

THE UNIVERSITY OF TEXAS AT TYLER
College of Nursing

NURS 3312
Health Assessment for Registered Nurses

Spring 2008

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

MASTER SCHEDULE

Dates & Modules	Content & Readings from Textbook	Assignments & Due Dates	Quizzes
1/16 1	Critical Thinking, Developmental Tasks & Health Promotion, Cultural Competency, Mental Status & Domestic Violence- Chapters 1-3 & 6-7	If unfamiliar with BB, complete Tutorial Introduce yourself to your classmates on the Discussion Board	No quiz for Module 1
1/23 2	Interview & Health History-Chapter s 4 & 5	Find client for Assignments	Quiz 1 Available 8 am today until Midnight on 1/29/08
1/30 3	Assessment Techniques, General Survey, Measurement, VS, Pain & Nutritional Assessment -Chapters 8-11	Discussion Question #1 on Culture due by 9 am today Submit Approval Form for Client Selection by 9 am today	Quiz 2 Available 8 am today until Midnight on 2/5/08
2/6 4	Thorax and Lungs- Chapter 18	Scholarly responses to Discussion Question #1 due by 9 am today MAKE ARRANGEMENTS TO COMPLETE HEALTH HISTORY	Quiz 3 Available 8 am today until Midnight on 2/12/08
2/13 5	End of Life & Spiritual Assessment- Lecture notes	HEALTH HISTORY DUE!	No quiz for module 5
2/20 6	Heart, Neck Vessels, Peripheral Vascular & Lymphatic Systems-Chapters 19 & 20	Discussion Question #2 on End of Life due by 9 am today	Quiz 4 Available 8 am today until Midnight on 2/26/08
2/27 7	Abdomen & Musculoskeletal System- Chapters 21 & 22	Scholarly responses to Discussion Question #2 due by 9 am today	Quiz 5 Available 8 am today until Midnight on 3/4/08
3/5 8	Eyes, Ears, Nose, Mouth, & Throat Chapters 14, 15, & 16	Submit Approval Form if new client selected for Head to Toe Physical Assessment by 9 am today	Quiz 6 Available 8 am today until Midnight on 3/18/08
3/12	Spring Break - March 10-15		
3/19 9	Neurological System-Chapter 23	MAKE ARRANGEMENTS TO COMPLETE HEAD TO TOE	Quiz 7 Available 8 am today until Midnight on 3/20/08
3/21 10	Skin, Hair, Nails, Head, Face, Neck & Regional Lymphatics-Chapters 12 & 13	HEAD TO TOE PHYSICAL ASSESSMENT DUE by 9 am today	Quiz 8 Available 8 am today until Midnight on 4/1/08
3/21	<u>Last Day to Drop a Class</u>	<u>with a " W"</u>	
4/2 11	Male Genitourinary System & Anus, Rectum, Prostate-Chapters 24, & 25	Submit Approval Form if new client selected for Case Study by 9 am today	Quiz 9 Available 8 am today until Midnight on 4/8/08
4/9 12	Breasts & Regional Lymphatics, & Female Genitourinary System -Chapters 17 & 26	Work on PowerPoint Case Study Presentation	Quiz 10 Available 9am today until Midnight on 4/15/08
4/16 13	Integration of Health Assessment -Chapters 27,28, 29 & 30	CASE STUDY PRESENTATION DUE by 9 am today	
4/23	Responses to Student Power Point Presentations	COMMENTS ON 2 PRESENTATIONS DUE by 9 am today	
4/30	Complete Online Evaluations	Faculty and Course	

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

Required Textbooks

Jarvis, C. (2008). Physical assessment and health assessment, (5th ed.). St. Louis: Elsevier Inc
ISBN: 9781416032434

Textbook includes an online video series password for access on the Internet.

Other Required Resources Available Online

1. Syllabus: NURS 3312: Spring 2008 – Health Assessment for Registered Nurses (Available at: <http://www.blackboard.uttyler.edu>).

- College of Nursing and Health Sciences. (2003). *BSN- RN guide for nursing students*. Tyler: The University of Texas at Tyler (Available at:

Optional Resources

Health Assessment Made Incredibly Visual! ISBN-10: 1-58255-985-6
<http://www.lww.com/product/?978-1-58255-985-8>

American Disabilities Act 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 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.

- 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	<u>Percent of Grade</u>
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	
10 Quizzes (2% each)	<u>20%</u>
	100 %

- 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)

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.

