



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 4610 Baccalaureate Nursing Practice
Spring 2020

SEMESTER HOURS: Six (6) Credit Hours

CONTACT HOURS: Twelve Hours/Week Didactic and Clinical

CLINICAL HOURS: Nine (9) Hours/Week

PREREQUISITES: All NURS courses have either been completed or the student is enrolled in the final course/s simultaneously to meet graduation requirements.

COURSE DESCRIPTION:

This course addresses the application of bio-psycho-socio-cultural concepts to individuals with health care needs. The educational process links previous basic nursing knowledge and experience with content from baccalaureate courses to build new clinical nursing principles and practice. Students will utilize previously attained knowledge, advanced systems assessment, screenings and diagnostic data, and pathophysiologic knowledge to guide nursing planning for a selected patient population with attention to health promotion, patient education, safety issues, cultural needs, and spirituality. This advancement of nursing knowledge and skill will be applied to nursing leadership and management principles.

FACULTY INFORMATION:

Name: Geraldine M. Goosen, RN, Ph.D., CNS-BC, CCRN

Office Hours:

Hours available via e-mail or phone: Any day between 8:00 a.m. to 9:00 p.m.

Phone number: 830-931-4371 (Call or Text)

University E-mail: ggoosen@Sulross.edu

STUDENT LEARNING OUTCOMES:

Each student enrolled in the course will be expected to meet course objectives that are presented within the applicable framework of the Texas Board of Nursing (TBON) Disseminated Essential Competencies of Graduates from Texas Nursing programs (DEC's), the American Association of College of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (BSN Essentials), and the Quality and Safety Education for Nurses (QSEN) Knowledge, Skills and Attitudes (KSA's) in this course. Objectives are linked to appropriate DEC's, BSN Essentials, and QSEN standards.

At the end of the course, the student will be able to:

1. Develop and implement a comprehensive data base for assessment of a selected patient population designated for this course. (DEC'S I-A1, 2, 3; II-B1,2,3,4,5,6,7,8,9) (Essential VI)
2. Incorporate laboratory and other diagnostic data into the comprehensive patient assessment process. (DEC's II-G 1,2,3, (Essential VII)
3. Use effective interviewing and communication skills when conducting a health history and performing a physical examination. (DEC's II-B4,5 II-C 4,5; II-F 2,3, (Essential VII, IX)
4. Demonstrate appropriate utilization of selected assessment tools for each body system. (DEC's IV-F 1,2) (Essential VI, VII, IX)
5. Demonstrate physical examination techniques including observation, auscultation, palpation, and percussion for each designated body system. (DEC's III-B 1) (Essential IX)
6. Apply principles of infection control and patient safety during the assessment process. (DEC's III-A1,2,3,4,5,6; III-B4,5, (Essential IX)
7. Utilize a selected nursing theory to plan and implement care for a selected population group. (DEC's II-A 1,2,3,4; II-B 1,2,4,5,6,7,10) (Essential I, VIII)
8. Demonstrate the nurse's role in health promotion, disease prevention, and managing the individual needs for a selected diverse population groups, inclusive of diverse population/ age group (infants, toddlers, school-age children, adolescents, adults, and/or older adults). (DEC's II-D1,2,3,4,5; II-E



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- 1,2,3,4,5,6,7,9; 10, 11, 12, 13, 14; II-H 1,3, 4, 5, 6; IV A 1,2, IV-B 1,2, II-F 1,2,3,4,5,6) (Essential II, III, VI)
9. Describe and implement nursing management for a select group of health promotion topics as it relates to primary, secondary, and tertiary prevention. (DEC's I-B 1,2,3, 4,5,6,7,8,9; III-E 1,2,4; IV-A 4) (Essential V)
 10. Integrate concepts from management/leadership, resource management, and communication theories in working with and supervising other in provision of patient centered care with diverse patients and settings. (DEC's I-A7c; I-A3; I-C5; I-D3; II-A1; II-D-8; III-A2; III-A 1,2,3; III-D1,2,3,4; III-E1,3,4,6,7,8; 9,10,11,12,13; III-F1,2,3,4; III-G1.2 ; III-H 1,2,3) (Essential II,IV, V, VI, VII) (QSEN-PCC;
 11. Practice within a framework of professional, ethical and legal standards applicable to the nurse as leader, delegator, advocate, coordinator and manager of patient centered care. (DEC's I-A 1-9; I-B 3, 4, 7; I-C 1, 3, 5, 6; I-D 1,2,3,4,5) (Essential IV)

MARKETABLE SKILLS FOR THE DEPARTMENT OF NURSING

The following marketable skills and dissemination plan has been submitted to the Texas Higher Education Board after approval from Assistant Vice President for Institutional Effectiveness at Sul Ross State University:

Students will:

1. develop inquiry skills to evaluate situations (Sense of Inquiry);
2. develop communication skills to evaluate situations (Communication Skills);
3. develop research skills to promote their lifelong learning (Continuous Lifelong Learning); and
4. comport themselves verbally and visually in a professional manner (professionalism).

Plan for Dissemination:

Students learn the marketable skills by first being exposed to them in all course syllabi. Each of the marketable skills is closely observed and evaluated by clinical faculty and preceptors as students progress through the educational program. Students hone their research and communication skills through assignments and activities in multiple classes.

REQUIRED TEXT:

1. Jarvis, C. (2012). Physical Examination & Health Assessment (6th Edition) St. Louis, Mo: Saunders-Elsevier.
2. Jarvis, C. (2012). Physical Examination & Health Assessment Student Laboratory Manual (6th Edition). St. Louis MO: Saunders-Elsevier.

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:

LEARNING ACTIVITIES:

Students will be required to meet expectations identified in this course that include synchronous discussion related to specified topics if preferred by students and discussion



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board that will be maintained on a weekly basis. Discussion will reflect knowledge obtained from required and recommended references and evaluated according to a rubric for discussion board related to ethical issues. A response of “I agree”, or “sounds good” are not acceptable entries. Written documents will reflect guidelines prepared by the faculty that clearly address the purpose and inclusions for topics addressed in the paper. Grading rubrics for professional papers will provide specific direction for the document and APA guidelines that are required for all written documents.

Students are required to participate in weekly, online collaborative activities that explore health care assessment issues in professional nursing and varied health care organizations. Student dialogue will focus on identifying and assessing resources, analyzing patient situations, and identifying diagnostic data that impact professional nursing management. Students are expected to contribute to the dialogue using critical thinking, clinical reasoning, and a plan of care based on assessment of their selected patient population. In accordance with educational guidelines for Sul Ross State University Rio Grande College, students are required to enter dialogue on a weekly basis. If more than two weeks pass without communication with the faculty and group, this activity is not acceptable and will be followed with action in keeping with the RN to BSN Nursing Program Student Handbook. It is important to note that all communication between faculty and students must occur on Sul Ross e-mail and Blackboard.

Class, Discussion Board & Online Seminar Participation:

Students will participate in online collaborative activities that explore concepts and theories in professional nursing and health care. Students are expected to participate in weekly discussion board providing at least two (2) substantial comments each week. One post will address an initial response to a question. The second response will be posted to reply to several responses provided by classmates.

