

**THE UNIVERSITY OF TEXAS AT TYLER**  
**College of Nursing**

**NURS 3312**  
**Health Assessment for Registered Nurses**

**Fall 2007**

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Deborah Bell  
(Information to be added)

**Student Affirmation Form**

**Print out this form**

**Please initial each area...then fax or mail (do not email) to:**

Mrs. Kathy Deardorff, MSN, RN  
College of Nursing and Health Sciences  
3900 University Blvd.  
Tyler, TX 75799

UTT CON Fax Number: (903) 565-5533

\_\_\_\_\_ 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 working.

\_\_\_\_\_ 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 copyright.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Printed Name

NURS 3312  
Course

APPROVED:  
University of Texas System-Spring 1996  
Faculty Organization-Spring 1996  
Revised: May 2004  
Revised Summer 2005

**THEORY/LAB MASTER SCHEDULE**

<b>Date Units</b>	<b>Content &amp; Readings from Textbook</b>	<b>Laboratory Assignments &amp; Due Date</b>
8/22 Unit 1	Overview, Developmental Assessment, Ethnic & Cultural, & Health History Chapters 1-4	1. Complete Blackboard Tutorial and Self-assessment - <b>Quiz 1</b> 2. Review Student Lab Guide Chapter 4 <b>Quiz 2</b> 3. FIND CLIENT for Health History
8/29 Unit 2	Physical Assessment & Inspection & VS Chapters 5-6	1. Review Student Lab Guide Chapters 5 & 6 <b>Quiz 3</b>
9/5 Unit 3	Mental Health, Pain Assessment, Sleep, & Nutritional Assessment Chapters 7-10	1. Review Student Lab Guide Chapters 7-10 NO quiz 2. <b>**Discussion Question #1 on Culture due</b> 3. Submit Approval Form for Client Selection
9/12 Unit 4	Lungs and Respiratory System Chapter 17	1. Review Student Lab Guide Chapter 17 <b>Quiz 4</b> 2. Listen to Lung sounds found in Interactive Student CD-ROM 3. <b>** Scholarly responses to Discussion Question #1 due</b> 4. MAKE ARRANGEMENTS TO COMPLETE HEALTH HISTORY
9/19 Unit 5	Heart and Peripheral Vascular System Chapter 18	1. Review Student Lab Guide Chapter 18 <b>Quiz 5</b> 2. Listen to Heart sounds found in Interactive Student CD-ROM 3. <b>**HEALTH HISTORY DUE!</b>
9/26 Unit 6	End of Life & Spiritual Assessment Lecture notes only	Begin thinking about your case presentation!
10/3 Unit 7	Abdomen, Anus, Rectum, Prostate, & Male Genitalia Assessment Chapters 20, 22, & 23	1. Review Student Lab Guide Chapters 20,22, & 23 <b>Quiz 6</b> 2. <b>**Discussion Question #2 on End of Life due</b>
10/10 Unit 8	Skin, Hair, Nails, Head, Neck & Lymphatics Chapters 11,12, 13	1. Review Student Lab Guide Chapters 11-13 <b>Quiz 7</b> 2. <b>**Scholarly responses to Discussion Question #2 due!</b>
10/17 Unit 9	Nose, Mouth, Throat, Ears, & Eyes Chapters 14, 15, & 16	1. Review Student Lab Guide Chapters 14-16 <b>Quiz 8</b> 2. MAKE ARRANGEMENTS TO COMPLETE HEAD TO TOE
10/24 Unit 10	Musculoskeletal System Chapter 24	1. Review Student Lab Guide Chapter 24 <b>Quiz 9</b> 2. <b>**HEAD TO TOE PHYSICAL ASSESSMENT DUE!</b>
<b>10/29/07</b>	<b>Last Day to Drop a Class</b>	
10/31 Unit 11	Neurological System Chapter 25	1. Review Student Lab Guide Chapter 25 <b>Quiz 10</b>
11/7 Unit 12	Breasts & Axillae, & Female Genitalia & Reproductive System Chapters 19, 21, 26	1. Review Student Lab Guide Chapters 19, 21 & 26 <b>Quiz 11</b> 2. Work on PowerPoint case presentation
11/14 Unit 13	Putting it All Together	<b>**CASE PRESENTATION DUE</b>
11/21- 11/24	<b>Thanksgiving holidays</b>	
11/28 Unit 13	Responses to Student Power Point Presentations	<b>**COMMENTS ON 2 PRESENTATIONS DUE</b>
12/5	Have a wonderful holiday	Complete Online Evaluations: Classroom Faculty and Didactic

