

THE UNIVERSITY OF TEXAS AT TYLER
College of Nursing
Health Assessment
NURS 3310
Fall 2008

Didactic Faculty

Belinda Deal, MSN, RN, CEN
Pager: 903-591-1662

Office: BRB 2290
bdeal@uttyler.edu

Office: 903-566-7120

Skills lab Team

Kathy Deardorff, MSN, RN

Office : BRB 2145
kdeardorff@uttyler.edu

Office : 903-566-7029

Karen Torres, MSN,RN

Office: LUC 228
ktorres@uttyler.edu

Office: 903-663-8228

Lori Greer, MSN, RN

Office: LUC 234
lgreer@uttyler.edu

Office: 903-663-8234

Rebecca Cheek, MSN, RN

Office: PAL 107
rcheek@uttyler.edu

Office: 903-727-2303

Linda Herndon, MSN, RN

Office: PAL 126
lherndon@uttyler.edu

Office: 903-727-2313

The content of this syllabus/WEB site is subject to change at the discretion of the faculty leaders according to current learning needs.

Approved by FO: 10/02

THEORY/LAB MASTER SCHEDULE Fall 2008

Theory Class: Mondays 11 am-11:50am Lab Classes: Tuesday, Wednesday, OR Thursday
according to section

Week	Monday	Classroom Content	Laboratory Content:
		Bring syllabus and text to lecture weekly	Bring syllabus, text and lab manual to each lab weekly
1	8/27	No Lecture Print out Vital Signs Module for lab	Vital Signs Module QUIZ - Complete on-line by 9/12 Mastery skill: Vital Signs Vital Signs Video in lab, Check out BP cuffs, Begin 100 BPs
2	Labor Day HOLIDAY 9/1	No lecture	Lab Manual Chapters 8 & 9 Assessment Techniques, General Survey, Measurement, <u>Vital Sign Check-offs</u>
3	9/8	Course Overview Chapter 4 & 5 The Interview, The Complete Health History <u>Vital Signs Module QUIZ DUE on BBD on 9/12 8am</u>	Medical Terminology Lab Manual Chapters 4 & 5 The Interview, The Complete Health History <u>Vital Signs Check-offs</u>
4	9/15 Resp Quiz due	Thorax and Lungs Chapter 18 <u>Learning Style Survey DUE on BBD 9/19 at 8 am</u>	Lab Manual Chapter 18, View Respiratory Video Begin Head to Toe Mastery Skills: Skin, Neuromuscular & Pulmonary
5	9/22 Heart & PV Quiz due	Heart and Neck Vessels Chapters 19 & 20	Lab Manual Chapters 19 & 20, View Cardiovascular Video Head to Toe video in lab <u>Breath sounds quiz</u> Head to Toe Mastery Skills: Cardiovascular & Gastrointestinal
6	9/29	EXAM 1	<u>Heart sounds quiz</u> , View Head to Toe video in lab Peer Check-Off
7	10/ 6 Abdomen Quiz due	Abdomen, Anus, rectum, and prostate, Male Genitalia Assessment Chapters 21,24, & 25	Lab Manual Chapter 21 View Abdomen, Male Genitalia, Rectum and Skin Videos <u>Health History Assignment due beginning of Lab</u> Peer check off continues
8	10/13 Skin & Nutrit. Quiz due	Nutrition, Skin, hair and nails Chapters 11 & 12	Instructor Check-Off Head to Toe Practicum at local nursing home
9	10/20	EXAM 2	View Skin, Breasts, Axillae, Female Genitalia videos Advanced Assessment Techniques <u>100 B/Ps DUE</u>
10	10/27 HEENT QUIZ due	Head, Eyes, Ears, Nose, Mouth and Throat Chapters 13, 14, 15, & 16	Lab Manual Chapters 13,14,15 & 16 View Videos <u>Grand Rounds EBP Journal Article DUE in Lab</u>
*****	*****	<u>October 31 LAST DAY TO WITHDRAW FROM A COURSE</u>	*****
11	11/3 Neuro & MS QUIZ due	Neurological System and Mental Status Chapter 23 and 6	Lab Manual Chapters 23 and 6 View Videos
12	11/10	EXAM 3	View Musculoskeletal Video this lab Focused Assessment on Pulmonary, Cardiovascular, Gastrointestinal, & Skin, and pertinent lab findings (Sim Man) E-mail Final PowerPoint presentation for Grand Rounds to instructor.
13	11/17 Musculoskelet al QUIZ due	Musculoskeletal Chapter 22	<u>GRAND ROUNDS</u>
14	11/24 Breast and female QUIZ due	Breasts, Axillae, Female Genitalia Assessment Chapters 17 & 26 Domestic Violence, Chapter 7	<u>Happy Thanksgiving</u>
15	12/1	Pediatric assessment "Putting It All Together"	<u>GRAND ROUNDS</u>
16	12/8	EXAM 4	No Lab this week/Hours used in Nursing Home visit
17	12/15	Final Exam	Have a wonderful Break!!! Be sure all lab equipment and books are returned.

NURS 3310 Health Assessment Course Description and Objectives

Semester Credit Hours: 1Theory/2Laboratory: 3 credit hours.

Prerequisites Courses

Admission to the nursing program, NURS 3303, NURS 3205, NURS 3307 or concurrent enrollment.

Note: NURS 3310: Health Assessment is a pre-requisite or co-requisite of NURS 3603: Nursing Competencies. If a student is failing or drops NURS 3310: Health Assessment, the student must also drop NURS 3603: Nursing Competencies.

Link to online catalog: <http://www.utt Tyler.edu/catalog/>

Link to course descriptions: <http://www.utt Tyler.edu/catalog/>

Course Description

Concepts related to health assessment of patients are presented. Emphasis is on development of nursing skills to perform a holistic health assessment of the patient across the life span, including a health history and comprehensive physical examination. Levels of physical, cognitive and social functioning are analyzed and interpreted. Students practice health assessment skills in laboratory and selected settings.