Critical Analysis of Literature/Research: Weekly topics identified in class activities and discussion board will require literature review pertinent for the patient population that each student in the course has selected for their clinical focus. Written and verbal information must be properly referenced. Postings in the discussion board must be referenced using APA format.

Data Base Development:

Students will develop a comprehensive data base that is reflective of the students selected patient population. There are numerous data bases which can be used to assure completeness and assist with development of creative approaches to recording information. It is not acceptable to copy a data base from a clinical agency and present the instrument without significant alteration and sequencing of information as identified in the guidelines.

Weekly Documentation of Assessment/Patient Education/Health Promotion

Students will maintain a log/diary to document learning experiences in the clinical setting. Data must be organized around clinical objectives prepared by the student and approved by the faculty of record. Information will be reviewed periodically by the faculty of record.



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Clinical Performance/Preceptor:

During the semester prior to enrollment in NURS 4610 Baccalaureate Nursing Practice, each student must meet with the Director of the Program to discuss clinical locations that could potentially meet the student's clinical objectives. Each student must prepare personal clinical objectives designed to meet clinical course objectives and personal objectives the student prepares after careful assessment of their potential and goals. The faculty of record will assist with development of these objectives. Affiliation agreements must be signed prior to the beginning of the semester as discussed in the Preceptor/Student Guidelines. Each student will follow guidelines presented in the Preceptor/Student Guidelines to plan, implement, and evaluate clinical learning experiences for this course.

Final Complete Integrated Assessment:

Each student will demonstrate their ability to perform a comprehensive assessment for a body system. A body system will be randomly selected the day of the scheduled assessment. Potential body systems include respiratory, cardiovascular, gastro-intestinal, neurological, and integumentary/musculoskeletal as presented in system competencies. Time for the integrated assessment will be presented by the clinical faculty member as arranged in the Simulation Lab located on the Southwest Texas Junior College Campus in the nursing education area. This assessment must be completed prior to mid-term for the semester.

COURSE EXPECTATIONS:

Verbal and written responses to assignments will incorporate evidence that the student has read appropriate assignments and is able to articulate information that reflects individual cognition and understanding of information. All written assignments must be presented in APA format. Any technical difficulties related to Blackboard Collaboration must be referred to the IT resources close to your home address and corrected as soon as possible. Making an appointment with the IT resource and taking your computer equipment with you to the appointment will lead to a successful learning process.

Students are expected to enter into group decisions at the beginning of the semester related to planning synchronous and asynchronous learning activities designed to meet course and unit objectives. Attendance and participation in synchronous and asynchronous student groups are required unless prior arrangements have been made with the faculty of record. All assignments should be planned to meet the deadlines designated on the course schedule. Late papers and make up assignments must be discussed with the faculty of record. Examinations must be taken when scheduled unless previous arrangements have been made with the faculty of record. A detailed schedule of course activities and due dates are included in this syllabus.

Orientation to Course:

It is expected that you attend a nursing orientation at the beginning of the semester unless you have attended a scheduled event prior to the course. Nursing orientation will be held at the beginning of each fall and spring semester and students will be notified by e-mail when we have been notified that you are enrolled in the course. New students come to the Uvalde campus with their personal lap top so IT representatives can assist with access and solve any problems that may exist with the individual computer. During the



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afternoon, students will be able to meet with faculty and clarify any questions that may be related to course expectations. The Director for the library will be present to orient all new students to the library sources and how to access resources that can be utilized throughout the course.

Each student and faculty member will spend time with a staff member that can assist with the learning process for Blackboard. It is important that all participants are oriented to the learning process related to resources available through the Blackboard process.

Faculty and Student Picture and Biography:

Faculty will submit a picture and summary of their educational and professional experiences that prepared them to teach in respective courses to be posted online.

During the first week of class, each student must submit a snap-shot of picture of themselves with a brief personal and professional biography including educational and clinical experiences and any personal information that highlights why they are choosing to seek a BSN degree.

STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS

Learning is a shared endeavor based upon respectful and collaborative relationships between students and faculty. The learning activities designed for this course were developed based upon the following:

1. As adult learners we are partners in learning.
2. Faculty members serve as a mentor, resource, guide, or coach and professional peer.
3. Our work and life experiences differ and serve to enrich our individual and mutual learning.
4. Each member of the class is committed to preparing for and successfully completing class learning activities.
5. Each member of the class will organize their time, learning goals, work schedules and family arrangements to fully participate in the course and assignment activities.
6. Each member of the class is able to use computer technology and access resources via the Internet and other mobile technologies as needed for this and other courses.

COMMUNICATIONS:

- **Announcements** – Check announcements each time you log onto the course.
- **Course E-mail** – All e-mail communication must be through your Sul Ross e-mail account. Check Sul Ross e-mail frequently for communications and make sure your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday – Friday.
- **Responses to e-mails and course postings** – Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross e-mail and if not



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available, mobile phone or texting between the hours of 8 am and 8 pm if possible. Messages received on the weekends or holidays will be answered by the next working day.

- **Assignments** – Assignments will be reviewed and returned with feedback/grade within 4 days of submission.
- **Writing and use of APA format** – All written assignments and discussion board postings will be submitted using the American Psychological Association (APA) Guidelines, as indicated by faculty.

<http://owl.english.purdue.edu/owl/resource/560/01>

USE OF TECHNOLOGY:

If you have any technical questions, problems or concerns with Blackboard, do not spend more than 15 minutes on any technical problem, seek help immediately.

- Contact the 24-7 Help Desk at: 1-888-837-2882.
- Uvalde OIT Department: 830-279-3045
- Eagle Pass OIT Department: 830-758-5010
- Del Rio OIT Department: 830-703-4818

ATTENDANCE AND PARTICIPATION:

- Your attendance is expected at every planned class meeting as agreed upon by students and faculty.
- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that you read your assigned readings prior to joining class discussions.
- An online course requires participation in all areas for accurate evaluation of performance including responding to the faculty requests or communications.
- If you have an emergency and cannot attend a class meeting or complete an assignment by the due date, you must contact your faculty by phone, e-mail, or text as soon as possible and make arrangements to make up the assignments.
- Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course. The Blackboard tracking function may be utilized to verify student online participation.

RULES OF NETIQUETTE:

The term “netiquette” refers to written and unwritten rules regarding appropriate communication on the Internet. It will apply primarily to your interactions on the course Discussion Board, assignments both individual and group, and e-mail communications.

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.
2. Be helpful and be sure to do your part in an online class or in group work so that assignments can be completed.



