THE UNIVERSITY OF TEXAS AT TYLER
School of Nursing

NURS 3310
Health Assessment

Summer 2015

Faculty
Belinda Deal, PhD, RN, CEN
Anita Lowe, MSN, RN
Linda Raymond, MSN, RN
Rebecca Sacrey, MSN, RN

Office:
BRB 2350 - 903-566-7120
LUC 234 - 903-663-8234
BRB 2290 - 903-565-7394
BRB 2345 - 903-565-7098

Email:
bdeal@uttyler.edu
alowe@uttyler.edu
lraymond@uttyler.edu
bsacrey@uttyler.edu

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
NURS 3310-Health Assessment

Course Description
This course focuses on knowledge and skills to perform a health history and head-to-toe assessment of individuals across the lifespan. Students practice health assessment skills in laboratory and selected settings. Prerequisites: Admission to the nursing program and successful completion of NURS 3205 and NURS 3303. 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. Semester Credit Hours: 1 Theory/2 Laboratory; 3 credit hours.
The UT Tyler Undergraduate Catalog can be found online at: http://www.uttyler.edu/catalog/

Course Learning Outcomes
Upon successful completion of the course the student will:
1. Integrate principles from the physical and behavioral sciences in the development of health history and physical assessment skills.
2. Apply evidence-based findings to the assessment of adult patients.
3. Demonstrate the use of technology and information systems to facilitate and improve patient assessment.
4. Demonstrate basic knowledge of regulatory requirements related to patient assessment.
5. Discuss importance of inter/intra-professional collaboration as related to patient assessment.
6. Integrate health promotion, maintenance, restoration, and disease prevention when educating patients.
7. Demonstrate professional values and the concept of caring in developing nurse/patient relationships.
8. Integrate the skills, knowledge, and attitudes required of the nurse when applying the nursing process to perform a holistic patient assessment.

Approved UGS: 5/12

Required College of Nursing Forms
Please follow directions on Blackboard to complete and submit the following required forms:
- Student Affirmation Form
- Social Networking Policy Statement

Resources for Students Taking Online or Hybrid Courses
NURS 3310 (Health Assessment) is considered a "hybrid" course, in that it includes both online and on-campus components. Follow this link http://lms-media.uttyler.edu/fileman/oid/resource/ to some resources available to students taking online or hybrid courses, including the following:
- What is an Online or Hybrid Course?
- Technical Assistance
- Necessary Skills for Taking an Online or Hybrid Course
- Netiquette Guide
- Campus Directory Quick Reference
- University Policies (*A link to a pdf document of this information is below.)

University Policies*
Follow this link http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf to find a pdf of the following University policies:
- Students Rights and Responsibilities
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation

Required Texts
- Baccalaureate Student Guide, which can be found at http://www.uttyler.edu/nursing/college/student-resources.php
- SimChart Program through Elsevier
Required Tools/Equipment

- Watch with second hand (for counting heart & respiratory rates)
- Stethoscope
- Penlight
- (Optional) Lab coat (thigh-length) with College of Nursing patch
- UT Tyler nametag

Other Helpful (not required) Resources

- Pocket Companion for Physical Examination and Health Assessment 6th edition ISBN: 781437714425
- Nursing Made Insanely Easy and Pharmacology Made Insanely Easy (Helpful books with lots of illustrations to help with concepts) Available at www.icanpublishing.com
- Mosby’s Assessment Memory Notecards by Zerwekh, Joann. Available online. (Also available: Pharmacology Notecards)

Grading Policy

Completion of NURS 3310: Health Assessment is based on satisfactory attainment of both didactic (lecture) 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 course and will be unable to progress to the next level.