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 grade 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

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. Professional Presentations, Ceremonies/ Graduation

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

C. 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.

D. Laboratory experience

If visiting the clinical areas as part of their course requirements, students should wear lab coat with nametag and UTT school patch with every day business wear. The following items will be avoided in the clinical areas: jeans, shorts, sandals, jogging/athletic suits, t-shirts, ball-caps etc. 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.

Course Information

A. General

1. All submitted written materials (papers and assignments) are the property of the College of Nursing. They are maintained in an archived file at the College of Nursing until graduation.
2. All nursing students are required to use their student email accounts for all correspondence
3. 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.
4. Students are expected to read assigned content and complete each course assignment including quizzes as outlined in the syllabus on Blackboard.
5. Students are responsible for all announcements made on the Blackboard site.
6. Students who require Blackboard assistance can contact the Blackboard Administrator at (903) 566- 7357, at The University of Texas at Tyler. E-mail address: bbadmin@uttyler.edu, or Office BUS 101 in the Tyler campus at The University of Texas at Tyler.

B. Didactic Component

1. Each module contains objectives, reading assignments, PowerPoint lecture, and laboratory assignments
2. Some modules with contain optional activities such as an open book quiz or crossword puzzle for student review of content, web sites for further information and performance checklists to assist in planning and completing specific health assessments.
3. Ten of the 13 modules have graded quizzes

C. 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 found 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

D. Laboratory Component: A self-learning practice laboratory

1. There are three assignments to be completed: A Health History, A Head to Toe Physical Assessment, and A Case Study PowerPoint Presentation
2. In order to complete these assignments, a client must be selected (volunteer). The same client can be used for each of these assignments (recommended) or you can use a different client for each assignment.
3. Requirements for selection of client(s)
 - 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 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 the client, written approval by faculty must be obtained three weeks prior to the due date of the assignment.
 - e. Approval Form for Client Selection is found under Course Documents
 - f. If you have any problems obtaining a client, please notify your instructor before the third week of class.
4. Instructions to complete the Health History, Head to Toe Physical Assessment and Case Study PowerPoint Presentation are found under Course Documents.
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 Study Presentation assignment if new to creating a PowerPoint. Many students find asking each other is also helpful. The instructors are always available as well.

E. 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.

Student Affirmation Form

Print out this form....initial each area...then fax or mail (do not email)

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

Module 1: Critical Thinking in Health Assessment; Developmental Tasks and Health Promotion across the Life Cycle; Cultural Competence; Mental Status Assessment; and Domestic Violence Assessment

At the completion of these chapters, the student will:

Chapter 1: Critical Thinking in Health Assessment

1. Discuss the role of assessment as the starting point of all models of clinical reasoning.
2. Describe the use of diagnostic reasoning in clinical judgment.
3. Discuss the use of the nursing process in clinical judgment.
4. Differentiate between novice, proficient, and expert practitioner.
5. Describe the use of critical thinking in diagnostic reasoning and clinical judgment.

6. Differentiate first-level, second-level, and third-level priority problems.
7. Use a conceptual framework to guide nursing practice.
8. Contrast medical diagnosis with nursing diagnosis.
9. Discuss the expanded concept of health and relate it to the process of data collection.
10. Relate the patient situation to the amount of data collected.
11. Relate the patient age and health status to the frequency of health assessment.
12. Consider life cycle and cross-cultural factors when performing a health assessment.
13. Discuss the importance of high-level assessment skills.

Chapter 2: Developmental Tasks and Health Promotion across the Life Cycle

1. Differentiate developmental stages for each group.
2. Incorporate the use of major developmental frameworks in conducting a holistic health assessment.
3. Relate behavioral development observations in each child to the expected behaviors identified.
4. Assess development of individuals across the life span with various screening tests.

Chapter 3: Cultural Competence: Cultural Care

1. Describe the basic characteristics of culture and the steps to cultural competence.
2. Describe the concept of heritage consistency.
3. Explain the concept of ethnicity.
4. Discuss the influence of religion and spirituality on health and illness perception.
5. Discuss areas of potential cultural conflicts between nurses and patients of different ethnic groups.
6. Discuss components of the health belief system and their influence on health practices and illness expressions.
7. Examine the sources that influence the culture and beliefs the student embraces.
8. Provide care that reflects an acceptance of the patient as a unique individual.