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3. Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are essential when taking an online class.
 - a. Use a meaningful title in the Subject line. For e-mail, include course number.
 - b. Use the person's name you are writing to as a greeting in the first line of the message – this helps ensure you are writing to the intended person (group).
 - c. Close the posting by writing your full name at the end of the message.
4. Do not post anything too personal as all students in the class and your instructor will see what you write and the University archives all course materials;
5. Be courteous and respectful to students and faculty in the course.
 - a. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view as it will be read by others;
 - b. Be careful with the tones of what you are communicating, sarcasm and subtle humor; one person's joke may be another person's insults;
 - c. Do not use all caps in the message box (it is considered shouting);
 - d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race or ethnicity.
6. Keep the messages you post to the Discussion Board relevant to the course and assignment, and provide a rationale including references as appropriate to support your point-of-view.
7. Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
8. When posting a response, make sure you clarify the post to which you are responding.
9. If the topic you wish to address is already covered under an existing thread, do not start a new thread.
10. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
11. Try not to lurk, meaning you are just reading and not participating.
12. Quality of online communications/postings is important
 - a. It is not acceptable to present work or ideas of others as your own. If you quote from a source, use quotation marks and provide the original author's name, year, and the work from which the quotation is taken. If you paraphrase, use your own understanding of the work if possible and give credit to the original author by citing name, year and source of the idea.
 - b. If the posting is going to be long, use paragraphs;
 - c. Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms;
 - d. Just as you would proofread a formal paper, before posting;
 - i. Read what you have written for content;
 - ii. Rethink what you have written for tone;
 - iii. Reread what you have written for organization and coherence; and
 - iv. Revise what you have written for grammar, punctuation and mechanics.
 - v. Once you submit your work, discussion, or e-mail, you cannot change what you have written.



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13. Don't send large files as someone in your class may have a relatively slow internet connection and be sure to check for viruses when sending files.
14. Be patient if you do not get an immediate response to your postings as others may be on a different schedule. If it is urgent, you can contact other students of faculty by e-mail, phone, or text.

ASSESSMENT OF STUDENT LEARNING:

1. Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in the class discussion boards, online reflections and observations, clinical performance when applicable, knowledge and comprehension of reading assignments and completion of course assignments. Criteria for each course activity and assignments include grading rubrics are delineated either in the syllabus or in the modules.

2. **Summary of Measures for Evaluations:**

The course grade is based on Discussion Board participation,

Course Requirements

1. Discussion board Participation	20%
2. Critical Analysis of Literature/Research	10%
3. Data Base Development	20%
4. Weekly Documentation of Assessment/Patient Education/Health Promotion	10%
5. Final Complete Integrated Assessment	Pass/Fail
6. Clinical Performance/Preceptor	<u>40%</u>
Total	100%

3. **Calculation of Final Grade:** The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation.

Grading Scale

A = 90 – 100

B = 80 – 89

C = 75 – 79

D = 70 – 74

F = 69 or below

POLICIES FOR EXAMS AND ASSIGNMENTS:

Online testing/Assessments: When assigned, examinations will be given via the use of Proctor Free. Instructions will be provided at the time of the examination.

Missed Examinations and Makeup Examinations: Faculty members must be informed immediately when a student is aware that an examination will be missed. Make-up should occur within a week of the scheduled examination as agreed on between the faculty and student. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, e-mail, or text as soon as possible. If students



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have spoken with faculty and an agreement is reached, late make-up exams can be arranged without penalty.

Late and Make-up Assignments: To achieve the designated points for an assignment, the assignment must be submitted at or before the scheduled date and time. Missed course work, class participation grades, written documents or presentations will result in the student receiving a zero for the assignment. Should scheduling conflicts and/or family emergencies arise, student should contact faculty by phone, e-mail, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up assignments can be arranged without penalty.

COURSE SCHEDULE: (This schedule is subject to change by faculty.)
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Week & Module	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
Week 1 March 16, 2020	INTRODUCTION TO BLACKBOARD & PATIENT ASSESSMENT, HEALTH HISTORY NUTRITIONAL ASSESSMENT & GENERAL SURVEY <ul style="list-style-type: none"> • INTRODUCTION TO HEALTH ASSESSMENT • Development of Population-Based Data Base (Assessment Guide) <u>Class Objectives & Discussion Topics:</u> <ol style="list-style-type: none"> 1. Explain the relationship of clinical reasoning, nursing process and health assessment. 2. Discuss the components of a comprehensive data base. 3. Explain the legal requirements related to nursing assessment 	<u>Reading Assignment:</u> Jarvis, C. (2016). Physical Examination & Health Assessment (7 th Ed.). St. Louis, Mo: Saunders-Elsevier. Jarvis, C. (2012). Physical Examination & Health Assessment Student Laboratory Manual (6 th Edition). St. Louis MO: Saunders-Elsevier	<u>Class Activities:</u> <ol style="list-style-type: none"> 1. Utilize interactive activities to assure that each student can utilize necessary components of Blackboard. 2. Discuss some key factors from the nursing theory you selected for your patient population that will guide in the development of your data base. 3. Discuss routine diagnostic data that will provide foundational information for assessment of your selected patient population. 4. What is the value that can be attained by utilizing a nursing theory when developing a population- based Data Base? 5. Utilize the entire data base on a minimum of two individuals that represent your patient population.



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	<p>based on Texas Board of Nursing standards, rules, and regulations.</p> <ol style="list-style-type: none"> 4. Differentiate between subjective and objective data. 5. Describe health and illness beliefs and practice assessments. 6. Describe the components and process of a general survey. 7. Identify factors affecting accurate body measurements. 8. Explain the process and technique of a skilled interview. 		<ol style="list-style-type: none"> 6. Discuss with faculty and/or classmates any issues that were difficult to assess. 7. Identify equipment that was difficult to use and review techniques in textbooks or other references. 8. Discuss the components of a nutritional assessment including laboratory data. Write a brief, general survey of your patient.
<p>Week 2 March 31, 2020</p>	<p>ASSESSMENT OF THE INTEGUMENTARY, SENSORY SYSTEMS AND FIFTH VITAL SIGN</p> <p><u>Class Objectives & Discussion Topics:</u></p> <ol style="list-style-type: none"> 1. Inspect and palpate the skin noting its color, vascularity, edema, moisture, temperature, texture, thickness, mobility, turgor, and any lesions. 2. Inspect the fingernails, noting shape, color, and any lesions. 3. Inspect the hair, noting texture, distribution, and any lesions. 4. Inspect and palpate the skull noting size, contour, lumps, or tenderness. 5. Inspect and palpate the skull noting size, contour, lumps, or tenderness. 6. Inspect the face noting facial expression, 	<p><u>Reading Assignment:</u> Jarvis, C. (2016). Physical Examination & Health Assessment (7th ED.). St. Louis, MO: Saunders-Elsevier. Jarvis, C. (2012). Physical Examination & Health ASSESSMENT STUDENT LABORATORY MANUAL. Manual (6th Edition). St. Louis MO: Saunders-Elsevier Manual (6th Edition). St. Louis MO: Saunders-Elsevier</p>	<p><u>Class Activities:</u></p> <ol style="list-style-type: none"> 1. Discuss techniques to utilize when assessing sensitive information. 2. Differentiate between the skin and the integumentary system. 3. Discuss the differences that must be considered for age groups and patient populations selected by each students. 4. Prepare and present an evidence-based clinical practice health promotion presentation on the following topics (Follow Rubric): <ol style="list-style-type: none"> A. Indoor Tanning B. Sun Bathing C. Skin Cancer Risks D. Body Piercing and Tattoos E. Brain Injury Prevention (Safety of Wearing Helmets)