Course Grade

The course grade for NURS 3310 will be determined in the following way:

The simple average of the 4 exam grades (including Exam 1, 2, 3, and Final Exam), before weighted calculation is performed, must first be at or above 75% in order to pass the course. Grades will not be rounded when calculating this simple exam average. (For example, a simple exam average of 74.5 - 74.9 will not be rounded up to 75.) Once the student has achieved a simple exam average of 75% or higher, course grades will be determined based on the weighted calculation of exams and other required course work, as described here:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage toward final course grade</th>
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</thead>
<tbody>
<tr>
<td>Exams (1, 2, 3 &amp; Final Exam-17.5% each)</td>
<td>70%</td>
</tr>
<tr>
<td>Health History Assignment*</td>
<td>10%</td>
</tr>
<tr>
<td>Grand Rounds Presentation*</td>
<td>10%</td>
</tr>
<tr>
<td>Daily Grade**</td>
<td>5%</td>
</tr>
<tr>
<td>Readiness Assessments***</td>
<td>5%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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</tbody>
</table>

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

Health History Assignment* & Grand Rounds Presentation*

The Health History Assignment and Grand Rounds Presentation should be completed according to the grading criteria on Blackboard and submitted by the due date/time noted on the course calendar. A minimum grade of 75% is required on each assignment in order to successfully meet the requirements for NURS3310.
**Daily Grade**
The Daily Grade is made up of the following activities and should be completed and submitted by the due date/time noted on the course calendar:

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Required portions:</th>
<th>Grade:</th>
<th>Percentage:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATI Vital Signs Module</td>
<td>Module, Pretest &amp; Posttest</td>
<td>Post-test grade</td>
<td>1%</td>
</tr>
<tr>
<td>ATI Nurse Logic-4 modules:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. Knowledge &amp; Clinical Judgment</td>
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<tr>
<td>2. Nursing Concepts</td>
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<td></td>
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<tr>
<td>3. Priority-Setting Frameworks</td>
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<tr>
<td>4. Testing &amp; Remediation</td>
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<tr>
<td>Lesson &amp; Test for 4 modules</td>
<td></td>
<td>Post-test grades</td>
<td>4% (1% for each module)</td>
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</tbody>
</table>

Total = 5% of course grade

**Readiness Assessments***
Required Individual & Team Readiness Assessment Tests (i-RATs & t-RATs) will be given as scheduled on the course calendar, and will cover content from the Pre-Lab Study Material for that week’s unit. The average of these quiz grades will count as 5% of the course grade.

**Expectations of Students for Health Assessment Labs**
- Lab attendance is MANDATORY. Students must notify the instructor if they will be absent from lab to arrange for makeup activity.
- Students must come prepared to each lab by reading and mastering the assigned content that will be practiced in lab before that Health Assessment Lab day.
- There will be a required clicker quiz before many of the scheduled labs. Students are expected to pass the quizzes, or they will be required to remediate the content missed.
- Ongoing failure of quizzes, lack of preparation for lab, or multiple absences may result in the student being placed on clinical contract for the course.

**Lab/Clinical Mastery Skills**
Completion of the following Mastery Skills is mandatory, and will be graded on a Pass/Fail basis:
- Vital signs check off
- Blood Pressure Assignment
- Head-to-Toe Assessment
- Lung sounds competency
- Heart sounds competency
- Lab written assignments
- Focused SimMan assessments

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-demonstration of the skill. If the student is unable to successfully perform any one of the mastery skills during the semester, a clinical failure will result.

### NURS 3310 Mastery Skill

<table>
<thead>
<tr>
<th>Vital Signs, including assessment of temperature, pulse, respiratory rate and manual blood pressure</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will check off with the lab instructor, accurately determining temperature, pulse, respiratory rate, and blood pressure in a patient (lab classmate) or simulation mannequin. May repeat at instructor's discretion.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Blood Pressure Assignment (In Lab Portfolio)</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will complete manual blood pressures in and outside of lab setting, as outlined in the lab portfolio.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Head-to-Toe Assessment (Assignments Menu on BBD)</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will perform a head-to-toe assessment on a selected patient or mannequin with instructor check-off. See expanded grading criteria on BBD.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Lung sounds and Heart sounds competencies</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student must correctly identify specified lung and heart sounds Must retest until sounds are correctly identified.</td>
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</tbody>
</table>
SimMan Lab Case Studies

Student must be an active participant in simulation lab activities and must correctly identify problems presented as case studies using simulation mannequins.

Lab assignments and Written assignments

Student will satisfactorily complete written laboratory assignments, 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.

