

**THE UNIVERSITY OF TEXAS AT TYLER  
SCHOOL OF NURSING**

**NURS 3312.060 WEB COURSE  
Health Assessment for Registered Nurses  
SUMMER 2016**

Faculty:

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

**NURS 3312 (WEB) – Health Assessment for Registered Nurses**  
**CLASS SCHEDULE**  
**Summer 2016**

<b>WEEK OF:</b>	<b>MODULE</b>	<b>TOPIC</b>	<b>QUIZZES &amp; ASSIGNMENTS</b>
5/23-5/29	1	Course Orientation, Evidence-Based Assessment, Cultural Competence (Jarvis Chapters 1-2)	<b>Introduction Assignment</b> Submit by 5/31 @ 11:59 pm
5/30-6/5	2	Interview, Health History, Functional Assessment of Older Adult (Jarvis Chapters 3, 4 & 31)	<b>Course Goals on Padlet</b> Submit by 6/7 @ 11:59 pm
<i>June 6</i>		<i>CENSUS DAY</i>	
6/6-6/12	3	Assessment Techniques & Safety, General Survey, Measurement & Vital Signs, Bedside Assessment & Electronic Health Record (Jarvis Chapter 8, 9, 29)	<b>QUIZ #1 (Modules 1-3)</b> Opens 6/7 @ 5 pm Closes 6/14 @ 11:59 pm
6/13-6/19	4	Mental Status, Substance Use, Domestic and Family Violence Assessment (Jarvis Chapters 5-7)	<b>Cultural Assessment</b> Submit by 6/21 @ 11:59 pm
6/20-6/26	5	Pain Assessment & Nutrition (Jarvis Chapters 10, 11)	<b>Pain Discussion Board</b> Submit by 6/28 @ 11:59 pm
6/27-7/3	6	Thorax & Lungs (Jarvis Chapter 18)	<b>QUIZ #2 (Modules 4-6)</b> Opens 6/28 @ 5 pm Closes 7/5 @ 11:59 pm
7/4-7/10	7	Heart, Neck Vessels, Peripheral Vascular & Lymphatic Systems (Jarvis Chapters 19-20)	<b>Health History</b> Submit by 7/12 by 11:59 pm
<i>July 11</i>		<i>Last Day to Withdraw</i>	
7/11-7/17	8	Abdomen & Musculoskeletal System (Jarvis Chapters 21-22)	<b>Head-to-Toe Assessment</b> Submit by 7/19 @ 11:59 pm
	9	Eyes, Ears, Nose, Mouth & Throat (Jarvis Chapters 14-16 )	
7/18-7/24	10	Neurologic System (Jarvis Chapter 23)	<b>QUIZ #3 (Modules 7-10)</b> Opens 7/19 @ 5 pm Closes 7/26 @ 11:59 pm
7/25-7/31	11	Skin, Hair and Nails, Head, Face, Neck & Regional Lymphatics (Jarvis Chapters 12-13)	<b>Health Promotion Presentation</b> Submit by 8/2 @ 11:59 pm
8/1-8/7	12	Male GU System, Anus, Rectum & Prostate (Jarvis Chapters 24-25)	<b>QUIZ #4 (Modules 11-13)</b> Opens 8/2 @ 5 pm Closes 8/9 @ 11:59 pm
	13	Breasts and Regional Lymphatics, Female GU System & Pregnancy (Jarvis Chapters 17, 26 & 30)	
8/8-8/13	14	End of Course Reflection on Discussion Board	<b>End of Course Reflection Discussion Board-Submit by 8/13</b>

**NURS 3312.060 WEB COURSE**  
**Health Assessment for Registered Nurses**

**SEMESTER CREDIT HOURS**

Theory/Laboratory three (3) semester hours

**PREREQUISITES**

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

**COURSE DESCRIPTION**

This course focuses on the augmentation of nursing knowledge and skills to perform a comprehensive health assessment of individuals across the lifespan. Students practice health assessment skills in laboratory settings.