Course Objectives NURS 3310 Health Assessment

Upon successful completion of the course the student will:

1. Utilize assessment skills, findings and diagnostic reasoning to identify actual and potential problems for the patient.
2. Integrate knowledge from physical and behavioral sciences, current literature findings, and use critical thinking when assessing patients.
3. Perform a comprehensive health exam by means of interviewing and physical assessment exam at a screening level.
4. Incorporate the concept of caring in developing nurse-patient relationships.
5. Demonstrate professional values according to moral, ethical, and legal principles during health assessment of the patient.
6. Demonstrate sensitivity for patient education, socio-cultural differences, patient comfort, and privacy in interactions with patients.

Approved by Academic Affairs 10/99

The following University policies:/absence for religious observance, absence for university-supported trips, services to students with disabilities, grade replacement, state-mandated course drop policy, and Social Security and Privacy may be found as a pdf at:

<http://www.utt Tyler.edu/academicaffairs/syllabuspolicies.pdf>

Required Texts

Jarvis, C. (2008). *Physical examination and health assessment (5th ed.)*. Philadelphia: W.B.Saunders. ISBN: 9781416032434.

Jarvis, C. (2008). *Student laboratory manual for: Physical examination and health assessment (5th ed.)*. Philadelphia: W.B.Saunders. ISBN: 9781416038535

College of Nursing: BSN/MSN Guide for Nursing Students www.uttyler.edu/nursing/nursing.htm
(Go to handbook at the end of the page)

Required Scantrons to be used for examinations: Look for the correct form which includes F-17255-PAR-L (there are 2 of the same color so make sure to look at the form)

Other helpful but not required learning Resources available online and possibly the bookstore:

1. Nursing Made Insanely Easy and Pharmacology Made Insanely Easy (Helpful books with lots of illustrations to help with concepts) www.icanpublishing.com

2. Memory Notebooks for Nursing: (Helpful books with lots of illustrations to help with concepts, several volumes available)

http://www.nursinged.com/resources/memory_nb.asp

3. Health Assessment Made Incredibly Visual! ISBN-10: 1-58255-985-6

<http://www.lww.com/product/?978-1-58255-985-8>

4. Laminated charts by QuickStudy:

<http://www.barcharts.com/default.asp?page=charts&pg=quickstudy&ca=MEDICAL>

Medical Terms: Basics (medical terminology)

http://www.barcharts.com/default.asp?page=chart_details&gid=2&pid=538-6

ISBN 538-6

Pocket Nursing http://www.barcharts.com/default.asp?page=chart_details&gid=2&pid=493-2

ISBN 761-3

Supplies: Watch with second hand, Stethoscope, Lab coat (thigh-length) with nametag and UT Tyler patch.

Disability Statement

"If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579)." Additional information may also be obtained at the following UT Tyler Web address: <http://www.uttyler.edu/disabilityservices>.

Grading Policy

Completion of NURS 3310: Health Assessment is based on satisfactory attainment of didactic and clinical criteria. Any student who fails to meet the course objectives and expectations in either the classroom or clinical area must repeat the entire courses and may not progress to the next level.

The simple average of the exam grades, before weighted calculation is performed, must be 75% or above to pass the course. Grades will not be rounded when calculating the average (74.5 - 74.9 is not rounded to 75). Students with an exam average of 75 or higher will have course grades calculated based on the weighted calculation of the exams and other required course work.

Graded Assignments

Four Exams (15 % each)	60%
Comprehensive Final Exam	20%
*Health History Assignment	5%
*Grand rounds presentation	10%
Daily Grade (Quizzes)	5%

*Student must make a minimum grade of 75 or will receive a 0 for the assignment

Lab/Clinical Assignments Completion of these assignments is mandatory

Mastery Skills:

1. Vital signs check off	Pass/Fail
2. 100 Blood Pressures	Pass/Fail
3. Head to Toe Practicum	Pass/Fail
4. Lab quiz breath sounds	Pass/Fail
5. Lab quiz heart sounds	Pass/Fail
6. Lab written assignments	Pass/Fail
7. Focused lab assessments	<u>Pass/Fail</u>
	100%

Letter grades will be assigned on the following scale:

- A 90-100
- B 80-89
- C 75-79
- D 60-74
- F Below 60

Approved Faculty Organization: Fall 1999, implemented Spring 2000

Additional Grading Criteria for Health History and Grand Rounds in Appendices on Blackboard website.

Daily Grade: will consist of 10 assignments/quizzes with possible scores from 0 to 100

1. Vital Signs Module completed on BBD by due date on Master Schedule.
2. Completion of Learning Style Assessment (100 for completing, 0 for not completing) by due date on Master Schedule.
3. Quizzes (there are eight) on BBD. Quizzes are over the corresponding lecture content and are completed online before the beginning of lecture. See Master Schedule for dates. A grade of zero (0) will be assigned if the assignment is not completed by the due date.

The quizzes will not be available online after the deadline of 9 am the morning of lecture. Consequences of late quizzes: If a student has to be absent for lecture, they may send the answers to the daily quiz due that day by email to Mrs. Deal (bdeal@uttyler.edu), Mrs. Greer in Longview (lgreer@uttyler.edu) or Mrs. Cheek in Palestine (rcheek@uttyler.edu) before the beginning of class. 10 points will be taken off for each day the quiz is late.

Grade Replacement Policy

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) repeats during his/her career at UT Tyler. (2006-08 Catalog)

Paper/Assignment Re-grading Policy

Student assignments will not be re-graded. At the instructor's discretion, a draft may be written for review.