(a) 1

**Title of Course**

NURS 3312: Physical Assessment for Registered Nurses (web-based)

**Semester Hours**

Theory/Laboratory 3 semester hours

**Prerequisites**

Registered Nurse, Admission to the RN-BSN or RN-MSN Program

**Course Description**

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

**Course Objectives**

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

**American Disabilities Act Statement**

If you have a disability, including a learning disability, for which you request an accommodation, 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 accommodation must provide 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 903-566-7079 (TDD 565-5579).

**Grading Policy**

Completion of NURS 3312 is based on the satisfactory attainment of all course criteria. Any student failing to meet the course objectives and expectations must repeat the course and may not progress to the next level.

1. Students must have a grade average of 75 or higher in order to pass the course. An average of 74.5-74.9 will not be rounded to a 75.
2. Assignments Percent of Grade

Case Presentation	25%
PowerPoint presentation (20%)	
Response to Two PowerPoint (2.5% each for total 5%)	
Skills Practicum Assignments	25%
Health History (15%)	
Head to Toe Physical Assessment (pass/fail)	
Documentation of Head to Toe Physical Assessment (10%)	
Discussion Board Assignments	30%
2 questions-each worth 15%	
Quizzes	
10 questions/quiz (lowest quiz to be dropped)	
10 Quizzes (2% each)	20%

3. Letter grades will be assigned according to 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)

4. Grade Distribution: Individual grades are posted on Blackboard.
5. The content of this syllabus is subject to change at the discretion of the faculty according to current learning needs.
6. Any student repeating a course must complete all course requirements or equivalent as determined by the faculty during the semester in which a grade will be awarded.
7. All submitted written materials (papers and assignments) are the property of the College of Nursing. They are in an archived file at the College of Nursing until graduation.
8. Grade Replacement: 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 grape point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler. (2006-08 Catalog, p. 35)

### **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 UTT Academic Dishonesty Policy and Academic Integrity Policy in the current College of Nursing Student Handbook and Academic Integrity Policy for UTT students in the Student Guide. These policies are fully endorsed and enforced by the entire faculty in 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.
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.

Link to: A Student Guide to Conduct and Discipline/Academic Dishonesty  
[www.uttyler.edu/mainsite/conduct.html](http://www.uttyler.edu/mainsite/conduct.html)

### **UT Tyler Writing Center**

The UT-Tyler Writing Center (BUS 202) offers professional writing tutoring in all subject areas. We will be pleased to assist you with both general writing skills (such as organization and argument) and more specific forms of writing, including citation style, research methods, and lab reports. Note, however, that we will not do your work for you; you will be expected to participate in each tutoring session, just as you would in a regular class. Please call 903-565-5995 for an appointment and visit our website at [www.uttyler.edu/writingcenter](http://www.uttyler.edu/writingcenter) for more information.

### **Laboratory Component: Discussion Questions**

1. The purpose of Discussion Questions is to demonstrate the student's ability to synthesize, critically analyze and apply key concepts of the topic from the readings and lecture material.
2. Instructions on how to post a response (called a thread) to the Discussion Question are under the appropriate Module. More information is under the Student FAQ section of Blackboard and/or the Spiegel guidebook for adding a thread/posting your response to the Discussion Board.
3. There are 2 Discussion Question to be completed.
  - a. Assessment of a Culture
  - b. Assessment of the Dying client