**COURSE STUDENT LEARNING OUTCOMES**

Upon successful completion of the course, students will have demonstrated the ability to:

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 patient assessment.
4. Demonstrate knowledge of regulatory requirements related to patient assessment.
5. Discuss importance of inter/intra-professional collaboration as related to patient assessment.
6. Integrates health promotion and disease prevention in educating patients.
7. Demonstrate professional values and the concept of caring in developing nurse/patient relationship
8. Integrates the skills, knowledge, and attitudes required of the nurse to perform a holistic patient assessment.

**REQUIRED TEXTS**

Jarvis, C. (2016). *Physical examination and health assessment (7th Ed.)*. Philadelphia: W.B. Saunders. ISBN: 978-1-4557-2810-7

Baccalaureate Student Guide, which can be found at

<http://www.utt Tyler.edu/nursing/files/baccalaureate-student-guide.pdf>

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6<sup>th</sup> Ed.)*. Washington, DC: Author. (ISBN: 1-4338-0561-8)

**UNIVERSITY POLICIES**

University policies regarding students' rights and responsibilities, absence for religious observance, absence for university-supported trips, services to students with disabilities, grade replacement, state mandated course drop policy, social security and privacy, and emergency evacuation may be found at <http://www.utt Tyler.edu/academicaffairs/syllabuspolicies.pdf> and University Student Handbook: <http://www2.utt Tyler.edu/mopp/>

General Student resources

<http://www.utt Tyler.edu/nursing/college/student-resources.php>

**EXAMINATIONS/ASSIGNMENTS AND GRADING POLICY:**

Completion of NURS 3312.060 is based on 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 and/or meet graduation requirements.

**\*Please note, all major assignments (Health History, Cultural Assessment, Health promotion presentation, and Head to Toe Assessment) AND all of the four quizzes must be completed to pass the course.**

Assignment Due dates will be on Tuesdays at 5 pm Central time.

1. Course Grade Calculation: Students will have course grades calculated based on the weighted calculation of exams and other required course work. The weighted calculation must be 75% or above to pass the course.

Health History	25%
Quizzes X 4	25%
Cultural Assessment	10%
Health Promotion Presentation	25%
Check for understanding	5%
Informal Learning Activities	5%
Intro, goals, & reflection/Padlet	5%
Head-to-Toe Assessment	Pass/Fail

2. Assignments: See Blackboard for specific information, due dates, and requirements for assignments. Assignments must be submitted on time to avoid late points.

3. **Evidence of plagiarism on any submitted assignment may result in failure of the course and/or removal from the nursing program.** See Scholastic Conduct and Discipline Policy in the current School of Nursing (CON) [Guide for Baccalaureate Students, pp. 44](#)

4. Final course grades will be assigned according to the following scale: (An average of 74.5-74.9 will not be rounded to 75)

A	90 -100
B	80-89
C	75-79
D	60-74
F	59 and below

*Approved FO: Fall 1999*

**PAPER/ASSIGNMENT RE-GRADING POLICY**

Student assignments will not be re-graded.

**PENALTY FOR LATE WORK**

A deduction of 5 points a day or any part of a day will be taken off assignments that are submitted after the deadline.

## **EXAMINATION AND EXAMINATION REVIEW POLICY**

- 1. Quizzes will be taken on Blackboard and will consist of 20-25 questions. You will have two opportunities to take the quiz. You may choose to take it once. If you choose to take it twice, the final grade ((the two grades)) will be averaged for the quiz grade.**
- 2. Exams/Quizzes must be taken within the announced timeframe. Make-up time for an exam will be given at the discretion of faculty. If a student cannot complete an exam during the scheduled timeframe, the student must notify faculty in advance with an acceptable reason. Failure to notify faculty of the need to take an exam on an alternate date or time will result in a grade of 0 for that exam.**

## **ACADEMIC INTEGRITY**

1. Students are expected to assume full responsibility for the content and integrity of all academic work submitted as assignments and examinations.
2. Students are advised to review the Scholastic Conduct and Discipline Policy in the current CON [Guide for Baccalaureate Students](#) and [UT Tyler Student Conduct and Discipline Policy](#). These policies are fully endorsed and enforced by all faculty members within the School of Nursing.
3. Plagiarism, cheating and collusion are unacceptable and if found violating any of these standards the student will be disciplined accordingly (see *Guide for Baccalaureate Students* for definitions).
4. The CON has 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*.