Examination and Examination Review Policy

1. Attendance for exams are mandatory
2. If absence for an exam is necessary, the student is responsible for notifying the faculty prior to the exam with an acceptable reason.
3. Students will be allowed entry to the classroom after an exam has been started ONLY with faculty discretion.
4. Exams will be distributed at the time class is scheduled to begin.
5. All hats/caps must be removed during exam time. All personal items such as purses, books, backpacks, notebooks, and briefcases must be left in the front of the room during testing.
6. Silence will be enforced during the exam time. In order to avoid distraction during the exam, no one will be permitted to leave the room during the exam.
7. Make-up exams will only be given at the discretion of the faculty member and may be in a different format than the original exam.
8. Students will not share calculators during exams. Students will not bring their own calculators, cell phones, or any communicating devices into an examination
9. Exam reviews will be conducted at the discretion of the faculty. Test review may be scheduled with the faculty during office hours and within 10 school days from the return of the exam grades. Additional group reviews will be done in lab.
10. Any student achieving an examination grade less than 75%, must schedule an appointment with the faculty within 10 school days from the return of the exam grades.

Academic Integrity

1. Students are expected to assume full responsibility for the content and integrity of all academic work submitted as homework and examinations.

2. Students are advised to review the UT Tyler Academic Dishonesty Policy and Academic Integrity Policy in the Current College of Nursing Student Handbook and Academic Integrity Policy for UT Tyler students at www.uttyler.edu; click on current students, then Vice-President for Student Affairs, then Student Guide for Conduct and Discipline at UT Tyler. These policies are fully endorsed and enforced by all faculty members within the College of Nursing.
3. Plagiarism, cheating, and collusion are unacceptable and if found violating any of these standards the student will be disciplined accordingly (See BSN/MSN Nursing Student Guide for definitions).
4. The College of Nursing reserves the right to dismiss students from the program for any infraction of a legal, moral, social, or safety nature, pursuant to the procedures detailed in the *Regent's Rules*.

Student Dress Code for the University of Texas, College of Nursing:

A. General

It is the philosophy of the College of Nursing that the student has a responsibility to be neatly groomed and modestly dressed. Appearances should promote good health, safety and general well-being of the student. Clothing should avoid brevity and/or design that are offensive to the dignity and rights of others. School officials have the right and responsibility to counsel with the student or take any other corrective action. Types of clothing (other than those specified in this document) may be worn at the direction of the nursing instructor for special events.

B. Classroom

Casual or every day business wear is recommended. This includes but is not limited to the following: Slacks or skirt; sweater, blouse, and shirt. Jeans as well as conservative shorts (mid-thigh or longer) may be worn, but avoid overly frayed or soiled. Shoes must be worn. See items to be avoided below.

C. Professional Presentations, Ceremonies/ Graduation

Business or dressy day social: suit, dress, dressy separates, jacket, ties, nice fabrics. Dress shoes. Avoid denim, jeans, t-shirt or other casual clothes. For workshops/seminars attended by students, business attire will be worn.

D. Items to be Avoided in all School-related Functions (including but not limited to)

Overly frayed, worn or soiled garments. Costume look, transparent blouses, bare midriff shirts, tank tops, spaghetti straps, muscle shirts, overtly sexual, gang colors or logos, facial or body piercing, obscene slogans or pictures, bedroom wear, short-shorts, short skirts, or clothing that may be offensive to others.

E. Laboratory

The school clinical laboratory setting is designed to simulate the health care clinical area. Students will wear clean white lab coats with name tag and UT Tyler school patch on the front left uniform jacket. Classroom attire will be worn under the lab coat.

F. Pre or Post-clinical Experiences in the Health Care Setting

Students may be required to attend conferences or visit the clinical areas as part of their course requirements. Students should wear lab coat with name tag and UTT school patch. The following items will be avoided in the clinical areas: jeans, shorts, sandals, jogging/athletic suits, t-shirts, ball-caps, etc.

G. Clinical Experience

1. When attending any clinical experience students are required to wear the standardized student uniform and white uniform jacket with name badge and school patch. Street clothes will be worn in appropriate clinical settings as directed by the

clinical faculty with the white uniform jacket, nametag and school patch (see items above to be avoided in clinical areas). Students are to remember that whenever they are visiting a clinical agency or any clinical site, they represent UT Tyler and the College of Nursing and are expected to be professional in appearance and behavior at all times.

2. When student uniforms are required for clinical experiences, as specified by the course, the following guidelines must be adhered to:
 - a) School patch on the front left of the uniform jacket and the top of the standardized uniform.
 - b) The UTT name badge will be worn in all clinical setting. Name tag must be worn above the waist, so name and title are clearly visible.
 - c) White or neutral nylon hose are worn with dress/skirt; nylon hose, knee-highs or white socks with pants. Socks must cover ankle.
 - d) Clean, white clinical shoes or white leather athletic shoes should be worn (shoes may be mostly white and if stripes or logos are on shoes, these must be minimal and light colored). No canvas shoes or athletic shoes with colored stripes or large logos.
 - e) Jewelry: wedding or engagement rings only; single stud earrings and only 1 in each lobe (no dangling or hoops); no rings or studs in the nose, tongue, lip or any other facial or body piercing (other body piercing must be covered or removed); and, no necklaces or bracelets (only Medic Alert). Must have a watch with a second hand.
 - f) Make-up, hair, and grooming should be conservative. Hair shoulder length or longer must be pulled neatly back in a ponytail or bun. Hair clips, bands, etc. shall be functional, not decorative (no bows). Mustaches and beards will be neatly groomed, clean and trimmed.
 - g) Tattoos must be covered and not visible.
 - h) Nails are to be clean and neatly trimmed to no more than fingertip length, with clear or no polish. No artificial nails in OR or L & D.
 - i) No perfume, after-shave or other strong scents since this causes nausea and /or difficulty in breathing for many patients.
 - j) Gum chewing is not allowed
 - k) Any question concerning adherence to the dress code should be directed toward the clinical instructor.
3. Failure to comply with the above requirements may result in an unexcused clinical absence and/or negative clinical evaluation.
4. If the dress code rules are broken and a change of clothes is not available, the student may be removed from the school-related function for the remainder of the day.
Appropriate disciplinary action will be taken for repeated violations of this code.