### **Laboratory Component: A self-learning practice laboratory**

1. There are four assignments to be completed: The Blackboard Tutorial and Self-Assessment, A Health History, A Head to Toe Physical Assessment, and A Case Presentation
2. In order to complete these assignments (except the Tutorial and Self-Assessment) you will need to select a client (volunteer). You can use the same client for each of these assignments (recommended) or you can use a different client for each assignment.
3. Requirements for selection of client
  - a. The volunteer must have at least one acute or chronic condition/disease  
Examples: Diabetes mellitus Type I or II, COPD, Asthma, Hypertension,
  - b. There must be a specific medical diagnosis identified. Signs and/or symptoms must be evident so that an assessment of the condition/disease can be made. Problems such as colds, cramps, sinus congestion etc. are not going to give you enough data to complete the assignments.
  - c. It is recommended that a family member or friend, not a hospitalized patient, be requested to volunteer.
  - d. To ensure appropriate selection of your client, you must have written approval of your selection of client(s) from your instructor three weeks prior to the due date of the assignment.
  - e. Form for approval is found under the .appropriate Module
  - f. If you have any problems obtaining a client, please notify your instructor before the third week of class.
4. Instructions to complete the Blackboard Tutorial and Self-Assessment, the Health History, Head to Toe Physical Assessment and Case Presentation are found under the appropriate Module.
5. All assignments must be turned into the assigned instructor on the "Due" date unless prior arrangements have been made. Late assignments will have a 5% deduction in grade per day late.
6. There are instructions and examples included under the Case Presentation assignment if you are new to creating a PowerPoint. Of course, you may always ask assistance from your instructor. Many students find asking each other also helpful.

### **Laboratory Equipment Checkout**

Students may use the skills lab on any UTT campus (Tyler, Palestine, or Longview). Call Mrs. Deardorff at 903-566-7029 to set up an appointment. Instructors are available to assist you as needed. Any assessment equipment checked out from the university must be returned by the last day of class. Failure to return equipment will result in failure of the course.

### **Dress Code**

During any on-campus practice in the clinical laboratory or when completing laboratory assignments involving a client, students are to wear clothing that follows the Dress Code for the College of Nursing.

### **Expectations of Student**

1. Participation in Blackboard is required. For students who do not have Internet access at home, access is available at The University of Texas at Tyler College of Nursing Computer Lab, the University Center in Longview and on the Palestine campus. There are also computers available in other lab sites on the main campus.
2. Students are expected to read assigned content and complete each course assignment including quizzes as outlined in the syllabus on Blackboard.
3. Students are responsible for all announcements made on the Blackboard site.
4. Students who require Blackboard assistance can contact the Blackboard Administrator, Michael Vick at (903) 566- 7357, at The University of Texas at Tyler. E-mail address: [bbadmin@uttyler.edu](mailto:bbadmin@uttyler.edu), or Office BUS 101 in the Tyler campus at The University of Texas at Tyler.

### **Required Textbooks**

Wilson, S. F. & Giddens, J.F. (2005). *Health assessment for nursing practice* (3<sup>rd</sup> ed.). St. Louis: Mosby.

Student Lab Guide for Health Assessment for Nursing Practice (Lab guide should be included when you purchase a new textbook) ISBN 032302596X

### **Other Required Resources Available Online**

1. Syllabus: NURS 3312: Spring 2006 – Health Assessment for Registered Nurses (Available at: <http://www.blackboard.uttyler.edu>).
2. College of Nursing and Health Sciences. (2003). *BSN- RN guide for nursing students*. Tyler: The University of Texas at Tyler (Available at: <http://www.uttyler.edu/nursing/nursing.htm>).