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	<p>symmetry, skin characteristics, or lesions.</p> <ol style="list-style-type: none"> 7. Inspect and palpate the neck for symmetry, range of motion, and integrity of lymph nodes, trachea, and thyroid gland. 8. Demonstrate and explain assessment of visual acuity, visual fields, external eye structure, and ocular fundus. 9. Describe and demonstrate the correct technique of an otoscopic examination. 10. Describe and perform tests of hearing acuity. 11. Record the history and physical examination findings accurately on your data base, reach an assessment of the health state, and develop a plan of care. 		<ol style="list-style-type: none"> 5. Prepare and present an evidence-based clinical practice health promotion presentation on the following topics: <ol style="list-style-type: none"> A. Screening for Glaucoma B. Use of Earbuds and the increasing prevalence of hearing loss in Adolescents. C. Use of hearing aids. 6. Discuss changes you need to make to refine your data base. 7. Discuss methods that are used to assess pain, the fifth vital sign in the patient population you have chosen. 8. Discuss attitudes observed related to managing complaints of pain. 9. Differentiate between types of pharmacologic pain management. 10. Discuss guidelines from WHO used to assess pain.
<p>Week 3 March 30, 2020</p>	<p>ASSESSMENT OF THE ABDOMEN, THROAT AND GLYCEMIC CONTROL <u>Class Objectives & Discussion Topics:</u></p> <ol style="list-style-type: none"> 1. Locate anatomic landmarks (quadrants) of the abdomen. 2. Demonstrate inspection of the abdomen by assessing skin condition, symmetry, contour, pulsation, umbilicus, nutritional status. 3. Demonstrate auscultation of the abdomen by assessing 	<p><u>Reading Assignment:</u> Jarvis, C. (2016). Physical Examination & Health Assessment (7th ED.). St. Louis, MO: Saunders-Elsevier.</p> <p>Jarvis, C. (2012). Physical Examination & Health Assessment Student Laboratory Manual (6th Edition). St. Louis MO: Saunders-Elsevier.</p>	<p><u>Class Activities:</u></p> <ol style="list-style-type: none"> 1. Discuss knowledge of the symptoms related to the abdominal system by obtaining a regional health history from a peer or patient. 2. Discuss diagnostic data that are commonly obtained to provide information related to the status of the abdominal structures. 3. Discuss the issues related to prevention of abdominal maladies such as the value of colonoscopy for patients over 40 years of age. 4. Identify changes in assessment techniques that relate to age



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	<p>the characteristics of bowel sounds and by screening for bruits.</p> <ol style="list-style-type: none"> 4. Demonstrate light palpation by assessing muscular resistance, tenderness, and masses. 5. Demonstrate percussion of the abdomen. 6. Record the history and physical examination findings, accurately, reach an assessment of the health history state and develop a plan of care. 		<p>groups and selected patient populations selected by the enrolled students.</p> <ol style="list-style-type: none"> 5. Discuss methods used in your clinical area to determine glycemic control and management. 6. Identify pros and cons for the use of a sliding scale for glycemic control. 7. Compare and contrast new insulins and oral hypoglycemic with conventional medications.
<p>Week 4 April 6, 2020</p>	<p>ASSESSMENT OF THE IMMUNE SYSTEM, THORAX, LUNGS AND IMMUNIZATIONS <u>Class Objectives & Discussion Topics:</u></p> <ol style="list-style-type: none"> 1. Discuss the humoral and cellular components of the immune that can provide information related to the status of the immune system. 2. Discuss objective and subjective symptoms related to the respiratory system by obtaining a health history for your selected patient population. 3. Demonstrate correct techniques for inspection, palpation, percussion, and auscultation of the respiratory system. 4. Discuss diagnostic methods that can be utilized to determine the integrity of the immune and respiratory systems. 	<p><u>Reading Assignments:</u> Jarvis, C. (2016). Physical Examination & Health Assessment (7th ED.). St. Louis, MO: Saunders-Elsevier.</p> <p>Jarvis, C. (2012). Physical Examination & Health Assessment Student Laboratory Manual (6th Edition). St. Louis MO: Saunders-Elsevier</p>	<p><u>Class Activities:</u></p> <ol style="list-style-type: none"> 1. Prepare and discuss an evidence-based clinical practice promotion topic on the following: <ol style="list-style-type: none"> A. Smoking Cessation B. Second-Hand Smoking and its Effect on Children C. Benefits of e-cigarettes 2. Discuss the value of prevention methods for pulmonary diseases. 3. Submit the final version of your Data Base by April 15, 2019. 4. Discuss pertinent vaccinations for age groups (across the life span). 5. What observations have you made related to providing pertinent vaccinations for your patient population. 6. Explore personal views related to vaccinations. 7. Plan communication principles used to provide patient education related to vaccinations.



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<p>Week 5 April 13, 2020</p>	<p>ASSESSMENT OF THE HEART, PERIPHERAL VASCULAR SYSTEM AND PRIMARY HYPERTENSION</p> <p><u>Class Objectives and Discussion Topics:</u></p> <ol style="list-style-type: none"> 1. Discuss subjective and objective symptoms related to the cardiovascular and peripheral vascular systems. 2. Correctly identify anatomic landmarks on the chest wall that will guide the assessment of each lung and abnormal heart sounds. 3. Demonstrate correct technique for inspection and palpation of neck vessels. 4. Demonstrate correct techniques for inspection, palpation, and auscultation of the precordium. 5. Demonstrate palpation of peripheral arterial pulses (brachial, radial, femoral, popliteal, posterior tibial, dorsalis pedis) by assessing amplitude and symmetry, noting any signs of arterial insufficiency. 	<p><u>Reading Assignments:</u></p> <p>Jarvis, C. (2016). Physical Examination & Health Assessment 7th ED.). St. Louis, MO: Saunders-Elsevier.</p> <p>Jarvis, C. (2012). Physical Examination & Health Assessment Student Laboratory Manual (6th Edition). St. Louis MO: Saunders-Elsevier.</p>	<p><u>Class Activities:</u></p> <ol style="list-style-type: none"> 1. Prepare and present an evidence-based clinical practice health promotion presentation on the following topics: <ol style="list-style-type: none"> A. Women and Heart disease B. Prevention of Elevated Cholesterol Levels C. Prevention of High Blood Pressure D. Obesity and Heart Disease E. Prevention of Stroke 2. Discuss heart and vascular variations across the lifespan. 3. Discuss the influence of fluids and electrolytes on the cardiovascular system. 4. Discuss bio-cultural considerations related to abnormalities of the cardiovascular system. 5. Discuss the incidence and management of primary hypertension in your selected patient population. 6. Discuss the types of medications utilized to manage primary hypertension. 7. Discuss the role of renin, angiotensin, and aldosterone syndromes (RAAS) in primary hypertension
<p>Week 6 April 20, 2020</p>	<p>ASSESSMENT OF THE MUSCULOSKELETAL SYSTEM AND INCIDENCE OF OBESITY</p> <p><u>Class Objectives and Discussion Topics:</u></p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of subjective and objective symptoms related to the musculoskeletal system 	<p><u>Reading Assignments:</u></p> <p>Jarvis, C. (2016). Physical Examination & Health Assessment 7th ED.). St. Louis, MO: Saunders-Elsevier.</p> <p>Jarvis, C. (2012). Physical Examination &</p>	<p><u>Class Activities:</u></p> <ol style="list-style-type: none"> 1. Prepare and present an evidence-based clinical practice health promotion presentation on the following topics: <ol style="list-style-type: none"> A. Prevention of Osteoporosis B. Cerebral Palsy C. Multiple Sclerosis D. Guillain-Barre Syndrome 2. Discuss the effects of normal V-D levels in your patient population.