Course Information

A. General

1. If lecture outlines are used, they will be posted on Blackboard a minimum of two (2) working days prior to class and will be removed at midnight prior class,
2. The clinical portion of the course syllabus, handouts, and any other required course materials will to be placed on blackboard.
3. All submitted written material (papers, assignments, examinations, etc.) are the property of the College of Nursing. They will be maintained in an archived file in the College of Nursing.
4. The *BSN/MSN Nursing Student Guide* is available on the CON website at <http://www.uttyler.edu/nursing/> . The student must sign the statement indicating they have accessed the guide and return the signed Student Guide Affirmation Form to the program secretary for placement in the student file. (Responsibility of Level 1 faculty to include in syllabus)
5. ERI Policy (Responsibility of all levels using the ERI to include in syllabus)

Fall 08 N3310

There is NO ERI association with this course.

6. All nursing students are required to use their student email accounts for all correspondence (Approved FO: 2/03)

Important phone numbers Tyler Campus College of Nursing Main number: 903-566-7320

Palestine Campus 903.727.2300

Longview Campus 903.663.8222

University Police 903.566.7300

Emergencies: 911

Laboratory Portion of Course

B. Unsafe Clinical Practice

1. Any act of omission or commission, which may result in harm to the patient, is considered unsafe clinical practice, and may result in removal from the clinical setting, disciplinary action according to the discretion of the course faculty, a negative clinical evaluation, a course failure, and/or dismissal from the program.

2. During the clinical practicum, unsafe clinical practice is defined as any one of the following: When the student:

- a. Commits repetitive and/or a single, serious medication error.
- b. Violates or threatens the physical, psychological, microbiological, chemical, or thermal safety of the patient.
- c. Violates previously mastered principles/learning objectives in carrying our nursing care skills and/or delegated medical functions.
- d. Assumes inappropriate independence in action or decisions.
- e. Does not adhere to current CDC guidelines for infection control.
- f. Fails to recognize own limitations, incompetence, and/or legal responsibilities.
- g. Fails to accept moral and legal responsibility for his/her own actions thereby violating professional integrity as expressed in the Code of Ethics for Nurses.
- h. Arrives at clinical settings in an impaired condition as determined by the clinical instructor.

3. Failure to comply with any of the above requirements may result in an unexcused clinical and/or negative clinical evaluation.

Policy Revision and approval: Spring 2006

Skills Laboratory

Attendance is mandatory. Notification prior to lab of tardiness or absence is necessary. Student must leave a message on the instructor's voice message, including the telephone number where he/she may be contacted. Student must make up the missed work

1. Lab Rules

- a. Obtain lab assignment.
- b. Observe demonstration as appropriate.
- c. Set up privacy screens or pull drapes as necessary.
- d. Obtain exam gown and drape sheet as appropriate.
- e. Perform lab exercise on a different lab partner each class.
- f. Document findings in laboratory manual, tear out page(s) and turn in to lab instructor.
- g. Clean lab area. Replace table papers or make bed, etc.

2. Laboratory Equipment Check-out

- a. Certain assessment equipment may be checked-out through Skill Lab Coordinator.
- b. All supplies must be returned to the Skills Lab Coordinator. Failure to return equipment will result in failure of the course.

Mastery Skills

Mastery skills will be evaluated by the lab instructor through student demonstration in the learning laboratory. A passing grade is achieved when the student can successfully demonstrate competency for that skill. If the student is unsuccessful remediation will be provided followed by re-demonstrate of the skill. If the student is unable to successfully perform any of the mastery skills during the semester, a clinical failure will result.

NURS 3310 Mastery Skill	Grading Criteria
Vital Signs Temperature, pulse, respirations and blood pressure (manual reading)	Check off with Lab Instructor, must accurately determine temperature, pulse, respiration, and blood pressure in a patient (lab classmate). May repeat at instructor's discretion.
100 Blood Pressures	Student will complete 100 manual blood pressures. One person's blood pressure may be repeated on different occasions up to 5 times. Students must turn in 100 Blood Pressure Sheet, Appendix C, on due date.
Head to Toe Practicum	Perform an assessment on a classmate with a peer evaluating. Do another check off on selected patient with instructor check off. See expanded grading criteria, Appendix D. Must score 2 (meets criteria) on each area to pass. Failure will result in the option of a second practicum performed on a different patient (lab classmate).
Lab quiz breath sounds Lab quiz heart sounds	Student must correctly identify specified heart sounds and breath sounds. Must retest until sounds are correctly identified.
Lab Focused assessment	Student must correctly identify system specific assessments such as infection and abnormal laboratory findings and their significance. Must retest until assessments are correct.
Lab assignments Written assignments	Satisfactorily complete written laboratory assignments in the Student Lab Manual corresponding with content selected weeks. Satisfactory completion of the written laboratory assignments includes work that is legible, correct, complete (with no blanks), and completed by the end of the lab period.

Summary of Requirements

Requirement	Grading Criteria
Exams X5	Simple Average of 75% MUST BE MET TO PASS THE COURSE
Then items are weighted with percentages	Four exams (15% each) Final Exam (20%)
Health History (5%)	Appendix B
Grand Rounds Presentation (10%)	Grand Rounds Resources Student must present Grand Rounds
Daily Grade X10 (5%)	Vital Signs Module (on Blackboard) and Learning Style Assessment (on Blackboard) & 8 Blackboard quizzes
Skills in Lab: Pass/Fail	
Vital Signs	Demonstrates competency.
100 Blood Pressures	Demonstrates competency.
Head to Toe Practicum	Demonstrates competency.
Lab quiz breath and heart sounds and focused assess	Demonstrates competency.
Lab assignments	Demonstrates competency.