### **Recommended:**

Speigel, H. (2003). *Navigating Blackboard*. New Jersey: Prentice Hall.  
(ISBN#: 013143151X)

## **MODULE 1**

## **Orientation to Internet Course, Introduction, Developmental Assessment, Ethnic and Cultural Considerations, and Health History**

**Upon completion of the learning experience the student will be able to:**

1. Navigate the online Blackboard Tutorial to be able to utilize the web site used for College of Nursing coursework.
2. Explain the importance of the health assessment process.
3. Distinguish between objective and subjective data.
4. Discuss the purpose of maintaining a written medical record.
5. Review selected theories of psychosocial and cognitive development.
6. Classify expected developmental tasks across the life span.
7. Compare and contrast developmental abilities by age group.
8. Identify purpose of various instruments available to assist in assessment of development.
9. Match assessment instruments with the appropriate age group and assessment focus.
10. Identify the importance that cultural considerations play in shaping nursing care.
11. Describe ways to increase cultural sensitivity.
12. Cite facts in the following areas for four major cultural minority groups (African Americans, Hispanics/Mexicans, Asians/Pacific Islanders, American Indians/Alaskan Natives):
  - o Demographic trends
  - o Education and employment
  - o Health care utilization
  - o General health status
  - o Health beliefs
  - o Health practices
  - o Family relationships
  - o Communication
  - o Religious experiences/special rituals
  - o Dietary practices
13. State the purposes of a health history.
14. Distinguish the purposes of comprehensive and focused health assessments.
15. Describe when to use open-ended, closed-ended, and directive questioning.
16. Describe communication techniques that enhance or diminish data collection.
17. Delineate types of data that belong under each of the following sections of a health history:
  - o Biographic data
  - o Reason for seeking care
  - o Present health status
  - o Past health history
  - o Family history
  - o Review of systems
  - o Psychosocial status
  - o Environmental health
18. Describe the health history format based on functional health patterns.

### **Reading Assignment - Chapters 1 through 4**

### **Lecture PowerPoint Presentation – Chapters 1 through 4**

#### **Practice Objectives and Assignments:**

1. Complete the Blackboard Tutorial and Self - assessment which is **Quiz 1**
2. Review Student Lab Guide for Chapter 4 - then take **Quiz 2**
3. Optional activities are found on interactive CD-ROM
4. Identify client(s) (volunteer participant)
5. Begin preparation for Discussion question on Culture

## **MODULE 2**

## **Physical Assessment, General Inspection, and Measurement of Vital Signs**

**Upon completion of this learning experience, the student will be able to:**

1. Describe the use of inspection, palpation, percussion, and auscultation in physical assessment.
2. Identify the positions used for examination of the client.
3. Describe the equipment used during a physical examination:
  - Thermometers
  - Stethoscope; Doppler
  - Sphygmomanometer; electronic noninvasive blood pressure monitor
  - Pulse oximeter
  - Scales
  - Visual acuity charts
  - Ophthalmoscope
  - Otoscope
  - Penlight; transilluminator, Wood's lamp
  - Ruler and tape measure
  - Nasal speculum
  - Tuning fork; audioscope
  - Percussion/reflex hammer
  - Goniometer
  - Calipers for skinfold thickness
  - Vaginal speculum
  - Monofilament
  - Magnification device
3. Define Standard Precautions.
4. Identify the components of a general inspection.
5. Describe the purpose of and methods for measuring vital signs.
6. Describe the technique for measurement of oxygen saturation.
7. Recall the normal ranges of vital signs across age groups.
8. Discuss variables that affect the measurement of vital signs.

**Reading Assignment: -Chapters 5 and 6**

**Lecture PowerPoint Presentation – Chapters 5 and 6**

**Practice Objectives and Assignments:**

1. Review Student Lab Guide Chapters 5 & 6 then take **Quiz 3**
2. Optional activities found on interactive CD-ROM
3. Prepare Discussion question on Culture