Examination and Examination Review Policy

- Attendance for exams is mandatory.
- If absence for an exam is necessary, the student is responsible for notifying the faculty prior to the exam with an acceptable reason.
- Students will be allowed entry to the classroom after an exam has been started ONLY at faculty discretion.
- Exams will be administered on ExamSoft in the Computer Lab.
- 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.
- All cell phones will be turned off and placed face down in front of the student's computer.
- 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.
- Make-up exams will only be given at the discretion of faculty and may be in a different format than the original exam.
- Students will have the opportunity to review their exam on the computer after the exam. Additional 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.
- Any student achieving an examination grade less than 75% should 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 College of Nursing Student Handbook and the Academic Integrity Policy for UT Tyler students at http://www.uttler.edu/mopp/index.php (Chapter 8: Student Conduct and Discipline). 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 School of Nursing Guide for Baccalaureate Students on the UT-Tyler website.
4. The School of Nursing reserves the right to dismiss students from the program for any infractions of a legal, moral, social, or safety nature, pursuant to the procedures detailed in the Regent’s Rules.

Undergraduate Clinical Dress Requirements

General: It is the philosophy of the School 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.

Classroom: Casual or everyday 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 items. Shoes must be worn. See items to be avoided below.

Professional Presentations, Ceremonies/Graduation: Business or dressy day social: suit, dress, dressy separates, jacket, tie, nice fabrics, dress shoes. Avoid denim, jeans, t-shirt or other casual clothes. For workshops/seminars attended by students, professional/business attire will be worn. (NOTE this is dress for Grand Rounds)

Skills Laboratory: The school clinical laboratory setting is designed to simulate the hospital or health care clinical area. Students will wear the adopted uniform with name badge and UT Tyler School of Nursing patch on the front left pocket area. Students should have a clean white lab coat with school patch placed as above, available when necessary, but the
lab coat is not required for the school laboratory experience. In order to meet the variety of needs for warmth, the following options for undershirts are permissible:

1. No undershirt for females if uniform top neckline is such that complete modesty is maintained, no cleavage.
2. Sleeveless white round neck tank top.
3. A short sleeve, round neck, royal blue or white top available through designated vendor.
5. Men will wear a round neck white undershirt without visible logos or advertising. Short sleeves should not be visible hanging from under sleeve of uniform top.
6. Long sleeve or turtleneck tops are not acceptable options.

Some individual situations may require collaborative effort by faculty to reach an appropriate solution to best deal with tattoos, skin disorders etc.

**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 will wear lab coat with name badge and UT Tyler school patch. Professional dress will be worn under the lab coat. The following items will be avoided in the clinical areas: jeans, shorts, sandals, jogging/athletic suits, t-shirts, ball-caps, etc.

**Clinical Experience:** When attending any clinical experience students are required to wear the adopted student uniform and/or white lab coat with name badge and school patch. Professional dress will be worn in appropriate clinical settings as directed by the clinical faculty with white lab coat, name badge and school patch (see items to avoid in clinical areas). Students are to remember that whenever they are visiting a clinical agency or any clinical site, they are a representative of UT Tyler and the College of Nursing and are expected to be professional in appearance and behavior at all times. Students will refrain from wearing student uniforms to non-UT Tyler related activities (restaurants, shopping, etc.)

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 pocket area of lab coat and uniform top.
b) The UT Tyler name badge with photo will be worn in all clinical settings. Name tag must be worn above the waist, so name and title are clearly visible.
c) Casual outerwear such as jackets, sweaters, etc. may not be worn over the student uniform.
d) White or neutral nylon hose are worn with dress/skirt; nylon hose, knee highs or white socks with pants. Socks must cover ankles.
e) Clean, white clinical shoes or white leather athletic shoes should be worn, no canvas, mesh, or clogs (shoes may be mostly white and if stripes or logos are on shoes, these must be minimal and light colored). Shoes must be secured at heel with fixed back.
f) 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); no necklaces or bracelets (only Medic Alert). Students must have a watch with a second hand.
g) 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.
h) Tattoos must be covered and not visible.
i) Nails are to be clean and neatly trimmed to no more than fingertip length; no polish or artificial nails.
j) No perfume, after-shave or other strong scents since this causes nausea and/or difficulty in breathing for many patients.
k) Gum chewing is not allowed.
l) Any question concerning adherence to the dress code should be directed toward the clinical instructor.