Fall 08 N3310

Please print your first and last name _____

add any variations (Beth for Elizabeth) that you would like to be called

Please note if your name has or will change, noting previous and current name.

Your campus: _____

What book(s) did you read over the summer? _____

What are your expectations for this course?

What are your own learning goals? _____

The first two weeks after the first day of class will be LAB ONLY.

1	8/27	No Lecture	Vital Signs Module QUIZ - Complete on-line by 9/12 Mastery skill: Vital Signs Vital Signs Video in lab, Check out BP cuffs, Begin 100 BPs
---	------	------------	---

VITAL SIGNS MODULE: Appendix A

Learning Objectives: After completing this module and the health assessment lab for vital signs, the student will be able to:

- Describe the appropriate procedure for measuring a temperature
- Describe the appropriate procedure for assessing a normal pulse
- Describe the appropriate procedure for assessing a blood pressure
- Discuss normal and abnormal variations of vital signs.
- Describe pain assessment
- Discuss Oxygen saturation as an additional measure of vital signs

Complete the questions on BBD site related to this module in Appendix A for a daily grade. Due date on Master Schedule

2	Labor Day HOLIDAY 9/1	No lecture	Lab Manual Chapters 8 & 9 Assessment Techniques, General Survey, Measurement, Vital Sign Check-offs
---	-----------------------------	------------	---

Assessment Techniques, General Survey, Measurement

1. Describe the use of inspection, palpation, auscultation, and percussion as a physical assessment technique.
2. Differentiate between parts of the hand used for palpation techniques.
3. Differentiate between light, deep, and bimanual palpation
4. Discuss appropriate infection control measures used to prevent spread of infection.
5. Discuss developmental considerations in performing a physical assessment.
6. Discuss various tools used in a physical assessment
7. Discuss the purpose of a general survey
8. List the information considered in each of the four general areas of general survey
9. Discuss developmental considerations in a general survey
10. Discuss how to evaluate a client's weight and height
11. Determine appropriate documentation.
12. Based on patient data, determine priority of assessment

Prior to lab complete and be ready to discuss

From student lab manual

Chapter 8 p. 58-60 with focus on inspection, auscultation and palpation

Chapter 9 p. 66-67

Complete write up on p. 69 (do tympanic and oral temperature)

Week 3: Course Overview, Interview, Health History, and Vital Signs

Theory Objectives

- 1 Distinguish between subjective and objective data
- 2 Identify situations in which the appropriateness of the type of health assessment approach varies
- 3 Discuss the concept of health promotion related to health assessment
4. State the purpose of a complete health history
5. State the different types of health histories
6. Apply principles of therapeutic communication
7. Compare techniques that enhance and block effective communication.
8. Discuss individual patient needs (development, cultural, acuity) that require modified communication
9. Delineate types of data that belong under each of the following sections of the health history:
 - a. Biographic data
 - b. Reason for seeking care/Chief complaint
 - c. Present health status/ History of present illness
 - d. Past health history
 - e. Family history
 - f. Review of Systems
 - g. Functional Assessment
10. Describe the eight characteristics included in the summary of each patient symptom
 - a. location
 - b. character or quality
 - c. quantity of severity
 - d. timing
 - e. setting
 - f. aggravating or relieving factors
 - g. associated factors
 - h. patient's perception
11. Discuss assessment of depressed patient who is at risk for suicide
12. Collect data in a systematic and ongoing process (From Scope and Standards of Nursing Practice, Standard 1, Assessment)
 - a. Document relevant data in a retrievable format
 - b. Apply principles of infection control
 - c. Apply principles of patient confidentiality
 - d. Ensure accurate identification of the patient

Laboratory Objectives

1. Demonstrate use of open-ended, close-ended, and directive questioning.
2. Draw a genogram for own family that includes two generations.
3. Accurately record a Comprehensive Health History with a lab partner.
4. Discuss the common medical terminology terms.
5. Describe the 8 health variables for a patient with low back pain.

From student laboratory manual

p. 27-28 1-13 Review Questions

p. 30-31 1-10 Review Questions

Health history practice p. 33

Present Health History or Symptom Analysis
Eight Critical Characteristics See text p. 77

BH is a 32-year old male who presents with a complaint of back pain. He tells you he first noticed the pain two days ago after he helped move a heavy couch. He says the pain is severe and he says it is sharp, comes and goes, and radiates down his left leg. He has difficulty walking when the pain hits. The pain is unrelieved by OTC analgesics. He states, "The pain seems to be in the lower back area. It is worse when bending over at work and is better when lying down." He also says he thinks he pulled a muscle when he helped a neighbor move.

Complete the history of present illness for his chief complaint (CC) of back pain. Are there other questions you need to ask to complete the database?

History of Present Illness or Present health status

CC:

The 8 Health variables:

1. Body location
2. Quality (character)
3. Quantity (severity)
4. Timing
 - Onset
 - Duration
 - Frequency
5. Setting
6. Aggravating &
alleviating factors
7. Associated factors
8. Client's perception of the symptoms

Week 4: Chest and Lungs, Respiratory System

Theory Objectives

1. Recall anatomy and physiology of the respiratory system.
2. Relate the relevant subjective information in an assessment of the respiratory system.
3. Discuss health promotion practices that are pertinent to the respiratory system.
4. Identify equipment appropriate to the examination of the respiratory system.
5. Describe appropriate inspection, palpation, auscultation, percussion and positioning techniques used in the examination of the respiratory system.
6. Discuss the developmental considerations associated with the respiratory assessment
7. Compare abnormal findings in a thorax and lung assessment.
8. Discuss characteristics of normal breath sounds.
9. Describe adventitious breath sounds.
10. Compare respiratory disease assessment findings.