### **MODULE 3**

## **Mental Health, Mental Status Assessment, Pain Assessment, Sleep Assessment, and Nutritional Assessment**

**Upon completion of this learning experience, the student will be able to:**

1. Recall the anatomy and physiology of the limbic system and neurotransmitters that are relevant to mental health assessment.
2. Distinguish specific age-related, cultural, and situational data that are included in a comprehensive mental health history.
3. Identify screening tools appropriate for a mental health assessment.
4. Describe appropriate observation and interview techniques used in mental health assessment.
5. Describe expected findings and minor variations that may be found during a mental health assessment.
6. Describe variations related to age, race, culture, gender, and selected situations that are expected during a mental health assessment.
7. Identify common problems and conditions that may be found during a mental health assessment.
8. Discuss health promotion practices that are pertinent to mental health
9. Recall the anatomy and physiology of pain.
10. Differentiate the three types of pain.
11. Identify screening tools/scales that may be used for the assessment of pain.
12. Describe appropriate inspection techniques used in the assessment of pain.
13. Describe expected findings derived from the assessment of pain.
14. Describe variations related to age, race, culture, and gender that are expected on assessment of pain.
15. Recount the physiology of sleep that is relevant to the assessment of sleep.
16. Identify equipment and procedures appropriate for the assessment of sleep.
17. Describe expected findings and minor variations that may be found from the assessment of sleep.
18. Describe variations related to age, race, culture, and selected situations that are expected from the assessment of sleep.
19. Identify common problems and conditions of sleep.
20. Describe the four major components of a nutritional assessment.
21. Discuss the various approaches used in anthropometric assessment.
22. Identify types of biochemical tests that aid nutritional assessment.
23. Recall the recommended daily intake guidelines for healthy eating.
24. Describe common problems and conditions associated with nutrition.
25. Explain dietary teaching for healthy eating habits as part of health promotion.

**Reading Assignment: Chapters 7 through 10**

**Lecture PowerPoint Presentation: Chapters 7 through 10**

### **Practice Objectives and Assignments:**

1. Review Student Lab Guide Chapters 7-10 -there is no quiz
2. Optional activities found on interactive CD-ROM
3. **Discussion Question #1 on Culture due**
4. Submit Approval Form for Client Selection

## **MODULE 4**

## Lungs and Respiratory System

**Upon completion of this learning experience, the student will be able to:**

1. Recall anatomy of the lungs and respiratory system that is pertinent in assessment of that system.
2. Recount physiology of the lungs and respiratory system that is relevant to the assessment of that system.
3. Relate the relevant data that are included in a comprehensive health history of the lungs and respiratory system.
4. Cite pertinent rationale for collection of relevant data.
5. Describe appropriate inspection, auscultation, palpation, percussion, and positioning techniques used in the examination of the lungs and respiratory system.
6. Describe expected findings derived from the examination of the lungs and respiratory system.
7. Describe variations related to age, race, gender, and selected situations that are expected on examination of the lungs and respiratory system.
8. Describe abnormal findings related to examination of the lungs and respiratory system.
9. Identify common problems and conditions of the lungs and respiratory system.

**Reading Assignment - Chapter 17**

**Lecture PowerPoint Presentation – Chapter 17**

**Practice Objectives and Assignments:**

1. Review Student Lab Guide Chapter 17 then take **Quiz 4**
2. Listen to Lung sounds found in Interactive Student CD-ROM
3. **Scholarly responses to Discussion Question #1 due**
4. MAKE ARRANGEMENTS TO COMPLETE HEALTH HISTORY (Review Sample Of Comprehensive Health History p .677-678 and Genogram on p. 44)

## **MODULE 5**

### **Heart and Peripheral Vascular System**

**Upon completion of this learning experience, the student will be able to:**

1. Recall anatomy of the heart and peripheral vascular system that is pertinent in assessment of that system.
2. Recount physiology of the heart and peripheral vascular system that is relevant to the assessment of that system.
3. Relate the relevant data that are included in a comprehensive health history of the heart and peripheral vascular system.
4. Cite pertinent rationale for collection of relevant data.
5. Describe appropriate inspection, auscultation, palpation, percussion, and positioning techniques used in the examination of the heart and peripheral vascular system.
6. Describe expected findings derived from the examination of the heart and peripheral vascular system.
7. Describe variations related to age, race, gender, and selected situations that are expected on examination of the heart and peripheral vascular system.
8. Describe abnormal findings related to examination of the heart and peripheral vascular system.
9. Identify common problems and conditions of the heart and peripheral vascular system.
10. Discuss health promotion practices that are pertinent to the heart and peripheral vascular system.

