

**Common Course Outline**  
**NURN 155**  
**Nursing Health Assessment and Promotion**  
**2 Credits**

**The Community College of Baltimore County**

**Description**

**NURN 155 –Nursing Health Assessment and Promotion** introduces the theory and technical skills to perform basic nursing health assessments and promote wellness behaviors for patients across the life span. Emphasis is placed on normal assessment findings and frequently seen variations from normal in the adult patient. The learning experience is based on the CCBC concept based curriculum and provides opportunities for students to gain cognitive, technical, and interpersonal skills necessary to provide safe, effective nursing care. Supervised simulations and skills laboratory experiences are designed to assist learners to integrate critical thinking, caring behaviors, technological innovations, and skills performance in the progression toward the role of the nurse generalist.

**2 credits:** 1.5 credits theory (22.5 clock hours) and 0.5 credit laboratory (22.5 clock hours)

**Prerequisite:** Admission to the nursing program. **Co-requisite:** NURN 153

**Overall Course Objectives**

Upon completion of this course students will be able to:

1. discuss the nurse's role in promoting optimal health;
2. describe common risk factors, health promotion activities, and teaching needs for patients across the life span;
3. apply the nursing process as a systematic method to assess individuals and plan health promotion interventions for patients across the life span;
4. demonstrate respect for the patient's cultural and spiritual diversity while performing a physical assessment;
5. explain appropriate interview techniques to obtain a comprehensive health history for patients across the life span;
6. describe evidence based practice used in the performance of a nursing assessment;
7. use nursing judgment to perform basic nursing assessment skills safely and effectively;
8. perform a health history and a basic physical health assessment using effective communication, caring behaviors, and available informatics;
9. compare and contrast variations of physical assessment findings in the adult patient;
10. explain the role of the nurse in communicating and documenting normal and abnormal assessment findings in an interprofessional practice setting;
11. identify the normal ranges of common diagnostic/laboratory tests and the implications of abnormalities; and

12. demonstrate documentation methods used with assessments.

### **Major Topics**

- I. Introduction to health promotion
  - A. Components of health promotion
  - B. Life span considerations
- II. Introduction to health and physical assessment
  - A. Interview and history
  - B. General survey
  - C. Vital signs
  - D. Physical assessment techniques
  - E. Environmental and equipment survey
  - F. Laboratory and diagnostic studies
  - G. Documentation
- III. Components of adult health and physical assessment for specific concepts
  - A. Cellular regulation
  - B. Cognition
  - C. Comfort
  - D. Elimination
  - E. Homeostasis
  - F. Immunity
  - G. Infection control
  - H. Metabolism
  - I. Mobility
  - J. Neural regulation
  - K. Nutrition
  - L. Oxygenation
  - M. Perfusion
  - N. Sensory/perception

### **Course Requirements**

An overall theory grade of C (75.00%) or higher is required for satisfactory completion of the course.

Grading procedures will be determined by the course faculty members but will include the following:

#### **Grading/exams:**

- A minimum of two theory examinations. The exam average must equal 75.00% or higher to pass the course.
- A minimum of three quizzes.
- One teaching project

#### **Laboratory/Simulation Requirements:**

- Attendance at all assigned laboratory and simulation experiences.

- Satisfactory completion of all assignments.
- Satisfactory performance on all nursing skills tests.
- Satisfactory performance in lab and simulation.

Written Assignments: Students are required to utilize appropriate academic resources.