Chapter 6: Mental Status Assessment

1. Define the behaviors that are considered in an assessment of a person's mental status.
2. Describe relevant developmental care related to the mental status examination.
3. State the purpose of a mental status examination.
4. List the four components of mental status assessment.
5. Complete a MiniMental State examination.
6. Discuss developmental care for infants, children, and aging adults.

Chapter 7: Domestic Violence Assessment

1. Recognize health care professionals' role as mandatory reporters of abuse.
2. Discuss the health effects of violence.
3. Describe the use of the Abuse Assessment Screen (AAS) when one is screening for intimate partner violence.
4. Explain the aspects of assessment and history taking for suspected abuse.
5. Describe the components of the physical examination of the known survivor of IPV or elder abuse and use correct forensic terminology.
6. Discuss the importance of and procedures for both written and photographic documentation of IPV and elder abuse.
7. Assess for the risk of homicide when working with suspected IPV cases.

8. Determine what steps to take if a patient denies IPV but abuse is still suspected.

Lectures: PowerPoints for Chapters 1-3 & 6-7

Assignments:

1. Read Chapters 1, 2, 3, 6, & 7
2. Complete Blackboard Tutorial
3. Introduce yourself to your classmates on the Discussion Board

Optional Activities:

1. Open Book quizzes, crossword puzzles and matching.
2. Web sites of interest

Module 2: Interview & Health History

At the completion of these chapters, the student will:

Chapter 4: The Interview

1. Demonstrate the ability to establish the parameters for a health interview.
2. State factors that affect communication.
3. Describe the three phases of the interview.
4. Use the outlined communication techniques appropriately to gather data.
5. State the 10 traps of interviewing.
6. Discuss the meaning of common nonverbal modes of communication.
7. Modify communication techniques as indicated by each patient's developmental stage, special needs, or cultural practices.
8. Discuss working with and without an interpreter to overcome communication barriers.

Chapter 5: The Complete Health History

1. State the purpose of the complete health history.
2. List the categories of information contained in a health history.
3. Describe the data or information that must be gathered for each category of a health history.
4. Describe the eight characteristics included in the summary of each patient symptom.
5. Relate developmental care during a health history for a child or older adult.

Lectures: Interview & Health History

Assignments:

1. Read Chapters 4-5
2. Quiz 1
3. Find client for Assignments

Optional Activities:

1. Open Book quiz and matching.
2. Web sites of interest
3. Review the Interview and History Performance Checklists in preparation for completing Health History

Module 3: Assessment Techniques and the Clinical Setting; General Survey, Measurement, Vital Signs; Pain Assessment; and Nutritional Assessment

At the completion of these chapters, the student will:

Chapter 8: Assessment Techniques and the Clinical Setting

1. Describe the use of inspection as a physical examination technique.
2. Describe the use of palpation as a physical examination technique.
3. Relate the parts of the hands to palpation techniques used in assessment.
4. Differentiate between light, deep, and bimanual palpation.
5. Describe the use of percussion as a physical examination technique.
6. Describe direct and indirect percussion.
7. Identify the components of a percussion note.
8. Describe the use of auscultation as a physical examination technique.
9. Identify the equipment needed for the screening physical examination.
10. Discuss appropriate infection control measures used to prevent spread of infection.
11. Discuss developmental care needed for patients.

Chapter 9: General Survey, Measurement, Vital Signs

1. List the information considered in each of the four areas of a general survey: physical appearance, body structure, mobility, and behavior.
2. Discuss measurement of weight and height.
3. Describe various routes of temperature measurement and special consideration for each route.
4. Describe the four qualities considered when one assesses the pulse.
5. Describe the appropriate procedure for assessing normal respirations.
6. Describe the relationships among the terms blood pressure, systolic pressure, diastolic pressure, pulse pressure, and mean arterial pressure (MAP).
7. List factors that affect blood pressure.
8. Relate the use of a blood pressure cuff of improper size to the possible findings that may be obtained.
9. Discuss relevant developmental care in relation to a general survey.

Chapter 10: Pain Assessment: The Fifth Vital Sign

1. Define pain.
2. Discuss the function of nociception and the patient's sensation of pain.
3. Differentiate the different types of pain.
4. Compare acute and chronic pain.
5. Describe developmental care as well as cross-cultural and gender considerations regarding pain.
6. Describe the initial pain assessment.
7. Compare available pain assessment tools.
8. Compare acute and chronic pain behaviors (nonverbal behaviors of pain).
9. Describe the physical changes that may occur because of poorly controlled pain.