## **EXPECTATIONS OF STUDENTS IN NURS 3312**

Students will need to be self-directed learners and faculty will facilitate learning the content of the course.

### **See Blackboard course for information regarding specifics for these assignments:**

Health History  
Quizzes X 4  
Cultural Assessment  
Health Promotion Presentation  
Check for understanding  
Informal Learning Activities  
Intro, goals, & reflection/Padlet  
Head-to-Toe Assessment

## **STUDENT LEARNING OUTCOMES**

### **Module 1**

#### **Course Orientation, Evidence-Based Assessment, Cultural Competence**

##### **OBJECTIVES:**

At the completion of the **Course Orientation** portion of this module, the student will:

1. Understand the course requirements.
2. Be able to navigate the Blackboard Course.
3. Have created a personal introduction video.
4. Submit required Affirmation Forms.

At the completion of this module, the student will be able to:

##### **Chapter 1: Evidence-Based 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: Cultural Competence: Cultural Care**

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

##### **ASSIGNMENT:**

1. Textbook: Jarvis (7<sup>th</sup> Ed.) Chapters 1-2

##### **EVALUATION:** Quiz #1

**Module 2**  
**Interview, Health History, Functional Assessment of Older Adult**

**OBJECTIVES:**

At the completion of this module, the student will be able to:

**Chapter 3: The Interview**

1. Demonstrate the ability to establish the parameters for a health interview.
2. State the factors that affect communication.
3. Describe the phases of an 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 4: The Complete Health History**

1. Distinguish between subjective and objective data.
2. State the purpose of the complete health history.
3. Describe the data or information that must be gathered for each category of a health history.
4. List the categories of information contained in a health history.
5. Describe the eight critical characteristics included in the summary of each patient symptom.
6. Relate developmental care during a health history for a child.
7. 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

**Chapter 31: Functional Assessment of the Older Adult**

1. Differentiate activities of daily living and independent activities of daily living.
2. Describe the various functional assessments that may be performed with the older adult.
3. List the other domains of assessment that may be performed with the older adult.
4. Discuss the aspects of assessment for elder mistreatment.

**ASSIGNMENT:**

1. Textbook: Jarvis (7<sup>th</sup> Ed.) Chapters 3, 4 & 31

**EVALUATION:** Quiz #1

**Module 3**  
**Assessment Techniques & Safety, General Survey,**  
**Measurement, Vital Signs, Bedside Assessment and Electronic Health Record**

**OBJECTIVES:**

At the completion of this module, the student will be able to:

**Chapter 8: Assessment Techniques and Safety in the Clinical Setting**

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

**Chapter 9: General Survey, Measurements, Vital Signs**

1. Describe the information obtained in each of the four areas of a general survey: physical appearance, body structure, mobility, and behavior.
2. Describe appropriate procedures and considerations when assessing height, weight, and vital signs.
3. Compare the relationships among the terms blood pressure, systolic pressure, diastolic pressure, pulse pressure, and mean arterial pressure (MAP).
4. Discuss expected and unexpected variations in vital signs.
5. List the factors that affect blood pressure.
6. Relate the use of a blood pressure cuff of improper size to the possible findings that may be obtained.
7. Discuss relevant developmental care in relation to a general survey.

**Chapter 29: Bedside Assessment and Electronic Health Record**

1. Use recommended techniques to perform an appropriate reassessment of the hospitalized patient.
2. Use appropriate, clear, and concise documentation to record assessment findings.