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	<p>by obtaining a health history.</p> <ol style="list-style-type: none"> 2. Demonstrate inspection and palpation of the musculoskeletal system by assessing the muscles, bones, and joints for size, symmetry, swelling, nodules, deformities, atrophy, and active range of motion (ROM). 3. Assess the ability to carry out functional activities of daily living. 4. Record the history and physical examination findings accurately, reach an assessment about the health history state, and develop a plan of care. 5. Differentiate between normal and abnormal findings of the system. 	<p>Health Assessment Student Laboratory Manual (6th Edition). St. Louis MO: Saunders-Elsevier</p>	<ol style="list-style-type: none"> 3. Discuss the benefits of a body-bone scan. 4. Discuss the prevalence and management of obesity in your selected patient population. 5. Is body mass index recorded during patient care? 6. Discuss secondary effects that can occur from obesity in your patient population.
<p>Week 7 May 27, 202</p>	<p style="text-align: center;">ASSESSMENT OF MENTAL STATUS, SUBSTANCE USE/ABUSE, DEPRESSION AND THE NEUROLOGICAL SYSTEM</p> <p><u>Class Objectives and Discussion Topics:</u></p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of subjective and objective symptoms related to the neurologic system by obtaining a regional health history from a member of your selected patient population. 2. Demonstrate examination of the neurologic assessment by assessing the cranial nerves; cerebellar function, sensory system, motor system, 	<p><u>Reading Assignments:</u></p> <p>Jarvis, C. (2016). Physical Examination & Health Assessment (7th ED.). St. Louis, MO: Saunders-Elsevier.</p> <p>Jarvis, C. (2012). Physical Examination & Health Assessment Student Laboratory Manual (6th Edition). St. Louis MO: Saunders-Elsevier.</p>	<p><u>Learning Activities and Discussion Board Questions:</u></p> <ol style="list-style-type: none"> 1. Prepare to demonstrate a comprehensive assessment for each body system. 2. Prepare to demonstrate the use of all diagnostic tools required to complete a comprehensive assessment. 3. Utilize appropriate documentation methods for the findings from a comprehensive assessment. 4. Prepare and present an evidence-based clinical practice health promotion presentation on the following topics. <ol style="list-style-type: none"> A. Assessing for Post-Traumatic Stress Disorder (PTSD). B. Assessing for Alzheimer’s Disease C. Prevention of Traumatic Brain Injury



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	<p>and deep tendon reflexes.</p> <ol style="list-style-type: none"> 3. Discuss diagnostic data that can reflect the status of the neurologic system. 4. Select an assessment tool that will provide data that can reflect normal and abnormal findings related to mental health of your selected patient population. 5. Discuss common abnormalities in the neurological system in your selected patient population. 		<ol style="list-style-type: none"> D. Assessing for Substance Abuse E. Assessing for CVA 5. Is substance use/abuse addressed during the care of your selected patient population? 6. Review the rubric which will be used to evaluate your ability to pass the designated assignments. 7. Are questions related to substance use/abuse discussed in the presence of family or significant others? 8. How might personal experiences/feelings impact communication with your selected patient population? 9. Is the topic of depression addressed at any time during patient assessment? 10. What are some of the guidelines that nursing staff follow when addressing substance abuse?
<p>Week 8 May 4, 2020</p>	<p style="text-align: center;">FINALS WEEK</p> <p style="text-align: center;">All Evaluation Forms and Clinical Documents must be finalized that are included in Preceptor/Student Guidelines</p>		<p>All Evaluation Forms, Clinical Document, and Graduation Surveys from the nursing program and Sul Ross State University Rio Grande College. Since this is your last course, there will be several forms to fill out, but these are vital for our CCNE Accreditation.</p>

ACADEMIC HONESTY POLICY:



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The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Academic Dishonesty includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty, but must notify the student of his/her right to appeal to the Department Chair, the Associate Provost/Dean, and eventually to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case.

In the case of flagrant or repeated violations, the Vice President for Academic and Student Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

AMERICAN WITH DISABILITIES ACT (ADA) STATEMENT:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Rio Grande College-Sul Ross State University, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: kbiddick@sulross.edu

ONLINE COURSES:



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Web courses (offered online) are not self-paced and require considerable work in order to meet requirements. Students should be prepared to devote approximately 12 hours per week to accomplish the work required for a 3-hour class (i.e. student should devote approximately the same study time for an online course as would be spent in a regular class with outside work requirements—a measure generally calculated at 3 hours outside work for each hours in class.) Students **MUST** have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m-5 p.m. University computer labs are not open on weekends and holidays, but computers are available at the Southwest Texas Junior College and Sul Ross State University Rio Grande College libraries. A student who fails to participate in assignments during any one work period may be subject to being withdrawn from class and given a grade of F. Students should regularly log in to their class.

GENERAL CAMPUS REGULATIONS AND CONDUCT:

All students are expected to conduct themselves in a manner consistent with the University's functions as an educational institution. It is also expected that all students who enroll at Sul Ross State University agree to assume the responsibilities of citizenship in the university community. Association in such a university community is purely voluntary, and any student may resign from it at any time when he/she considers the obligation of membership disproportionate to the benefits. All students are subject to University authority, and those students whose conduct is not within the policies of the University rules and regulations are subject to dismissal. Students are responsible for abiding by all published University rules and regulations. Failure to read publications will not excuse the student from the requirements and regulations described therein. The SRSU Student Handbook and other official University publications outline specific regulations and requirements.



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DISCUSSION BOARD RUBRIC

CRITERIA	Performance Indicators			
	Proficient	Competent	Substantive Area for Improvement	Unsatisfactory Work
<u>Content</u> Relevance of information in the posting to the assigned questions and demonstrates student learning.	Responds to discussion questions with a clear understanding of the focus of study in the module. Posting & responses meet all the requirements of the discussion instruction 25 Points	Responds to discussion questions but with minor confusion about the focus of study in the module. Posting & responses meet most of the requirements of the discussion instructions 20 Points	Responds to 1 or more discussion questions with major confusion about the focus of study in the module. Or Provides some answers but fails to respond to discussion questions as directed in the Forum. Posting & responses meet some of the requirements of the discussion instructions 10 Points	The discussion questions are not answered Or Responses have no connection to the questions. Posting & responses meet few/none of the discussion instructions. 0 Points
<u>Scholarly Presentation</u> Writing style allows for clear communication of thoughts through logical presentation of ideas with correct spelling, grammar, and punctuation (SGP).	Thoughts are logically organized at the paragraph level without errors in SGP. 15 Points	Thoughts are logically organized at the paragraph level with no more than 3 errors in SG 10 Points	Thoughts are logically organized at the paragraph level with no more than 4 errors in SGP. &/Or Thoughts show limited logical organization between ideas. 5 Points	Thoughts show no logical organization in the paragraph. &/ Or Postings contain in excess of 4 errors in SGP. 0 Points
<u>Engagement</u> Engages in discussion through use of thoughtful replies to the postings of other students.	Replies in the forum to 2 peers in a thoughtful, reflective, and respectful manner. 20 Points	Replies in the forum to 1 peer in a thoughtful, reflective, and respectful manner. 10 Points	Gives a limited reply to peers in a respectful manner. 5 Points	No replies to any postings. &/ Or Replies are clearly disrespectful. 0 Points
<u>Citations/APA</u> Ideas are supported by proper citation and use of references following APA format.	Postings incorporate citations and references following APA format with only 1 error. 20 Points	Postings incorporate citations and references following APA format with no more than 2 errors. 15 Points	Postings incorporate citations and references following APA format with no more than 3 errors. 10 Points	Postings include three or more errors in APA format. 5 Points
<u>Literature/Evidence</u> Ideas are supported by student conducted research – outside the required course material.	Postings and replies are supported by more than <u>two</u> outside references in addition to required readings. 20 Points	Postings and replies are supported by <u>one</u> outside reference in addition to required readings. 10 Points	Postings and/or replies are <u>only</u> supported by required readings. 5 Points	Postings and replies are not supported by any evidence. 0 Points



