos, V., Jemmott, L. S., Derouin, A., & Villarruel, A. (2017). Nurses on the front lines: Improving adolescent sexual and reproductive health across health care settings. *The American Journal of Nursing*, 117(1), 42–51. <https://doi.org/10.1097/01.NAJ.0000511566.12446.45>
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5513155/>
- Senn, T. E., Walsh, J. L., & Carey, M. P. (2016). Mediators of the relation between community violence and sexual risk behavior among adults attending a public sexually transmitted infection clinic. *Archives of Sexual Behavior*, 45(5), 1069–1082. <https://doi.org/10.1007/s10508-016-0714-6>

Discussion (25 points)

Critical Thinking: Shadow Health GI System (75 points)

Complete the GI System module Shadow Health.

After completing the assigned clinical exercise, complete and submit the following:

- Take a screenshot that verifies exercise completion.
- Reflect on your learning from the clinical exercise. Your written reflection should, at minimum, respond to the following questions:
 - What are your key learnings or takeaways from this clinical exercise?
 - How does this learning relate to information presented in the course textbook? Cite and reference support from the course textbook.
 - How do these concepts or skills build on your prior experience?

- What is the significance of these concepts or skills and how will they inform your professional practice?

Your paper should be 1-2 pages in length (not including title and reference pages), supported by the textbook, and conform to the APA standards in the CSU Global Writing Center. Ensure that both your screenshot and the paper are attached before you submit the assignment and review the rubric for specific grading criteria.

Module 6

Readings

- Chapters 22–23 in *Seidel's Guide to Physical Examination: An Interprofessional Approach*
- Lusardi, M. M., Fritz, S., Middleton, A., Allison, L., Wingood, M., Phillips, E., Criss, M., Verma, S., Osborne, J., & Chui, K. K. (2017). Determining risk of falls in community dwelling older adults: A systematic review and meta-analysis using posttest probability. *Journal of Geriatric Physical Therapy, 40*(1), 1–36. <https://doi.org/10.1519/JPT.0000000000000099>
https://journals.lww.com/jgpt/Fulltext/2017/01000/Determining_Risk_of_Falls_in_Community_Dwelling.1.aspx
- Ridao-Fernández, C., Pinero-Pinto, E., & Chamorro-Moriana, G. (2019). Observational gait assessment scales in patients with walking disorders: Systematic review. *BioMed Research International, 1*–12. <https://doi.org/10.1155/2019/2085039>

Discussion (25 points)

Critical Thinking: Shadow Health Neurological (75 points)

Complete the Neurological module in Shadow Health.

After completing the assigned clinical exercise, complete and submit the following:

- Take a screenshot that verifies exercise completion.
- Reflect on your learning from the clinical exercise. Your written reflection should, at minimum, respond to the following questions:
 - What are your key learnings or takeaways from this clinical exercise?
 - How does this learning relate to information presented in the course textbook? Cite and reference support from the course textbook.
 - How do these concepts or skills build on your prior experience?
 - What is the significance of these concepts or skills and how will they inform your professional practice?

Your paper should be 1-2 pages in length (not including title and reference pages), supported by the textbook, and conform to the APA standards in the CSU Global Writing Center. Ensure that both your screenshot and the paper are attached before you submit the assignment and review the rubric for specific grading criteria.

Module 7

Readings

- Chapters 24 & 26 *Seidel's Guide to Physical Examination: An Interprofessional Approach*

- Kabsay, D. T., & Pitkääjärvi, M. (2019). Emergency nurses' knowledge, attitude, and perceived barriers regarding pain management in resource-limited settings: Cross-sectional study. *BMC Nursing, 18*(1), 1–13. <https://doi.org/10.1186/s12912-019-0380-9>
<https://link.springer.com/content/pdf/10.1186/s12912-019-0380-9.pdf>
- Lerwick J. L. (2016). Minimizing pediatric healthcare-induced anxiety and trauma. *World Journal of Clinical Pediatrics, 5*(2), 143–150. <https://doi.org/10.5409/wjcp.v5.i2.143>
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4857227/>

Discussion (25 points)

Module 8

Readings

- Chapters 5 & 25 *Seidel's Guide to Physical Examination: An Interprofessional Approach*
- Asmirajanti, M., Hamid, A. Y. S., & Hariyati, R. T. S. (2019). Nursing care activities based on documentation. *BMC Nursing, 18*(1), 1–5. <https://doi.org/10.1186/s12912-019-0352-0>
- Johnson, R., & Richard-Eaglin, A. (2020). Combining SOAP notes with guided reflection to address implicit bias in health care. *Journal of Nursing Education, 59*(1), 59.
<http://dx.doi.org.csuglobal.idm.oclc.org/10.3928/01484834-20191223-16>

Discussion (25 points)

Portfolio Project (300 points)

OPTION #1: Paper: Head-to-toe Assessment Policy/Protocol

For this assignment, imagine that you took up the new role of a nurse manager. Currently, due to a Joint Commission Accreditation of Healthcare Organizations JCAHO visit, it was found that daily head-to-toe assessments were not completed on most of the patients and overall quality of care has decreased.