The following objectives may be included in each lecture:

From Scope and Standards of Nursing practice, Standard 1, Assessment
Collect data in a systematic and ongoing process
Document relevant data in a retrievable format
Apply principles of infection control
Apply principles of patient confidentiality
Ensure accurate identification of the patient

Laboratory Objectives

1. Begin Head to Toe Mastery Skills: Skin, Neuromuscular & Pulmonary
2. Listen and recognize normal and abnormal breath sounds in lab

Lab Assignment

1. Complete and discuss in lab Lab Manual pp. 164-165 # 7,8,9,10, 12, 13, 14,15. Review questions pp. 167-169 #1-24.
2. Check-off competency of Mastery Skill: Posterior & Anterior breath sounds, technique & position with stethoscope/ Skin, Neuromuscular & Pulmonary

Pre-class Learning Assignments include reading/reviewing corresponding chapters in the text prior to class. Portions of this content will be evaluated on a unit exam and the final exam.

Week 5: Head and Neck Vessels and Peripheral Vascular Systems

Theory Objectives

1. Recall the anatomy and physiology of the heart and peripheral vascular system.
2. Relate the relevant subjective information in an assessment of the heart and peripheral vascular system
3. Discuss health promotion practices that are pertinent to the heart and peripheral vascular system
4. Identify equipment appropriate to the examination of the heart and peripheral vascular system
5. Describe appropriate inspection, palpation, auscultation, and positioning techniques used in the examination of the heart and peripheral vascular system
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the heart and peripheral vascular system
7. Cite risk factors associated with heart disease, peripheral vascular disease and stroke.
8. Describe the clinical portrait of a patient in heart failure.
9. Recognize normal and abnormal findings of the heart and peripheral vascular system
10. Determine appropriate documentation.
11. Based on patient data, determine priority of assessment
12. Compare venous and arterial disease of the peripheral blood vessels

Laboratory Objectives

1. Demonstrate Head to Toe Mastery Skills: Cardiovascular & Gastrointestinal
2. Demonstrate proper technique for performing the Allen test and using the Doppler to assess an arterial pulse.
3. Listen and recognize normal and abnormal heart sounds in lab by testing
4. Listen and recognize normal and abnormal (wheezing, crackles, and rhonci) breath sounds in lab by testing.

Lab Assignments

Breath sounds quiz

1. Discussion in lab manual: page 189 Discuss # 5, #12 and #13, then if time, discuss the review questions 1-14 pp. 192 and 193
2. Discussion in lab manual over chapter 19 Study guide questions page 175 #1, #2, #4, #5, #14, #18 Review questions. 1-14 p181
3. Check off Head to Toe Mastery Skills: Cardiovascular & Gastrointestinal

Pre-class Learning Assignments include reading/reviewing corresponding chapters in the text prior to class. Portions of this content will be evaluated on a unit exam and the final exam.

Week 6 Exam 1 [Heart sounds quiz](#), View Head to Toe video in lab Peer Check-Off

Week 7 Abdomen and Gastrointestinal System, Anus Rectum and Prostate, and Male Genitalia

Theory Objectives

1. Recall anatomy and physiology of the abdomen, and identify the organs in the 4 quadrants.
2. Relate the relevant subjective information in an assessment of the abdomen.
3. Discuss health promotion practices that are pertinent to the abdomen.
4. Identify equipment appropriate to the examination of the abdomen.
5. Describe appropriate inspection, palpation, auscultation, percussion, and positioning techniques used in the examination of the abdomen.
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the abdomen.
7. Identify common causes of abdominal distention.
8. Recall anatomy and physiology of the male genitalia.
9. Relate the relevant subjective information in an assessment of the male genitalia and urinary system.
10. Discuss health promotion practices that are pertinent to the male genitalia.
11. Identify equipment appropriate to the examination of the male genitalia.
12. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the male genitalia.
13. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the male genitalia.
14. Identify male genital lesions and abnormalities of the scrotum.
15. Identify abnormalities of the penis
16. Recall anatomy and physiology of the anus, rectum, and prostate.
17. Relate the relevant subjective information in an assessment of the anus, rectum, and prostate.
18. Discuss health promotion practices that are pertinent to the anus, rectum, and prostate.
19. Identify equipment appropriate to the examination of the anus, rectum, and prostate.
20. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the anus, rectum, and prostate.
21. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the anus, rectum, and prostate.
22. Identify abnormalities of the rectum
23. Identify abnormalities of the prostate gland
24. Determine appropriate documentation.
25. Based on patient data, determine priority of assessment

Note: omit physical exam of male genitalia and rectum.

Lab Assignment

1. Lab manual discussion: p. 201, 1. see diagram p. 204, 2,3,4,5,6,7,8,11,12,14,18

Review questions p. 205-6, 1-14

2. Check-off competency of Mastery Skill: Head to Toe Assessment

Pre-class Learning Assignments include reading/reviewing corresponding chapters in the text prior to class. Portions of this content will be evaluated on a unit exam and the final exam.

Head to Toe Practicum Peer Check-Off

Health History Assignment due beginning of Lab

Week 8: Integumentary System
Skin, Hair and Nails and Nutritional Assessment

Theory Objectives

Upon completion of this unit, the student should be able to:

1. Describe significant differences between skin in the developmental stages.
2. Describe the differences between basal cell carcinoma and melanoma.
3. Discuss subjective information collected for a skin, hair, and nail assessment.
4. Discuss health promotion practices that are pertinent to the skin.
5. Describe the techniques for inspection and palpation of the skin.
6. Describe the techniques for inspection and palpation of the hair.
7. Describe the technique for inspection and palpation of the nails.
8. Differentiate between common shapes and configurations of lesions.
9. Identify common skin lesions.
10. Identify abnormal conditions of hair.
11. Identify abnormal conditions of the nails.
12. Based on patient data, determine priority of assessment
13. Discuss subjective information related to a nutritional assessment.
14. Discuss unique developmental considerations when performing a nutritional assessment
15. Discuss components of a nutritional assessment
16. Discuss common nutritional variations
17. Discuss laboratory findings related to nutrition.
18. Describe variations for BMI

Lab Assignment

Instructor check-off competency of Mastery Skill: Head to Toe Assessment with patient in Nursing Home

Pre-class Learning Assignments include reading/reviewing corresponding chapters in the text prior to class. Portions of this content will be evaluated on a unit exam and the final exam.