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RUBRIC FOR DEVELOPMENT OF POPULATION BASED DATA BASE

STUDENT NAME _____

DATE _____

5	4	3	2	1
Exceptional	Good	Average	Needs	Inadequate Development

CONTENT TO BE DEVELOPED

1. Clearly identifies the selected patient population
2. Demographic Data targeted to patient population
3. Patient Profile/Relationship of Family Members
4. Family History/Pedigree
5. Resources & Support
6. Social History
7. Sexual/Obstetrical History
8. History of Present Illness
9. Individual's Reason for Seeking Assistance: Chief Complaint
10. Expectation of Treatment
12. Past Medical History
13. Past Surgical History
14. Summary of Diet
15. Review of Systems
16. Functional Ability
17. Physical Assessment
18. Grid for Pertinent Diagnostic Data
19. Summary of Findings
20. Common Nursing Diagnosis for Patient Population



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EXAMPLE DATA BASE

Data Base

Date _____

Patient Identification

Name _____ Age _____ Race _____ Sex _____ Birthdate _____

Chief Complaint

Patient Profile

Birth Place

Present Residence

Occupation

Marital Status

Religion

Armed Services Dates _____ Discharge _____

Locations _____

Home Situation

Family

Family Relations

Income

Amount

Sources

Functionability

Housing

Type

Number of Occupants

Transportation

Availability of Family or Neighbors

Hobbies or Special Interests

Average Day



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Average Weekend

Habits (Alcohol, Tobacco, Drugs)

Sleep Pattern

Activity Limitations

Prosthesis

Eye

Ear

Extremities

Dentures

Diet

	Beverages	Meat, Fish, Eggs	Fruit & Veg.	Milk & Cheese	Bread, Cereal
Breakfast					
Lunch					
Dinner					
Snacks					



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Diet

Salt Use

Other Diet Information

Ability to Communicate and Understand

Behavior during Assessment

Comments

History of Present Illness



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(Circle positive responses and comment appropriately. Underline negative responses leave unaltered if information not available.)

Past Medical History

1. Pediatric and adult illnesses: mumps, measles, chickenpox, rheumatic fever, arthritis, rheumatism, chorea, scarlet, fever, pneumonia, tuberculosis, diabetes mellitus, heart disease, renal disease, hypertension, jaundice
2. Immunizations
3. Hospitalizations
4. Trauma
5. Transfusions
6. Allergies
7. Medications (prescribed)

Time and/or day medication taken

How does the medication make you feel?

8. Medications (unprescribed) and why taken
9. Habits

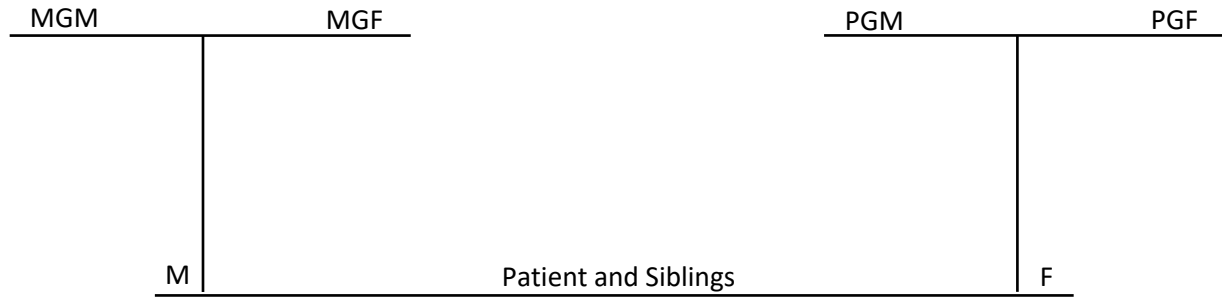
Family History

Diabetes mellitus, tuberculosis, cancer, stroke, hypertension, renal disease, deafness, gout/arthritis, anemia, heart disease, syphilis, allergies, hemophilia, mental or emotional disturbance, endocrine disorders, migraine headaches, epilepsy, other



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(Diagram family pedigree, place siblings in order of birth from left to right, use a “/” to indicate an individual is deceased, draw a line from the patient to the “spouse line”, and indicate the spouse and any children on the “spouse line”.)



_____ “spouse line”



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Systems Review

1. General: weakness, fatigue, change in weight _____, appetite, sleeping habits, chills, fever, night sweats
2. Integument: color changes, pruritis, nevus, infections, tumor (benign/malignant), dermatosis, hair changes, nail changes
3. Hematopoietic: anemia, abnormal bleeding, adenopathy, excessive bruising, polycythemia
4. Central Nervous System: headache, syncope, seizures, vertigo, amaurosis, diplopia, paralysis/paresis, muscle weakness, tremor, ataxia, dysesthesia, disturbance of smell, disturbance of taste, difficulty of speech, difficulty in swallowing, loss of memory or intellect
5. Eyes: vision, glasses/contact lens, date of last eye exam _____, scotomata, pain excessive tearing color blind
6. Ears: tinnitus, deafness, other
7. Nose, Throat and Sinuses: epistaxis, discharge, hoarseness, thryo-megaly, sore throats
8. Dentition: caries, pyorrhea, dentures
9. Breasts: masses, discharge, pain
10. Respiratory: cough (productive/nonproductive), change in cough, amount and characteristic sputum, duration of sputum production _____, tobacco usage _____ years _____ pkg. per day _____, wheezing, hemoptysis, recurrent respiratory tract infections, positive tuberculin test
11. Cardiovascular: chest pain, typical angina pectoris, dyspnea on exertion, orthopnea, paroxysmal nocturnal dyspnea, peripheral edema, murmur, palpitation, varicosities, thrombophlebitis, claudication, Raynaud's phenomenon, syncope, near syncope
12. Gastrointestinal: nausea, vomiting, diarrhea, constipation, melena, hematemesis, rectal bleeding, change in bowel habits, hemorrhoids, dysphagia, food intolerances, excessive gas or indigestion, abdominal pain, jaundice, use of antacids, use of laxatives



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13. Urinary tract: dysuria, hematuria, frequency, polyuria, urgency, hesitancy, incontinence, renal calculi, nocturia, urinary tract infection (recurrent), proteinuria, renal trauma, glomerulonephritis, nephrosis

14. Genito-Reproductive System:

Male: penile discharge, lesion, history of venereal disease, serology, testicular pain, testicular mass, infertility, impotence, libido