**ASSIGNMENT:**

1. Textbook: Jarvis (7<sup>th</sup> Ed.) Chapter 8, 9, 29

**EVALUATION:** Quiz #1



**Module 4**  
**Mental Status, Substance Use, Domestic and Family Violence Assessment**

**OBJECTIVES:**

At the completion of this module, the student will be able to:

**Chapter 5: Mental Status Assessment**

1. Describe components of mental status assessment.
2. State the purpose of a mental status examination.
3. Define the behaviors that are considered in the assessment of mental status.
4. Describe relevant developmental care related to the mental status examination.
5. Describe measures and tests of cognitive functioning.

**Chapter 6: Substance Use Assessment**

1. Identify current statistics related to drug and alcohol use and abuse.
2. Explain aspects of assessment and history-taking for suspected substance use.
3. Become familiar with screening tools for substance use.
4. Identify risk factors associated with increased alcohol use.
5. Incorporate the use of alcohol and drug abuse tools into the assessment of patients in the health care environment.
6. Identify and assess substance abuse in individuals across the life span.

**Chapter 7: Domestic and Family Violence Assessment**

1. Recognize health care professional's role as mandatory reporters of abuse.
2. Discuss the health effects of violence.
3. Describe the use of the Abuse Assessment Screen (AAS) when 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 intimate partner violence (IPV) or elder abuse and use correct forensic terminology.
6. Examine the increasing problem of adolescent relationship violence.
7. Discuss the importance of and procedures for both written and photographic documentation of IPV and elder abuse.
8. Assess for the risk of homicide when working with suspected IPV cases.
9. Determine what steps to take if a patient denies IPV but abuse is still suspected.

**ASSIGNMENT:**

1. Textbook: Jarvis (7<sup>th</sup> Ed.) Chapters 5-7

**EVALUATION:** Quiz #2

**Module 5**  
**Pain Assessment & Nutrition**

**OBJECTIVES:**

At the completion of this module, the student will be able to:

**Chapter 10: Pain Assessment: The Fifth Vital Sign**

1. Differentiate the different types of pain and accompanying behaviors
2. Compare acute and chronic pain.
3. Describe developmental care as well as cross-cultural and gender considerations regarding pain.
4. Describe the initial pain assessment.
5. Compare available pain assessment tools.
6. Compare acute and chronic pain behaviors (nonverbal behaviors of pain).
7. 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 subjective and objective components of a nutritional assessment.
6. Discuss the strengths and limitations of the methods used for collecting current dietary intake.
7. Discuss 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.
9. Discuss common nutritional variations.

**ASSIGNMENT:**

1. Textbook: Jarvis (7<sup>th</sup> Ed.) Chapters 10, 11

**EVALUATION:** Quiz #2

**Module 6**  
**Thorax & Lungs**

**OBJECTIVES:**

At the completion of this module, the student will be able to:

**Chapter 18: Lungs and Respiratory System**

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

**ASSIGNMENT:**

1. Textbook: Jarvis (7<sup>th</sup> Ed.) Chapter 18

**EVALUATION:** Quiz #2

**Module 7**  
**Heart, Neck Vessels, Peripheral Vascular & Lymphatic Systems**

**OBJECTIVES:**

At the completion of this module, the student will be able to:

**Chapter 19: Heart and Neck Vessels**

1. Recall the anatomy and physiology of the heart.
2. Relate the relevant subjective information in an assessment of the heart.
3. Identify equipment appropriate to the examination of the heart.
4. Describe appropriate inspection, palpation, auscultation, and positioning techniques used in the examination of the heart.
5. Discuss the developmental considerations associated with cardiac assessment.
6. Discuss the characteristics of normal heart sounds.
7. Describe abnormal heart sounds.
8. Recognize normal and abnormal findings in a cardiac assessment.
9. Compare cardiac disease assessment findings.
10. Discuss the significance of jugular vein assessment.
11. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the heart.
12. Incorporate health promotion concepts when performing an assessment of the heart and neck vessels.