Failure to comply with the above requirements may result in an unexcused clinical absence and/or negative clinical evaluation, and/or clinical failure.

**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 mid-drift shirts, tank tops, spaghetti straps, muscle shirts, overtly sexual styles, 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.
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.** Revised: Spring 2011

**Course Information**

**A. General**

1. Didactic portion of the course: Syllabus, lab portfolio, lecture notes, and any other required course materials will be placed on Blackboard. Lectures will be recorded in a Tegrity recording format. Students are expected to review the Tegrity recording, as well as other resources listed on the Blackboard site, prior to lab.

2. All submitted written material (papers, assignments, examinations, etc.) are the property of the School of Nursing. They will be maintained in an archived file in the School of Nursing.

3. A current copy of the School of Nursing Guide for Baccalaureate Students is available on the CON website. Required forms should be accessed and digitally signed through the Blackboard course.

4. There is NO ATI exam associated with this course (only ATI Skills modules).

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

**Important phone numbers:**

Tyler Campus College of Nursing Main number: 903-566-7320
Longview Campus: 903.663.8222
Palestine Campus: 903.727.2300
Tyler Campus 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:

   - 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 out 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

**Learning Lab/Simulation Center Guidelines**

**Introduction** While you are in a learning lab at a UT-Tyler College of Nursing facility in the student role, you should be respectful of the lab environment. This time is considered a clinical experience.

**UT-Tyler Policy**

1. All student learners will follow the skills laboratory student dress code while participating in lab experience. Dress code may be altered at the discretion by the faculty of the course based on the intent or need of the lab.
2. It is the student’s responsibility to bring the required, standard equipment for the learning lab/simulation experience, including, but not limited to textbooks, lab book, syllabus, stethoscope, etc.

3. Students are to complete any required preparation for the lab experiences, i.e. watching of required videos, completing case studies, reading assigned articles or text, completion of ATI skill modules, etc.

4. Safety for all participants must be ensured, i.e.
   a. Keep Lab neat and orderly.
   b. Put equipment where instructed.
   c. No equipment should be moved, touched, or disconnected unless supervised by the clinical faculty or lab coordinator.
   d. Be aware of any wires and tubes which may pose a risk for falls or patient endangerment.

5. Students are to speak with their peers and clinical instructor with professional communication.

6. No food or drink is allowed in the simulation area/skills lab except with instructor approval.

7. Do not sit on any bed; there are chairs and tables available.

8. Any supplies or equipment checked out from the lab needs to be returned to the skills lab coordinator by the required date. Failure to do will result in an incomplete in the course until the equipment is returned or may require replacement cost.

9. Phones are to be put away and silenced while in the learning labs. Students are not to video or audio record any learning lab/simulation experience.

Mannequin Care
10. Consider all mannequins (or peers acting as patients) to be true patients and treat them with respect – keep them covered and dressed. Maintain privacy between your patients (mannequins or peers) by pulling screens or pull drapes as necessary.

11. Do not move, reposition, or disconnect any mannequin unless instructed by the lab coordinator.

12. Do not apply or insert any substances, such as Betadine, KY jelly, IV catheters, and Foley catheters to any mannequin without specific direction from your instructor. There are specific mannequin lubricants and tapes available. Students are not to perform any practice task training on the high fidelity mannequins as replacement parts are expensive; instead, please use the task trainers for practice.
Overview of Units

"Because patients’ conditions can change rapidly, with life and death in the balance, nurses need to be able to grasp changes in the patient’s condition and integrate their knowledge and skills quickly and confidently.”-Benner, Patricia (2010) Educating nurses: A Call for Radical Transformation, p. 29

Module 1:

Unit 1:  Chapter 3 The Interview  
Chapter 4 The Complete Health History  
Unit 2:  Chapter 8 Assessment Techniques and the Clinical Setting  
Chapter 9 General Survey, Measurement, Vital Signs  
Chapter 11 Nutritional Assessment  
Unit 3:  Chapter 18 Thorax and Lungs