Female:

Gynecologic history:

Age of menarche _____

Last Menstrual Cycle _____

Regularity of Menses _____

Amount of Flow during Menses _____

Intermenstrual bleeding, postcoital bleeding, leukorrhea, pruritus, history of venereal disease, serology, uterine fibromyomas, libido

Last Pap smear _____ Results _____

Age of Menopause _____ Post-Menopausal Bleeding _____

Obstetric History:

Pregnancies _____

Abortions _____

Full-term Deliveries _____

Living Children _____

Complications of Pregnancies, Infertility

Methods of Contraception

Past

Present

15. Musculoskeletal:

a. Joints: pain, edema, heat, rubor, stiffness, deformity, gout

b. Muscles: myalgias

16. Endocrine: goiter, heat intolerance, cold intolerance, change in voice, polydipsia, polyphagia, glycosuria, excessive sweating, flushed face, recent weight loss, anxious, secondary sex characteristics



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17. Psychiatric: hyperventilation, nervousness, depression, nightmares, memory loss

18. Additional historical data

Physical Examination

Vital Signs:

Pulse _____ reg/irreg.	Respiration _____	Temp. _____ oral/rectal
Blood Pressure—supine	R. Arm _____	L. Arm _____ Leg _____
	Sitting _____ Arm _____	
	Standing _____ Arm _____	
Weight _____	Scales Used _____	Height _____

General

Integument: turgor, texture, pigmentation, cyanosis, telangiectasia, petechiae, purpura, ecchymosis, infection, lesions, hair, nails, mucous membranes

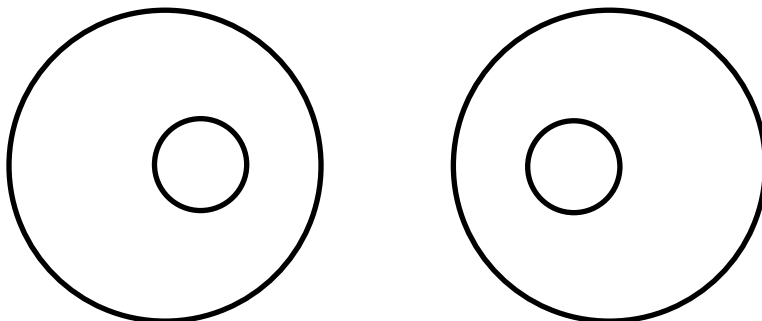
Lymph Nodes: cervical, post-auricular, supra-clavicular, axillary, ulnar, inguinal

Skull: trauma, bruits, other

Eyes: lacrimal glands, cornea, lids, sclerae, conjunctivae, exophthalmos, lid lag

Fundi: discs, arteries, veins, hemorrhages, exudates, micro aneurysms

Grade _____





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Ears: topi, tympanic membranes, external canal, hearing, air conduction _____, bone conduction _____, lateralization _____

Mouth, Nose and Throat: dentition, gingiva, tongue, tonsils, pharynx, nasal mucosa, nasal septum, sinuses

Neck: mobility, scars, masses, thyroid, salivary glands, tracheal shift, bruits

Breasts: masses, discharge, nipples, asymmetry, gynecomastia

Chest:
Respiratory Rate _____/min Amplitude: Shallow
 Deep
 Normal

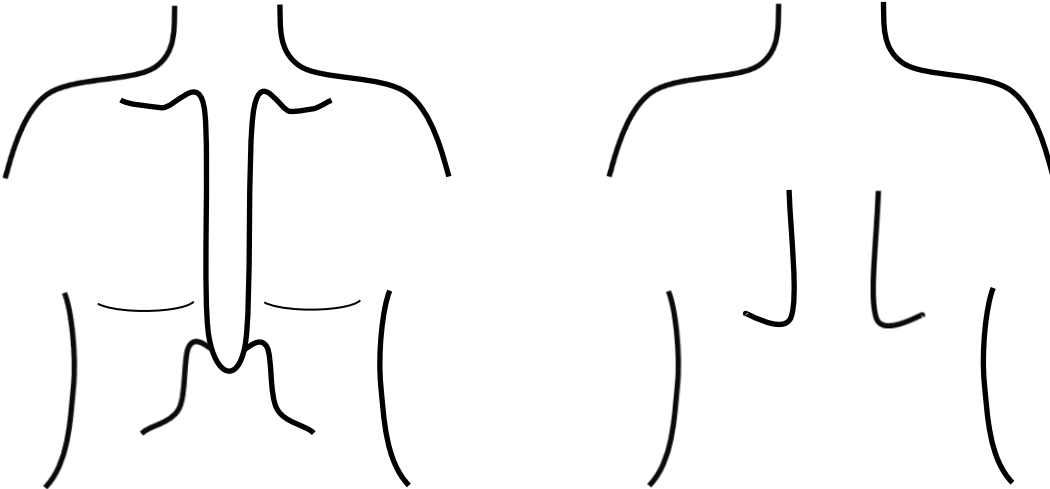
Respiratory Rhythm: Regular
 Irregular
 Periodical
 Inspiration/Expiration Ratio

Chest Wall: Deformities
 Motion
 Lateral Motion: good, fair, absent
 Use of Accessory muscles: yes, no

Auscultation: Rales, wheezes, rhonchi
 Breath Sounds: increased, decreased, normal

Other:

(Diagram location of abnormal breath sounds, transmitted voice, or abnormal percussion.)





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Cardiovascular System:

External Jugular veins are distended to _____ cm. above the angle of Louis at _____ degrees of truncal elevation from supine.

PM is in the _____ ICS at the _____,

S₁

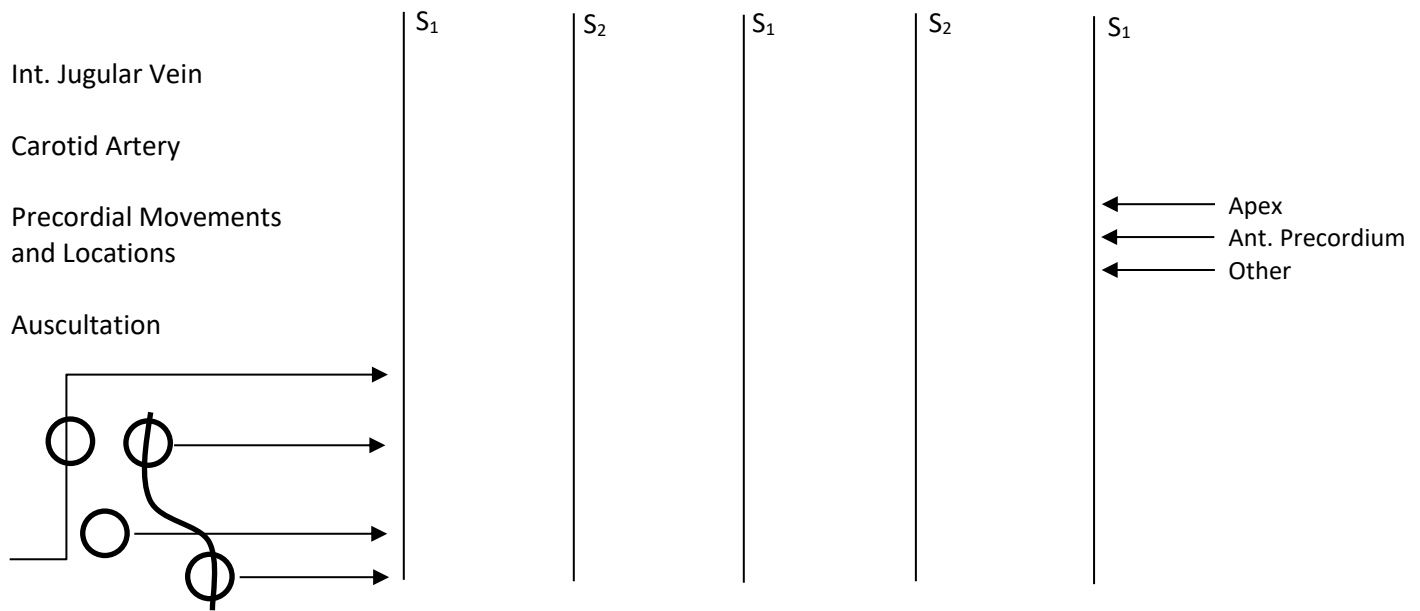
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Gallops