Chapter 11: Nutritional Assessment

1. Define nutritional status.

2. Describe the unique nutritional needs for various developmental periods throughout the life cycle.
3. Describe the role cultural heritage and values may play in an individual's nutritional intake.
4. State the purposes of a nutritional assessment.
5. Describe the components of a nutritional assessment.
6. Discuss the strengths and limitations of the methods used for collecting current dietary intake.
7. Use anthropometric measures and laboratory data to assess the nutritional status of patients.
8. Use nutritional assessment in the provision of health care and for health promotion.

Lecture: PowerPoints for Chapter 8-11

Assignments:

1. Read Chapters 8-11
2. Quiz 2 available at 8 AM on 1/30/08 until Midnight on 2/5/08
3. Discussion Question #1 on Culture due by 9 AM on 1/30/08
4. Submit Approval Form for Client Selection by 9 AM 1/30/08
5. Review the Assessment, General Survey, Pain, and Nutrition Performance Checklists in preparation for completing Health History

Optional Activities:

1. Open Book quiz and matching.
2. Web sites of interest

Module 4: Assessment of Thorax and Lungs

At the completion of this chapter the student will:

Chapter 18: Thorax and Lungs

1. Name the components of the thoracic cage.
2. Describe the surface landmarks on the thorax.
3. List the contents of the mediastinum.
4. Describe the borders of the lung.
5. Describe the anatomic demarcation of the five lobes of the lungs.
6. Describe the pleurae and their function.
7. List the structures that compose the respiratory dead space.
8. Discuss the location and functions of the trachea and bronchial tree.
9. Summarize the mechanics of respiration.
10. Discuss developmental care associated with the thoracic cavity.
11. Incorporate health promotion concepts when performing an assessment of the thorax and lungs.

Lecture: PowerPoints for Chapter 18

Assignments:

1. Read Chapter 18
2. Quiz 3 Available 8 AM on 2/6/08 until Midnight on 2/12/08
3. Scholarly responses to Discussion Question #1 due 2/6/08 by 9AM
4. Make arrangements to complete Health History
5. Review the Performance Practice for Thorax and Lungs

Optional Activities:

1. Open Book quizzes, crossword puzzles and matching.
2. Web sites of interest

Module 5: Spiritual and End of Life 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

Lecture: PowerPoint for Spiritual and End of Life Assessment

Reading Assignment:

1. Dealing with Death in the Nursing Home

Practice Objectives and Assignments:

1. There is no quiz
2. Health History due 2/13/08

Module 6: Assessment of Heart and Peripheral Vascular System

At the completion of this chapter, the student will:

Chapter 10: Heart

1. Relate anatomic structures to the correct landmark or anatomic location.
2. List the significant anatomic features of the heart.
3. Relate the name of the heart sound to the physiologic cause.
4. State why two distinct components to each heart sound exist.
5. List three conditions that result in cardiac murmurs..
6. Describe the characteristics of heart sounds.
7. Summarize the spread of the cardiac impulse through the heart.
8. Describe the carotid artery pulse.
9. Discuss the significance of jugular vein assessment.
10. Describe the function of the foramen ovale and the ductus arteriosus.
11. Cite the risk factors associated with heart disease and stroke.
12. List the hemodynamic changes that occur with aging.

Chapter 20: Peripheral Vascular System and Lymphatic System

1. Relate the structure and functions of arteries and veins.
2. List the pulses accessible to examination.
3. Describe the mechanisms that keep blood moving toward the heart in the venous system.
4. Explain the term “capacitance vessels.”
5. List the risk factors for venous stasis.

6. Relate the structure and functions of the lymph vessels.
7. Describe the function of the lymph nodes.
8. Cite the location of superficial groups of lymph nodes that are accessible to examination.
9. Name the related organs and functions of the lymphatic system.
10. Incorporate health promotion concepts when performing an assessment of the peripheral vascular system.