**Chapter 20: Peripheral Vascular System and Lymphatic System**

1. Recall the anatomy and physiology of the peripheral vascular and lymphatic systems.
2. Relate the relevant subjective information in an assessment of the peripheral vascular and lymphatic systems.
3. Identify equipment appropriate to the examination of the peripheral vascular and lymphatic systems.
4. Describe appropriate inspection, palpation, auscultation, and positioning techniques used in the examination of the peripheral vascular and lymphatic systems.
5. Discuss the pulses accessible to examination.
6. Relate the structure and functions of the lymph system.
7. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the peripheral vascular system and lymphatic systems.
8. Compare venous and arterial disease of the peripheral blood vessels.
9. List the risk factors for venous stasis.
10. Cite the location of superficial groups of lymph nodes that are accessible to examination.
11. Incorporate health promotion concepts when performing an assessment of the peripheral vascular and lymphatic systems.

**ASSIGNMENT:**

1. Textbook: Jarvis (7<sup>th</sup> Ed.) Chapters 19-20

**EVALUATION:** Quiz #3

**Module 8**  
**Abdomen & Musculoskeletal System**

**OBJECTIVES:**

At the completion of this module, the student will be able to:

**Chapter 21: Abdomen**

1. Recall the organs in the 4 quadrants of the abdomen.
2. Identify pertinent topics that must be reviewed during the abdominal portion of the interview.
3. Relate measures that will enhance abdominal wall relaxation.
4. Interpret findings obtained during inspection, palpation, auscultation, and percussion.
5. Incorporate health promotion concepts when performing an assessment 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.

**Chapter 22: Musculoskeletal System**

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

**ASSIGNMENT:**

1. Textbook: Jarvis (7<sup>th</sup> Ed.) Chapters 21-22

**EVALUATION:** Quiz #3

**Module 9**  
**Eyes, Ears, Nose, Mouth & Throat**

**OBJECTIVES:**

At the completion of this module, the student will be able to:

**Chapter 14: Eyes**

1. Recall anatomy and physiology of the eyes.
2. Identify pertinent topics that must be reviewed during the interview related to the eyes.
3. Identify equipment appropriate to the examination of the eyes.
5. Interpret findings obtained during inspection, palpation, and positioning techniques in the examination of the eyes.
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the eyes.
7. Compare abnormalities of the eyes
8. Incorporate health promotion concepts when performing an assessment of eyes.

**Chapter 15: Ears**

1. Recall anatomy and physiology of the ears.
2. Identify pertinent topics that must be reviewed during the interview related to the ears.
3. Differentiate among the types of hearing loss and how assessed.
4. Discuss health promotion practices that are pertinent to the ears.
5. Identify equipment appropriate to the examination of the ears.
6. Interpret findings obtained during inspection, palpation, and positioning techniques in the examination of the ears.
7. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the ears.
8. Compare abnormalities of the ear including the tympanic membrane.

**Chapter 16: Nose, Mouth and Throat**

1. Recall anatomy and physiology of the nose, mouth, and throat.
2. Identify pertinent topics that must be reviewed during the interview related to the nose, mouth, and throat.
3. Discuss health promotion practices that are pertinent to the nose, mouth, and throat.
4. Identify equipment appropriate to the examination of the nose, mouth, and throat.
5. Interpret findings obtained during inspection, palpation, and positioning techniques in the examination of the nose, mouth, and throat.
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the nose, mouth, and throat.
7. Compare abnormalities of the nose, mouth, and throat.

**ASSIGNMENT:**

1. Textbook: Jarvis (7<sup>th</sup> Ed.) Chapters 14-16

**EVALUATION:** Quiz #3

**Module 10**  
**Neurologic System**

**OBJECTIVES:**

At the completion of this module, the student will be able to:

**Chapter 23: Neurologic System**

1. Recall anatomy and physiology of the neurologic system.
2. Identify pertinent topics that must be reviewed during the interview 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. Interpret findings obtained during inspection, palpation, percussion, and positioning techniques 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 and sensory function.
9. Describe the different deep tendon reflexes including normal and abnormal responses
10. Discuss abnormalities of the neurologic system
11. Compare normal and abnormal findings related to the Glasgow Coma Scale
12. Compare neurological disease assessment findings.