Systolic Murmur

Diastolic Murmur

Other



Peripheral Pulses

Carotoid	Brachial	Radial	Aorta	Femoral	Popiteal	dp	pt

0 – Absent 1 /- Thready 2 /- Decreased 3 /- Normal 4 /- Hyperactive

Extremities: edema, cyanosis, stasis, ulceration, hair distribution, clubbing



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Abdomen: obesity, contour, scars, tenderness, CVA tenderness, masses, rebound, rigidity, fluid wave, shifting dullness, frank ascites, bruits, hernia, venous collaterals

Bowel Sounds: normal, absent, hyperactive, hypoactive, obstructive

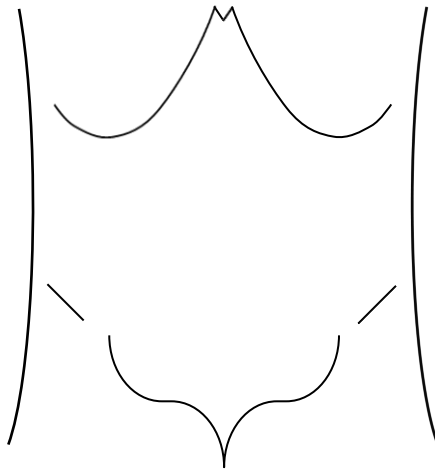
Organomegaly: liver, spleen, kidneys, bladder, gall bladder

Liver Size _____ cm (total dullness)

Liver Tenderness: absent, increased

Liver Edge: smooth, irregular, nodular

(Diagram any finding as needed to help in explanation.)



Male:

Genitalia: penis, scrotum, testes, epididymis, masses, other

Rectal: perineum, hemorrhoids, sphincter tone, prostate, bleeding, masses

Stool _____

Female:

External Genitalia: labia, clitoris, introitus, urethra, perineum, other

Internal Genitalia: vagina, cervix, adnexa, cul-de-sac, discharge

Pap smear: done, omitted

Rectal: hemorrhoids, sphincter tone, bleeding, masses

Stool _____

Joints: deformity, rubor, calor, tenderness, edema

Range of Motion: fingers, wrists, elbow, shoulder, hips, knees, ankles

Spine: deformity (kyphosis, lordosis, scoliosis), thoracic, excursion



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Neurological:

Cerebral Function: alert wakefulness, lethargic, obtunded, stuporous, semicomatose, comatose

Mental Status:

Cranial Nerves:

I. (List test materials)

II. Discs, papilledema, venous pulses, optic atrophy, visual fields, visual acuity

III, IV, VI. Ptosis, palpebral fissure

Pupils: R _____ mm	L _____ mm	Shape _____
Reaction to light:	R _____	L _____
Consensual Reaction:	R to L _____	L to R _____
Reaction to Near Vision	R _____	L _____

Extraocular Movements: full, abnormal, dolls-eyes, cold calorics, gaze preference, nystagmus, optico-kinetic nystagmus

V. Sensory: 1st Division 2nd Division 3rd Division
 R Corneal L Corneal

Motor: masseters, pterygoids, temporalis

VII. Intact, RL central, RL Peripheral

VIII.

IX, X. Sternocleidomastoids, trapezii

XII. Tongue in midline, deviation to R-L, atrophy, fasciculations

Gait and Station:

Walking: normal, abnormal, heel walking, toe walking, tandem walking

Truncal Ataxia

Romberg: present, absent, R-L

Involuntary Movements



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Cerebellum: rapid alternating movements, finger-nose, finger-finger, heel-shin, past-pointing, rebound, posturing

Sensory: pain, temperature, light-touch, joint-position, vibratory, two-point discrimination, stereognosis

Associative functions: speech, writing, reading, apraxia, agnosia, other

Motor: tone, mass, fasciculations, tremor

_____ and _____ hemiplegia

Reflexes

0 – Absent with Facilitation tr-trace 1/- Decreased 2/- Normal 3/- Hyperactive
 4/- Sustained Clonus

	Bi	Tri	F	K	A	Plantar	Abdomen	Snout	Grasp	Jaw	Suck
R											
L											

Laboratory Data

Hematology:

WBC

Differential

Hct

RBC Morphology

Platelet Estimation

Chemistry:

Na - mEq/liter

BUN

K -

Creat.

CO₂

Uric Acid

Cl

Cholesterol

Blood Sugar

mg/100cc.

Urinalysis:

Protein

Other

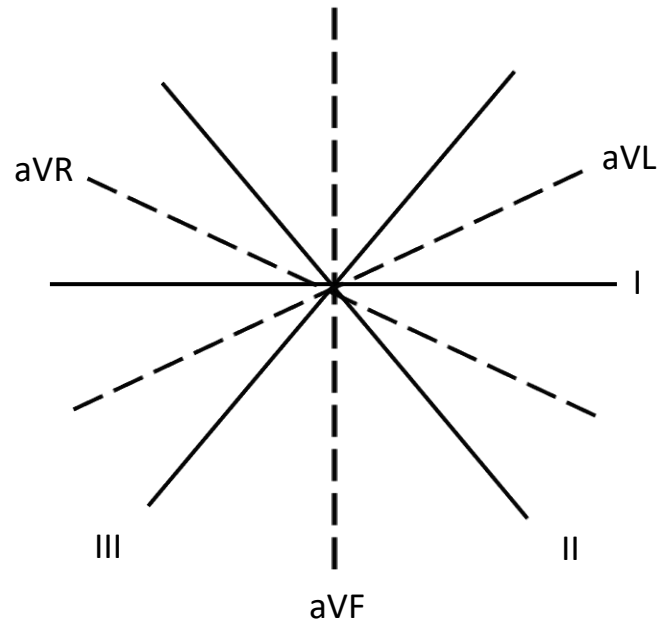


SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 4610 Baccalaureate Nursing Practice
Spring 2020

Sugar

Blood

Chest X-Ray (Diagram if appropriate): routine, portable, A-P



Electrocardiogram:

Rate

Rhythm

P-R _____ QRS _____ QT _____

Interpretation

Other laboratory data possibly indicated.

Plasma Renin

17 OHC's

Metanephrine

IVP