#### **Reading Assignment – Chapter 18**

#### **Lecture PowerPoint Presentation – Chapter 18**

#### **Practice Objectives and Assignments:**

1. Review Student Lab Guide Chapter 18 then take **Quiz 5**
2. Optional activities found on interactive CD-ROM
3. Listen to Heart sounds found in Interactive Student CD-ROM
4. **HEALTH HISTORY DUE!**

## **MODULE 6**

### **End of Life Assessment and Spiritual Assessment**

**Upon completion of the learning experience, the student will be able to:**

1. Discuss the concepts of death and dying.
2. Identify physical manifestations of approaching death.
3. Outline components of the health history that would be relevant to the terminally ill patient at different stages of illness.
4. Discuss pain assessment of a terminal patient.
5. Identify components of the physical assessment in the terminally ill patient.
6. Discuss the assessment of the spiritual needs of the patient and family/caregiver

**Reading Assignment: see Attached articles and reference list**

**Lecture PowerPoint Presentation – see Attached PowerPoint**

**Practice Objectives and Assignments:**

1. There is no quiz
2. Prepare Discussion question on End of Life Assessment
3. Discussion Question #2 on End of Life is due 10/3/07

## **MODULE 7**

## **Abdomen and Gastrointestinal System, Male Genitalia, and Anus, Rectum and Prostate**

**Upon completion of this learning experience, the student will be able to:**

1. Recall anatomy and physiology of the abdomen and gastrointestinal system that is pertinent in assessment of that system.
2. Describe appropriate inspection, auscultation, palpation, percussion, and positioning techniques used in the examination of the abdomen and gastrointestinal system.
3. Describe expected findings derived from the examination of the abdomen and gastrointestinal system.
4. Describe variations related to age, race, gender, and selected situations that are expected on examination of the abdomen and gastrointestinal system.
5. Describe abnormal findings related to examination of the abdomen and gastrointestinal system.
6. Identify common problems and conditions of the abdomen and gastrointestinal system.
7. Recall anatomy and physiology of the male genitalia that is pertinent in assessment of that system.
8. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the male genitalia.
9. Describe expected findings derived from the examination of the male genitalia.
10. Describe variations related to age, race, and selected situations that are expected on examination of the male genitalia.
11. Describe abnormal findings related to examination of the male genitalia.
12. Identify common problems and conditions of the male genitalia.
13. Recall anatomy and physiology of the anus, rectum, and prostate that is pertinent in assessment of that system.
14. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the anus, rectum, and prostate.
15. Describe expected findings derived from the examination of the anus, rectum, and prostate.
16. Describe variations related to age, race, gender, and selected situations that are expected on examination of the anus, rectum, and prostate.
17. Describe abnormal findings related to examination of the anus, rectum, and prostate.
18. Identify common problems and conditions of the anus, rectum, and prostate.

**Reading Assignment – Chapters 20, 22, and 23**

**Lecture PowerPoint Presentation – Chapters 20, 22, and 23**

**Practice Objectives and Assignments:**

1. Review Student Lab Guide Chapters 20,22, & 23 then take **Quiz 6**
2. Optional activities found on interactive CD-ROM
3. **Discussion Question #2 on End of Life due**