Lecture: PowerPoint Presentations Chapters 19 & 20

Assignments:

1. Read Chapters 19 & 20
2. Discussion Question #2 on End of Life due 9 AM on 2/20/08
3. Quiz 4 Available 8 AM on 2/20/08 until Midnight on 2/26/08
4. Review the Performance Checklists: Heart and peripheral vascular system

Optional Activities:

1. Open book Quizzes
2. Web sites of interest

Module 7: Assessment of Abdomen and Musculoskeletal Systems

At the completion of this chapter, the student will:

Chapter 21: Abdomen

1. Identify the organs located within each of the four abdominal quadrants.
2. Identify pertinent topics that must be reviewed during the abdominal portion of the interview.
3. Use measures that will enhance abdominal wall relaxation.
4. Use the correct sequence of examining techniques.
5. Interpret findings obtained during inspection of the abdomen.
6. Interpret findings obtained during auscultation of the abdomen.
7. Interpret findings obtained during percussion of the abdomen.
8. Interpret findings obtained during palpation of the abdomen.
9. Incorporate health promotion concepts when performing an assessment of the abdomen.

Chapter 22: Musculoskeletal System

1. List the functions of the musculoskeletal system.
2. List the three types of muscles and their movements.
3. Differentiate between synovial and nonsynovial joints.
4. Describe the shape and surface landmarks of the spine.
5. Describe the location and function of the various joints in the body.
6. Discuss the developmental care regarding the musculoskeletal system.
7. Incorporate health promotion concepts when performing an assessment of the musculoskeletal system.

Lectures: PowerPoints for Chapters 21 and 22

Assignments:

1. Read Chapters 21 and 22
2. Complete Quiz 5 available 8 AM on 2/27/08 until midnight on 3/4/08

3. Complete scholarly responses to DQ#2 by 9 AM 2/27/08
4. Review Performance Checklists for Abdomen and Musculoskeletal Assessment

Optional Activities:

1. Open book Crossword Puzzle and Quiz
2. Web sites of interest

Module 8: Assessment of Eyes, Ears, Nose, Mouth, and Throat

At the completion of this chapter, the student will:

Chapter 14: Eyes

1. Identify the external anatomical features of the eye.
2. Describe the internal anatomy of the eye.
3. Name the functions of the ciliary body, the pupil, and the iris.
4. Describe the compartments of the eye.
5. Identify the structures viewed through the ophthalmoscope.
6. Define pupillary light reflex, fixation, and accommodation.
7. Identify age-related changes in the eye.
8. Discuss the three most common causes of decreased visual functioning in the older adult.
9. Incorporate health promotion concepts when performing an assessment of eyes.

Chapter 15: Ears

1. List the anatomic landmarks of the external ear.
2. Describe the tympanic membrane and its anatomic landmarks.
3. List the functions of the middle ear.
4. State the functions of the inner ear that can be assessed.
5. Differentiate among the types of hearing loss.
6. Relate the anatomic developmental differences that alter hearing.
7. Incorporate health promotion concepts when performing an assessment of the ears.

Chapter 16: Nose, Mouth, and Throat

1. Name the functions of the nose.
2. List the anatomic landmarks of the external nose.
3. Describe the nasal cavity.
4. Name the paranasal sinuses and their functions.
5. Identify the structures of the oral cavity.
6. List the functions of the mouth.
7. Identify the effects of some of the age-related changes that take place in the mouth.
8. Incorporate health promotion concepts when performing an assessment of the nose, mouth, and throat.

Lecture: PowerPoints for Chapters 14, 15, and 16

Assignments:

1. Read Chapters 14, 15, and 16
2. Quiz 6 available 8 AM on 3/5/08 until midnight on 3/18/07
3. Submit approval form if new client selected for Head to Toe physical assessment by 9 AM 3/5/08

4. Review Performance Checklists for Eyes, Ears, and Nose, Mouth and Throat

Optional Activities:

1. Open Book Quizzes for Chapters 14, 15, and 16
2. Web sites of Interest

Module 9: Assessment of Neurologic System

At the completion of this chapter, the student will:

Chapter 23: Neurologic System

1. Name the two parts of the nervous system.
2. Describe the various functions of the central nervous system.
3. Describe the function of the peripheral nervous system.
4. Relate the name and function of each of the 12 cranial nerves to its assessment.
5. Relate the term “dermatome” to the spinal nerves.
6. Describe the term “reflex arc.”
7. Describe the autonomic nervous system.
8. List developmental considerations for infants and older adults.
9. Differentiate among the three types of neurologic examinations.
10. Incorporate health promotion concepts when performing an assessment of the neurologic system.