You will be creating a new policy or protocol for this unit that incorporates all aspects of the head-to-toe assessment. For this assignment you need to create the following:

- Write the policy itself using the template provided. Who does it pertain to? What is the objective or goal of this policy? How often should the head-to-toe assessments be completed?
- Create or find a head-to-toe screening tool/documenting tool. Include all aspects of the head-to-toe assessment, including the past medical and socio-economic history.
- Provide your choice of a progress note that all nurses must use (SOAP and DAR, for example).
- Create an educational pamphlet or handout for the nurses on your unit.
- In a 6-8-page paper, evaluate each of these aspects:
 - **Section 1:** Describe your policy; who the stakeholders are, and what the objective or goal of your policy is. How will you be incorporating this policy? Provide a brief overview and timeline.
 - **Section 2:** Appraise the screening tool that you created. What are the pros, and what are the cons? Support these with evidence.
 - **Section 3:** Evaluate your chosen progress note that nurses must use to communicate their assessments.
 - **Section 4:** Assess your educational pamphlet or handout. Why did you include the information that you included? Is it easy to understand and follow?
 - Make sure to include an introductory paragraph and a conclusion.

- Use at least eight scholarly references.

You can use this new policy template as guidance on how to create a policy.

Your paper should be 6-8 pages in length, not including the title and reference pages, and conform to the APA standards in the CSU Global Writing Center. Include at least eight scholarly references in addition to the course textbook. The CSU Global Library and Nursing Library Resources are good places to find these references. Review the rubric for specific grading criteria.

OPTION #2: Presentation: Head-to-Toe Assessment Policy/Protocol

For this assignment, imagine that you took up the new role of a nurse manager. Currently, due to a Joint Commission Accreditation of Healthcare Organizations (JCAHO) visit, it was found that daily head-to-toe assessments were not completed on most of the patients and overall quality of care has decreased.

You will be creating a new policy or protocol for this unit that incorporates all aspects of the head-to-toe assessment. For this assignment you need to create the following in a PowerPoint presentation:

- Write the policy itself. Who does it pertain to? What is the objective or goal of this policy? How often should head-to-toe assessments be completed?
- Create or find a head-to-toe screening tool/documenting tool. Include all aspects of the head-to-toe assessment, including the past medical and socio-economic history.
- Provide your choice of a progress note that all nurses must use (SOAP or DAR, for example).
- Create an educational pamphlet or handout for the nurses on your unit.
- Include voiceover for all slides with the exception of the reference slide(s). The voiceover portion must provide greater detail for each slide's content.
 - Introduce yourself and your chosen topic using voiceover on Slide 1.
 - Include speaker notes on each slide in addition to your narration. You may leave the extra content in the notes section (from the Portfolio Project Milestone in Module 4), but this content must now be covered in the voiceover.
 - Record the presentation using Screencast-O-Matic. This free tool allows you to record your screen (your presentation) while you are verbally present. Please include yourself in the recording using a webcam overlay. With this tool, you are limited to 15 minutes, so practice and plan ahead.
 - After you have finished recording, upload your recording to YouTube.
- Submit the link to your video along with your presentation file.
- Your presentation should have a minimum of 16 slides excluding cover and reference slides. Include at least eight peer-reviewed scholarly references in addition to the course textbook.
- Create a presentation with the following information:
 - Slide 1: Cover page
 - 2-3 slides: Explain the policy. Who does it pertain to? What is the objective or goal of this policy? How often should the head-to-toe assessments be completed?
 - 7-8 slides: Provide an overview of your chosen head-to-toe screening tool/documenting tool. Make sure that it includes all aspects of the head-to-toe assessment, including the past medical and socio-economic history.
 - 1-2 slides: Provide your choice of a progress note that all nurses must use (SOAP or DAR, for example).
 - 1-2 slides: Display your educational pamphlet or handout that you created for the nurses on your unit.
 - 1-2 slides: Assess your educational tool
 - 1-2 slides: References

You can use this new policy template as guidance on how to create a policy.

Your presentation should conform to the APA standards in the CSU Global Writing Center. Include at least eight scholarly references in addition to the course textbook. The CSU Global Library and Nursing Library Resources are good places to find these references. Review the rubric for specific grading criteria.

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.