## **MODULE 8**

## **Skin, Hair, Nails, Lymphatic System, Head and Neck**

**Upon completion of this learning experience, the student will be able to:**

1. Recall anatomy and physiology of the skin, hair, and nails that is relevant to their assessment.
2. Distinguish specific age-related, cultural, and situational data that are included in a comprehensive health history of the skin, hair, and nails.
3. Identify equipment appropriate to the examination of the skin, hair, and nails.
4. Describe appropriate inspection and palpation techniques used in the examination of the skin, hair, and nails.
5. Describe expected findings and minor variations derived from the examination of the skin, hair, and nails.
6. Describe abnormal findings that may be identified by examination of the skin, hair, and nails.
7. Identify common problems and conditions of the skin, hair, and nails.
8. Discuss health promotion practices that are pertinent to the skin, hair, and nails.
9. Recall anatomy and physiology of the lymphatic system.
10. Distinguish specific age-related, cultural, and situational data that are included in a comprehensive health history of the lymphatic system.
11. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the lymphatic system.
12. Describe expected findings and minor variations derived from the examination of the lymphatic system.
13. Describe variations related to age, race, culture, gender, and selected situations that are expected on examination of the lymphatic system.
14. Describe abnormal findings that may be identified by examination of the lymphatic system.
15. Identify common problems and conditions of the lymphatic system.
16. Recall anatomy and physiology of the head and neck that is pertinent in assessment of that system.
17. Distinguish specific age-related, cultural, and situational data that are included in a comprehensive health history of the head and neck.
18. Identify equipment appropriate to the examination of the head and neck.
19. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the head and neck.
20. Describe expected findings and minor variations derived from the examination of the head and neck.
21. Describe variations related to age, race, culture, gender, and selected situations that are expected on examination of the head and neck.
22. Describe abnormal findings that may be identified by examination of the head and neck.
23. Identify common problems and conditions of the head and neck.
24. Discuss health promotion practices that are pertinent to the head and neck.

**Reading Assignment – Chapters 11, 12, and 13**

**Lecture PowerPoint Presentation – Chapters 11, 12, and 13**

**Practice Objectives and Assignments:**

1. Review Student Lab Guide Chapters 11-13 then take **Quiz 7**
2. Optional activities found on interactive CD-ROM
3. **Scholarly responses to Discussion Question #2 due!**

## **MODULE 9**

## **Nose, Paranasal Sinuses, Mouth, and Oropharynx, Ears/Auditory System, and Eyes/Visual System**

**Upon completion of this learning experience, the student will be able to:**

1. Recall anatomy and physiology of the nose, paranasal sinuses, mouth, and oropharynx that is pertinent in assessment of those areas.
2. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the nose, paranasal sinuses, mouth, and oropharynx.
3. Describe expected findings derived from the examination of the nose, paranasal sinuses, mouth, and oropharynx.
4. Describe variations related to age, race, gender, and selected situations that are expected on examination of the nose, paranasal sinuses, mouth, and oropharynx.
5. Describe abnormal findings that may be identified by examination of the nose, paranasal sinuses, mouth, and oropharynx.
6. Identify common problems and conditions of the nose, paranasal sinuses, mouth, and oropharynx.
7. Recall anatomy and physiology of the identified body system that is pertinent in assessment of the ears and auditory system.
8. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the ears and auditory system.
9. Describe expected findings derived from the examination of the ears and auditory system.
10. Describe variations related to age, race, culture, gender, and selected situations that are expected on examination of the ears and auditory system.
11. Describe abnormal findings related to examination of the ears and auditory system.
12. Identify common problems and conditions of the ears and auditory system.
13. Recall anatomy and physiology of the eyes and visual system that is pertinent in assessment of that system.
14. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the eyes and visual system.
15. Describe expected findings derived from the examination of the eyes and visual system.
16. Describe variations related to age, race, gender, and selected situations that are expected on examination of the eyes and visual system.
17. Describe abnormal findings related to examination of the eyes and visual system.
18. Identify common problems and conditions of the eyes and visual system.

**Reading Assignment – Chapters 14, 15, and 16**

**Lecture PowerPoint Presentation – Chapters 14, 15, and 16**

**Practice Objectives and Assignments:**

1. Review Student Lab Guide Chapters 14-16 then take **Quiz 8**
2. Optional activities found on interactive CD-ROM
3. Make arrangements to complete Head to Toe Physical Assessment (Review Sample Of Physical Examination Documentation for Head to Toe p.678-679)

## **MODULE 10**

## **Musculoskeletal System**

**Upon completion of this learning experience, the student will be able to:**

1. Recall anatomy and physiology of the musculoskeletal system that is pertinent in assessment of that system.
2. Describe appropriate inspection, palpation, percussion, and positioning techniques used in the examination of the musculoskeletal system.
3. Describe expected findings and minor deviations derived from the examination of the musculoskeletal system.
4. Describe variations related to age, race, gender, and selected situations that are expected on examination of the musculoskeletal system.
5. Describe abnormal findings related to examination of the musculoskeletal system.
6. Identify common problems and conditions of the musculoskeletal system.