Lecture: PowerPoints for Chapter 23

Assignments:

1. Read Chapter 23
2. Make arrangements to complete Head to Toe Physical Assessment
3. Quiz 7 available 8 AM on 3/19/08 until midnight on 3/26/08
4. Review Performance Checklist for Neurological Assessment

Optional Activities:

1. Web Sites of Interest
2. Open Book Quiz

**Module 10: Assessment of Skin, Hair, Nails, Head, Face, and Neck,
Including Regional Lymphatics**

At the completion of this chapter, the student will:

Chapter 12: Skin, Hair, and Nails

1. Relate the anatomic structures of the skin to its functions.
2. Describe the significant differences between the skin of the very young, the older adult, and the healthy adult.
3. Cite examples of health care implications presented by skin alterations.
4. Describe the differentiation between normal and abnormal skin color for various ethnic groups.
5. State the significance of skin tone changes.
6. Complete an assessment of hair, skin, and nails, using appropriate technique for all developmental stages.

7. Incorporate health promotion concepts when performing an assessment of the hair, skin and nails.

Chapter 13: Head, Face, and Neck, Including Regional Lymphatics

At the completion of this chapter, the student will:

1. Describe the significant features of the head.
2. Identify the structures and landmarks of the neck.
3. List the names of the lymph nodes of the neck and their locations.
4. Describe the assessment that would follow the palpation of an abnormal lymph node.
5. Identify relevant developmental care for the head and neck.
6. Incorporate health promotion concepts when performing an assessment of the head, face, and neck.

Lecture: PowerPoint Presentations Chapters 12 & 13

Assignments:

1. Read Chapters 12 & 13
2. Head To Toe Physical Assessment Due by 9 am today
3. Quiz 8 Available 8 am today until Midnight on 4/1/08
4. Review the Performance Checklists for Chapter 12 & 13

Optional Activities:

1. Open book Quizzes
2. Web sites of interest

Module 11: Assessment of Male Genitourinary System, Anus, Rectum, and Prostate

At the completion of this chapter, the student will:

Chapter 24: Male Genitourinary System

1. List the structures of the male genitals.
2. Name the major structures of the penis.
3. Describe the function of the cremaster muscle.
4. Identify the structures that provide transport of sperm.
5. Relate the significance of the inguinal canal and the femoral canal.
6. Discuss the importance of teaching testicular self-examination as health promotion during assessment.

Chapter 25: Anus, Rectum, and Prostate

1. Summarize the anatomy of the anus and rectum.
2. Describe the prostate gland.
3. Outline structures that can be examined through the rectum.
4. Describe developmental care for examination of anal, rectal, and prostate structures.
5. Incorporate health promotion concepts when performing an assessment of the anus, rectum, and prostate.

Lecture: PowerPoint Presentations Chapters 24 & 25

Assignments:

1. Read Chapters 19 & 20
2. Submit Approval Form 4/2/08 if new client selected for Case Study by 9 am today
3. Quiz 9 Available 8 am today until Midnight on 4/8/08
4. Review the Performance Checklists for Chapters 24 & 25

Optional Activities:

1. Open book Quizzes
2. Web sites of interest

Module 12: Assessment of Breasts and Regional Lymphatics

At the completion of this chapter, the student will:

Chapter 17: Breasts and Regional Lymphatics

1. Identify significant breast anatomy.
2. Describe the composition of breast glandular tissue.
3. Relate the changes that occur in Cooper's ligaments with cancer..
4. Describe the ways of documenting clinical findings from a breast examination.
5. Relate the anatomy of the breast lymphatic system.
6. Review breast development in the adolescent female.
7. Review breast changes that occur during pregnancy.
8. Describe the procedure for teaching breast self-examination and incorporating health promotion concepts when performing an assessment of the breasts.

Chapter 26: Female Genitourinary System

1. List the external structures of the female genitalia.
2. Describe the structures of the internal female genitalia.
3. Describe the functions of the female reproductive system.
4. Outline the changes observed during puberty.
5. Cite changes noted during pregnancy.
6. Outline the changes observed during the perimenopausal period.
7. Incorporate health promotion concepts when performing an assessment of the female genitourinary system.

Lecture: PowerPoint Presentations Chapters 17 & 26

Assignments:

1. Read Chapters 17 & 26
2. Work on PowerPoint Case Study Presentation
3. Quiz 10 Available 9am today until Midnight on 4/15/08
4. Review the Performance Practices in Chapter 17 & 26

Optional Activities:

1. Open book Quizzes
2. Web sites of interest

Module 13: Putting It All Together Case Presentations

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

Chapter 27

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