EXAM 2

View Skin, Breasts, Axillae, Female Genitalia videos
 Advanced Assessment Techniques
 100 B/Ps DUE

For Skin and Nutrition

1. Discuss in Lab Manual p. 95, # 1, 4, 6, 8, 9, 13, 18. Review Questions p. 99 #1-101.
2. Discuss in Lab Manual p. 81 # 5, 7. Review Questions p. 82 # 1-15

Week 10: Head, Neck, Lymphatics, Eyes, Ears, Nose, Mouth and Throat

Theory Objectives

Upon completion of this unit, the student should be able to:

7. Recall anatomy and physiology of the lymphatic system
8. Relate the relevant subjective information in an assessment of the lymphatic system
9. Identify equipment appropriate to the examination of the lymphatic system
10. Describe appropriate inspection, palpation, of the lymphatic system
11. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the lymphatic system
12. Identify the structures and landmarks of the neck.
13. Discuss subjective information collected for a head and neck assessment.
14. Discuss the techniques for inspection and palpation of the head.
15. Identify abnormal findings associated with the exam of the head and neck.
16. Identify developmental considerations in the head and neck exam.
17. Recall anatomy and physiology of the eyes.
18. Relate the relevant subjective information in an assessment of the eyes.
19. Discuss health promotion practices that are pertinent to the eyes.
20. Identify equipment appropriate to the examination of the eyes.
21. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the eyes.
22. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the eyes.
23. Understand abnormalities of the eyes
24. Recall anatomy and physiology of the ears.
25. Relate the relevant subjective information in an assessment of the ears.
26. Discuss health promotion practices that are pertinent to the ears.
27. Identify equipment appropriate to the examination of the ears.
28. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the ears.
29. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the ears.
30. Compare abnormalities of the ear including the tympanic membrane
31. Identify expected and abnormal findings of tuning fork tests.
32. Recall anatomy and physiology of the nose, mouth, and throat.
33. Relate the relevant subjective information in an assessment of the nose, mouth, and throat.
34. Discuss health promotion practices that are pertinent to the nose, mouth, and throat.
35. Identify equipment appropriate to the examination of the nose, mouth, and throat.
36. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the nose, mouth, and throat.
37. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the nose, mouth, and throat.
38. Compare abnormalities of the nose, mouth, and throat.
39. Determine appropriate documentation.
40. Based on patient data, determine priority of assessment

Fall 08 N3310

Lab Assignments:

Chapter 13 Head and Neck

Study guide: p.108-9 # 4,5,7,8,9,10

Review questions: p. 111, #1-22

Chapter 14 Eye

Study guide: p. 119-120 questions 3,9,11,20,22

Review questions: 1-16 p. 124-5

Regional Write up Page 127 II. Physical Exam A. through E. only

Chapter 15 Ears

Study guide: p, 130-132 questions 3,6,7,8, 11,12

Review questions: 1-16 p. 134-165

Regional Write up Page 127 II. Physical Exam C. only

Chapter 16 Nose Mouth and Throat

Study guide: questions p. 141: 9 and 12

Review questions: p. 144-5:1-12

Pre-class Learning Assignments include reading/reviewing corresponding chapters in the text prior to class. Portions of this content will be evaluated on a unit exam and the final exam.

Neurological System and Mental Status

Theory Objectives

1. Recall anatomy and physiology of the neurologic system.
2. Relate the relevant subjective information in an assessment of the neurologic system.
3. Discuss health promotion practices that are pertinent to the neurologic system.
4. Identify equipment appropriate to the examination of the neurologic system.
5. Describe appropriate inspection, palpation, percussion, and positioning techniques used in the examination of the neurologic system.
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the neurologic system.
7. Identify expected and unexpected findings associated with the cranial nerves.
8. Describe exams that assess cerebellar function
9. Describe exams that assess sensory function
10. Describe the different deep tendon reflexes including normal and abnormal responses
11. Discuss abnormalities of the neurologic system
11. Determine appropriate documentation.
12. Based on patient data, determine priority of assessment
13. Compare normal and abnormal findings related to the Glasgow Coma Scale
14. Compare neurological disease assessment findings.
15. Describe the following components of a mental status exam: appearance, behavior, cognition, and thought processes.
16. Discuss developmental considerations of the mental status examination.
17. Discuss measures and tests of cognitive functioning.
18. Discuss examples of abnormalities of thought content
19. Relate the relevant subjective information in an assessment of the mental status exam
20. Describe the characteristics of major depression
21. Describe abnormalities of mood and affect
22. Describe delirium and dementia
23. Determine appropriate documentation.
24. Based on patient data, determine priority of assessment

Laboratory Objectives

1. Demonstrate knowledge of the neurologic system by assessing cranial nerves, cerebellar function, sensory system, motor system, and deep tendon reflexes. Lab manual p. 235
2. Complete a Mini Mental Status Examination on another student. Text p. 104.

Lab Assignment

1. Lab Manual Chapter 6: Do review questions page 43-4, 1-19
- Lab Manual Chapter 23 Do review questions page 234 1-24
5. Turn in all written assignments at the end of lab.

Pre-class Learning Assignments include reading/reviewing corresponding chapters in the text prior to class. Portions of this content will be evaluated on a unit exam and the final exam.