**Reading Assignment – Chapter 24**

**Lecture PowerPoint Presentation – Chapter 24**

**Practice Objectives and Assignments:**

1. Review Student Lab Guide Chapter 24 then take [Quiz 9](#)
2. Optional activities found on interactive CD-ROM
3. [HEAD TO TOE PHYSICAL ASSESSMENT DUE!](#)

## **MODULE 11**

### **Neurological Assessment**

**Upon completion of this learning experience, the student will be able to:**

1. Recall anatomy and physiology of the neurologic system that is pertinent in assessment of that system.
2. Describe appropriate inspection, palpation, percussion, and positioning techniques used in the examination of the neurologic system.
3. Describe expected findings and minor variations derived from the examination of the neurologic system.
4. Describe variations related to age, race, gender, and selected situations that are expected on examination of the neurologic system.
5. Describe abnormal findings related to examination of the neurologic system.
6. Identify common problems and conditions of the neurologic system.

**Reading Assignment – Chapter 25**

**Lecture PowerPoint Presentation – Chapter 25**

**Practice Objectives and Assignments:**

1. Review Student Lab Guide Chapter 25 then take **Quiz 10**
2. Optional activities found on interactive CD-ROM
3. Begin work on Case Presentation

**MODULE 12**

**Breasts Axillae, Female Genitalia and Reproductive System, and**

## Assessment of the Pregnant Client

Upon completion of the learning experience, the student will be able to:

1. Recall anatomy and physiology of the breasts and axillae that is pertinent in assessment of that system.
2. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the breasts and axillae.
3. Describe expected findings derived from the examination of the breasts and axillae.
4. Describe variations related to age, race, gender, and selected situations that are expected on examination of the breasts and axillae.
5. Describe abnormal findings related to examination of the breasts and axillae.
6. Identify common problems and conditions of the breasts and axillae.
7. Recall anatomy and physiology of the female genitalia and reproductive system that is pertinent in assessment of that system.
8. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the female genitalia and reproductive system.
9. Describe expected findings and minor deviations derived from the examination of the female genitalia and reproductive system.
10. Describe variations related to age, race, and selected situations that are expected on examination of the female genitalia and reproductive system.
11. Describe abnormal findings related to examination of the female genitalia and reproductive system.
12. Identify common problems and conditions of the female genitalia and reproductive system.
13. Recall anatomy and physiology that is pertinent in assessment of the pregnant client.
14. Describe appropriate inspection, palpation, auscultation, percussion, and positioning techniques used in the examination of the pregnant client.
15. Describe expected findings and minor deviations derived from the examination of the pregnant client.
16. Describe variations related to age, race, and selected situations that are expected on examination of the pregnant client.
17. Describe abnormal findings related to examination of the pregnant client.
18. Identify common problems and conditions of the pregnant client.

**Reading Assignment – Chapters 19, 21, and 26**

**Lecture PowerPoint Presentation – Chapters 19, 21, and 26**

**Practice Objectives and Assignments:**

1. Review Student Lab Guide Chapters 19, 21 & 26 then take **Quiz 11**
2. Optional activities found on interactive CD-ROM
3. Work on PowerPoint case presentation

## MODULE 13

## **Putting It All Together Case Presentations**

**Upon completion of the learning experience, the student will be able to:**

1. Synthesize the course components into a case study format.
2. Develop a professional presentation with PowerPoint.
3. Critically analyze other case presentations.

### **Reading Assignment – Chapter 27**

### **Lecture PowerPoint Presentation – Chapter 27**

#### **Practice Objectives and Assignment:**

1. Review Student Lab Guide Chapter 27
2. Optional activities found on interactive CD-ROM
3. **CASE PRESENTATION DUE**
4. Respond to at least two (2) presentations with discussion including questions