Module 2:

Unit 4:  Chapter 19 Heart and Neck Vessels  
Chapter 20 Peripheral Vascular System and Lymphatics  
Unit 5:  Chapter 21 Abdomen  
Chapter 24 Male Genitourinary System  
Chapter 25 Anus, Rectum, and Prostate

Module 3:

Unit 6:  Chapter 23 Neurologic System  
Chapter 5 Mental Status Assessment  
Unit 7:  Chapter 13 Head, Face, Neck and Regional Lymphatics  
Chapter 14 Eyes  
Chapter 15 Ears  
Chapter 16 Nose, Mouth, and Throat

Module 4:

Unit 8:  Chapter 22 Musculoskeletal System  
Chapter 12 Skin, Hair, and Nails  
Unit 9:  Chapter 17 Breasts and Regional Lymphatics  
Chapter 26 Female Genitourinary System  
Chapter 7 Domestic Violence Assessment  
Unit 10:  Pediatric Assessment  
Putting it All Together (Jeopardy Game)

Additional Assignments:

Grand Rounds Presentation  
Head-to-Toe Assessment  
Reflective Videos
Overview of Unit Objectives:

Unit 1: Chapter 3 The Interview and Chapter 4 The Complete Health History

Student Learning Outcomes
1. Distinguish between subjective and objective data
2. Discuss the concept of health promotion related to health assessment
3. State the purpose of a complete health history
4. Identify the different types of health histories based on individual patient situations
5. Apply principles of therapeutic communication
6. Compare techniques that enhance and block effective communication.
7. Discuss individual patient needs (development, cultural, acuity) that require modified communication
8. 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
9. Describe the eight characteristics included in the analysis of a symptom.
10. Discuss assessment of depressed patient who is at risk for suicide
11. Conduct a health history, assess environmental exposure, inform patients using clinical prevention activities like immunizations, cancer screening, and basic genetic health screening.
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
13. Complete a Cultural Assessment.
14. Develop an awareness of patients as well as healthcare professionals’ spiritual Beliefs and values and how those beliefs and values impact healthcare.

Laboratory Student Learning Outcomes (See Lab Portfolio for all Lab Activities)
1. Demonstrate use of open-ended, close-ended, and directive questioning.
2. Draw a genogram for own family that includes three generations.
3. Accurately record the review of systems with a lab partner.
4. Describe the 8 health variables for a patient with low back pain.

Unit 2: Chapter 8 Assessment Techniques and the Clinical Setting; Chapter 9 General Survey, Measurement, Vital Signs; Chapter 11 Nutritional Assessment

Student Learning Outcomes
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 (This objective accomplished during EENT advanced practice lab)
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
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. Describe variations for BMI
18. Discuss ways to ensure accurate identification of patients

**Unit 3: Chapter 18 Thorax and Lungs**

**Student Learning Outcomes**
1. Identify landmarks for a respiratory assessment.
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.
11. Recognize respiratory distress signs and symptoms.

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 Student learning outcomes**
1. Begin Head to Toe Mastery Skills: Skin, Neuromuscular & Pulmonary
2. Listen and recognize normal and abnormal (wheezing, crackles) breath sounds in lab by testing.

**Unit 4: Chapter 19 Heart and Neck Vessels, Chapter 20 Peripheral Vascular System and Lymphatics**

**Student Learning Outcomes**
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 normal and abnormal findings of heart sounds.
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 Student Learning Outcomes**
1. Demonstrate Head to Toe Mastery Skills: Cardiovascular & Gastrointestinal
2. Demonstrate proper technique for using the Doppler to assess an arterial pulse.
3. Recognize normal and abnormal heart sounds (murmur, extra heart sound or gallop) in lab by testing.