Week 12: Exam 3 Focused Assessment on Pulmonary, Cardiovascular, Gastrointestinal, & Skin, and pertinent lab findings (Sim Man)

Lab assignments: for Musculoskeletal

Page 213 Study Guide Questions: 1,2,3,8,11,13,14,
Review questions: page 216-7, # 1-24
Regional Write up pages 219-221

Week 13: Musculoskeletal System

Theory Objectives

1. Recall anatomy and physiology of the musculoskeletal system.
2. Relate the relevant subjective information in an assessment of the musculoskeletal system.
3. Discuss health promotion practices that are pertinent to the musculoskeletal system.
4. Identify equipment appropriate to the examination of the musculoskeletal system.
5. Describe appropriate inspection, palpation, auscultation, and positioning techniques used in the examination of the musculoskeletal system.
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the musculoskeletal system.
7. Compare inflammatory and degenerative conditions associated with the musculoskeletal system.
8. Identify abnormalities of the bones, joints, spine, and ligaments and muscles
9. Determine appropriate documentation.
10. Based on patient data, determine priority of assessment

Lab Assignment

GRAND ROUNDS

Pre-class Learning Assignments include reading/reviewing corresponding chapters in the text prior to class. Portions of this content will be evaluated on a unit exam and the final exam.

Theory and Lab Objectives

1. Recall anatomy and physiology of the female genitalia.
2. Relate the relevant subjective information in an assessment of the female genitalia.
3. Discuss health promotion practices that are pertinent to the female genitalia.
4. Identify equipment appropriate to the examination of the female genitalia.
5. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the female genitalia.
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the female genitalia.
7. Compare abnormalities of external female genitalia.
8. Compare abnormalities of female pelvic musculature.
9. Compare abnormalities of the cervix and vulvovaginal inflammations.
10. Recall anatomy and physiology of the breasts and regional lymphatics.
11. Relate the relevant subjective information in an assessment of the breasts and regional lymphatics..
12. Discuss health promotion practices that are pertinent to the breasts and regional lymphatics..
13. Identify equipment appropriate to the examination of the breasts and regional lymphatics.
14. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the breasts and regional lymphatics.
15. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the breasts and regional lymphatics.
16. Identify signs of breast cancer.
17. Compare disorders occurring during lactation.
18. Discuss breast cancer in males.
19. Identify disorders and variations of the male breast
20. Determine appropriate documentation.
21. Based on patient data, determine priority of assessment

Domestic Violence Objectives

1. Recognize health care professional's role as mandatory reporters of domestic violence.
2. Explain the aspects of assessment and history taking for suspected domestic violence.
3. Compare assessment findings consistent with domestic violence.

No Lab Thanksgiving Holiday

Week 15 Assessment of Pediatric Patients
Putting it All together Jeopardy Game in Lecture

Theory Objectives

Pediatric Objectives

1. Describe the aspects of a thorough pediatric history, including differences for developmental levels.
2. Describe the components of a thorough pediatric physical assessment, noting the differences between infants, young children and adolescents.

Week 16 Exam 4

Fall 08 N3310

The following Appendices are available on the BBD site and should be printed out for your reference.

Appendix A Vital Signs Module

Appendix B Health History Assignment Grading Criteria

Appendix C 100 Blood Pressures Sheet & Guidelines

Appendix D Head to Toe Practicum Information & Instructions
Head to Toe Practicum Grading Criteria

Grand Rounds Resources Appendix Grading Criteria
Example Power Point Presentations
Peer Evaluation Forms

BLACKBOARD (BBD) Information:

Log in site: www.utt Tyler.edu

Click on the BBD icon at the bottom of the page. You can find out how to log in, how to access your student email, and other topics. You can even watch a video series under the Student FAQ, called Atomic learning, on how to navigate a BBD course.

Once you are enrolled in a Blackboard course, you can log on to the Blackboard Website anywhere you have Internet access from www.utt Tyler.edu

There is also a College of Nursing Undergraduate course that contains vital information (CON-Undergraduates). To enroll, go to "courses", then nursing, then find CON Undergraduates and click to enroll, there is no password.

Find NURS 3310 Health Assessment Fall 07 and click to self enroll.

Student Affirmation Form

_____ I agree to protect the privacy of faculty, peers, patients, and family members of patients by not inappropriately disclosing confidential information about faculty, peers, patients or their family members that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. In addition, I agree not to inappropriately disclose confidential information about any agency or institution that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. I will adhere to HIPAA guidelines.

_____ I have/will read the syllabus of this nursing course I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average on exams must be 75 or higher in order to attain a passing grade for the course.

_____ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the American Nurses Association (ANA) Code of Ethics for Nurses, the Texas Nurse Practice Act and UTT's Student Academic Dishonesty Policy.

_____ I will maintain and uphold the academic integrity policy of the College of Nursing and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

_____ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment in the College of Nursing

_____ I will not accept or access any unauthorized information related to any exam administered during my enrollment in the College of Nursing.

_____ I will sign only my own papers and other documents and will not sign any other student's name to anything, including class rolls.

_____ I will not allow any other student access to any of my paperwork for the purpose of copying.

Student's Signature

Date

Student's Printed Name

NURS

Course

Approved: University of Texas System-Spring 1996
Faculty Organization-Spring 1996
Faculty Organization: December 8, 2000
Revised: Fall 2000; May 2004, Summer 2005

AUDIO/VIDEO-RECORDING AGREEMENT

I have been given permission to record the following class, NURS _____.

I understand that, the recordings are for my personal studies only. I realize that lectures recorded may not be shared with other people without the written consent of the faculty member. I also understand that recorded lectures may not be used in any way against the faculty member, other lecturer, or students whose classroom comments are recorded as part of the class activity.

I am aware that the information contained in the recorded lectures is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer. I agree to abide by these guidelines with regard to any lectures I record while enrolled as a student at The University of Texas at Tyler.

Due to the confidential nature of some course content, I agree to provide written documentation of the erasure of any recordings made during the current semester. Failure to return this written documentation to the faculty by the date of the final examination will result in a grade of "I" (Incomplete).

Print Name

Date

Signature of Student

NURS

Course Number

I have erased all recordings made during this current semester in NURS _____.

Signature of Student

Date

(Revised with permission from TCU
Approved FO: 10/06)