**ASSIGNMENT:**

1. Textbook: Jarvis (7<sup>th</sup> Ed.) Chapter 23

**EVALUATION:** Quiz #3

**Module 11**  
**Skin, Hair and Nails, Head, Face, Neck & Regional Lymphatics**

**OBJECTIVES:**

At the completion of this module, the student will be able to:

**Chapter 12: Skin, Hair, and Nails**

1. Describe significant differences between assessments of skin during the developmental stages.
2. Describe the differences between basal cell carcinoma and melanoma.
3. Identify pertinent topics that must be reviewed in the interview 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, hair, and nails.
6. Differentiate between common shapes and configurations of lesions.
7. Describe the differentiation between normal and abnormal skin color for various ethnic groups.
8. State the significance of skin tone changes.
9. Identify abnormal conditions of hair and nails.

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

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

**ASSIGNMENT:**

1. Textbook: Jarvis (7<sup>th</sup> Ed.) Chapters 12-13

**EVALUATION:** Quiz #4



**Module 12**  
**Male GU System, Anus, Rectum & Prostate**

**OBJECTIVES:**

At the completion of this module, the student will be able to:

**Chapter 24: Male Genitourinary System**

1. Recall anatomy and physiology of the male genitalia.
2. Relate the relevant subjective information in an assessment of the male genitalia and urinary system.
3. Discuss health promotion practices that are pertinent to the male genitalia especially importance of teaching testicular self-examination.
4. Identify equipment appropriate to the examination of the male genitalia.
5. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the male genitalia.
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the male genitalia.
7. Identify male genital lesions and abnormalities of the scrotum.
8. Identify abnormalities of the penis

**Chapter 25: Anus, Rectum, and Prostate**

1. Recall anatomy and physiology of the anus, rectum, and prostate.
2. Relate the relevant subjective information in an assessment of the anus, rectum, and prostate.
3. Discuss health promotion practices that are pertinent to the anus, rectum, and prostate.
4. Identify equipment appropriate to the examination of the anus, rectum, and prostate.
5. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the anus, rectum, and prostate.
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the anus, rectum, and prostate.
7. Identify abnormalities of the rectum and prostate gland.

**ASSIGNMENT:**

1. Textbook: Jarvis (7<sup>th</sup> Ed.) Chapters 24-25

**EVALUATION:** Quiz #4

**Module 13**  
**Breasts and Regional Lymphatics, Female GU System & Pregnancy**

**OBJECTIVES:**

At the completion of this module, the student will be able to:

**Chapter 17: Breasts and Regional Lymphatics**

1. Recall anatomy and physiology of the breasts and regional lymphatics.
2. Relate the relevant subjective information in an assessment of the breasts and regional lymphatics.
3. Discuss health promotion practices that are pertinent to the breasts and regional lymphatics.
4. Identify equipment appropriate to the examination of the breasts and regional lymphatics.
5. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the breasts and regional lymphatics.
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the breasts and regional lymphatics.
7. Identify signs of breast cancer.
8. Compare disorders occurring during lactation.
9. Discuss disorders and variations of the male breast especially breast cancer in males.

**Chapter 26: Female Genitourinary System**

1. Recall anatomy and physiology of the female genitalia.
2. Relate the relevant subjective information in an assessment of the female genitalia.
3. Discuss health promotion practices that are pertinent to the female genitalia.
4. Identify equipment appropriate to the examination of the female genitalia.
5. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the female genitalia.
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the female genitalia.
7. Compare abnormalities of external female genitalia, pelvic musculature and cervix and vulvovaginal inflammations.

**Chapter 30: The Pregnant Woman**

1. Discuss pregnancy and the endocrine placenta.
2. Differentiate the three types of signs and symptoms of pregnancy.
3. Discuss the changes associated with each trimester of pregnancy.
4. State methods of determining weeks of gestation.
5. Discuss developmental care associated with pregnancy.
6. List genetic testing that may be done during a pregnancy.

**ASSIGNMENT:**

1. Textbook: Jarvis (7<sup>th</sup> Ed.) Chapters 17, 26 & 30

**EVALUATION:** Quiz #4