**Unit 5: Chapter 21 Abdomen; Chapter 24 Male Genitourinary; Chapter 25 Anus, Rectum, Prostate**

**Student Learning Outcomes**
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.

Unit 6: Chapter 23 Neurologic System, Chapter 5 Mental Status Assessment

Student Learning Outcomes
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
12. Determine appropriate documentation.
13. Based on patient data, determine priority of assessment
14. Compare normal and abnormal findings related to the Glasgow Coma Scale
15. Compare neurological disease assessment findings.
16. Discuss developmental considerations of the mental status examination.
17. Discuss measures and tests of cognitive functioning including memory.
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 and potential safety issues.
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

Unit 7: Chapter 13 Head, Face, Neck and Regional Lymphatics; Chapter 14 Eyes; Chapter 15 Ears; Chapter 16 Nose, Mouth, and Throat

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

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

Unit 8: Chapter 22 Musculoskeletal System, Chapter 12 Skin, Hair, and Nails

Musculoskeletal System:
Student Learning Outcomes
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, specific exams, 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. Identify abnormalities of the bones, joints, spine, and ligaments and muscles (rheumatoid arthritis, carpal tunnel syndrome, osteoporosis, and osteoarthritis).
8. Determine appropriate documentation.

Skin, Hair and Nails and Nutritional Assessment:
Student Learning Outcomes
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

Unit 9: Chapter 17 Breasts and Regional Lymphatics, Chapter 26 Female Genitourinary System, Chapter 7 Domestic Violence Assessment

Breasts and Regional Lymphatics & Female Genitourinary

Student Learning Outcomes
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. Discuss expected findings and procedures for the pelvic exam.
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.
9. Identify risk factors for cervical and ovarian cancer
10. Identify signs and symptoms and patient education regarding sexually transmitted diseases
11. Compare abnormalities of the cervix and vulvovaginal inflammations.
12. Recall anatomy and physiology of the breasts and regional lymphatics.
13. Relate the relevant subjective information in an assessment of the breasts and regional lymphatics.
14. Discuss health promotion practices that are pertinent to the breasts and regional lymphatics.
15. Identify equipment appropriate to the examination of the breasts and regional lymphatics.
16. Describe expected findings, minor variations, variations related to age, race, gender, and pregnancy that may be found on examination of the breasts and regional lymphatics.
17. Identify risk factors and signs of breast cancer.
18. Compare disorders occurring during lactation.
19. Discuss abnormal findings related to a breast exam
20. Discuss breast cancer and other abnormalities of the male breast.
21. Determine appropriate documentation.
22. Based on patient data, determine priority of assessment

Domestic Violence

Student Learning Outcomes
1.1. Recognize health care professional's role as mandatory reporters of domestic violence.
1.2. Explain the aspects of assessment and history taking for suspected domestic violence.
1.3. Compare assessment findings consistent with domestic violence.
1.4. Recognize the difference between physical abuse, physical neglect, unintentional neglect, psychological abuse, and psychological neglect
1.5. Recognize causes for patterned injury

Unit 10: Pediatric Assessment

Pediatric Student Learning Outcomes
2.1. Describe the aspects of a thorough pediatric history, including differences for developmental levels.
2.2. Describe the components of a thorough pediatric physical assessment, noting the differences between infants, young children and adolescents.
2.3. Recognize significance of APGAR scores.

**Head-to-Toe Assessment**

**Student Learning Outcomes**
1. Engage in community-based activity (nursing home head to toe assessment experience) to promote collaboration and advocacy.
2. Use simulation activities in the laboratory setting to analyze physical assessment data.
3. Engage in caring and healing techniques that promote a therapeutic nurse-patient relationship.
4. Conduct a comprehensive, focused physical assessment using developmentally and culturally appropriate approaches.

**Grand Rounds Presentation**

**Student Learning Outcomes**
1. Apply evidence-based practice article results to a case study or comparison.
2. Use electronic database search strategies to obtain references for case study.
3. Use an oral/visual presentation (Grand Rounds Presentation) to disseminate case study.

**Reflective Videos**

**Student Learning Outcomes**
1. After viewing "See Me" that illustrates age bias and then going to the hospital to perform a head to toe assessment, students will reflect on their actions and values to promote ongoing self-assessment and commitment to excellence in practice.
2. Participate in a values clarification exercise by watching the videos “The Medicine of Compassion” and “Compassion in Action” and write a reflective paper that describes how watching the video will change the student's practice.
3. Recognize the impact of attitudes, values, and expectations on the care of frail older adults and other vulnerable populations.