

**SUL ROSS STATE
UNIVERSITY**

**DEPARTMENT OF
NURSING NUR 3440
Comprehensive Patient Assessment in Rural/Border
Communities Fall Junior Year**

SEMESTER HOURS: Four (4) Credit
Hours CLINICAL HOURS: 2 Credit
Hours DIDACTIC HOURS: 2 Clock
Hours/Week CLINICAL HOURS: 8 Clock
Hours/Week TOTAL CONTACT
HOURS: 160 Clock Hours

PREREQUISITES: Successful Completion of Summer Semester Courses

FACULTY INFORMATION:

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COURSE DESCRIPTION:

This course addresses techniques and application of bio-psycho-socio-behavioral and cultural principles of assessment applicable across the life span for individuals with health-care needs in rural/border communities. This educational process links previous basic knowledge and experience with concepts, skills to utilize diagnostic tools and equipment, therapeutic communication skills, body-systems assessment, screenings, diagnostic data, pathophysiologic knowledge, and standardized data scales to obtain a comprehensive patient assessment. Assessment techniques will be applied in all areas of nursing including obstetrics, pediatrics, geriatrics, medical-surgical patients, mental health, and acute care. Classroom, laboratory, and on-line experiences will be utilized throughout the semester.

STUDENT LEARNING OUTCOMES:

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

MEMBER OF THE PROFESSION

1. Function within the legal scope of practice for comprehensive patient assessment as designated within state and national guidelines.

2. Incorporate current evidence-based practice principles, data from refereed journals, and information from nursing disciplines throughout the database and process of assessment.

PROVIDER OF PATIENT-CENTERED CARE

3. Develop and implement a comprehensive database for health assessment and adaptation for varied patient populations, including change in age, gender, culture, and ethnicity.
4. Demonstrate physical examination techniques, including observation, auscultation, palpation, and percussion for each body system during a head-to-toe assessment.
5. Use effective interview techniques, communication skills, and appropriate terminology when conducting a health history, compiling a heritage history, and performing a physical examination.
6. Modify the assessment approach for health variables such as growth and development, reproduction, nutritional status, patient safety, health promotion, antecedents/risk factors, diagnostic data, and disease prevention principles during the assessment process.
7. Demonstrate appropriate selection and utilization of assessment tools for each body system.

PATIENT SAFETY ADVOCATE

8. Follow safety principles and infection control when obtaining physical data from patients of all ages.
9. Maintain patient privacy and anonymity throughout the assessment process and recording.
10. Assess learning styles and barriers for learning in age groups and other variables to facilitate appropriate strategies for teaching health promotion, illness prevention, and risk-factor modification within a rural, border environment.

MEMBER OF THE HEALTH CARE TEAM

11. Utilize appropriate terminology and recording principles when documenting and sharing assessment data with health-team members.
12. Communicate with all members of the health-care team to obtain timely and accurate patient data.

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 the 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 TEXTS:

1. American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.).
2. Jarvis, C. (2020). *Physical Examination & Health Assessment* (6th ed.). St. Louis, MO: Saunders-Elsevier.
3. Jarvis, C. (2020). *Physical Examination & Health Assessment Student Laboratory Manual* (8th ed.). St. Louis, MO: Saunders-Elsevier

Recommended Textbooks:

Norris, T.L., & Lalchandari, R. (2019). *Porth's pathophysiology: Concepts of altered health states* (10th ed.). Philadelphia, PA: Wolters Klower.

Pagana, K. D., Pagana, T. J., & Pagana, T. N. (2019). *Mosby's diagnostic & laboratory test reference* (14th ed.). St. Louis, MO: Elsevier.

Spratto, G. R. & Woods, A. L. (2012). *Delmar nurse's drug handbook* (22nd ed.). Boston, MA: Cengage.

RECOMMENDED REFERENCES:

Articles, Web Resources, and References are listed in specific modules included in this course schedule. Additional resources which will enhance the learning process for students include material from Med-Com, which provides a review of physiologic activity and assessment hints and guidelines for patient assessment, and ATI resources.

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:

LEARNING ACTIVITIES:

Students will participate in all learning activities which are designed to meet course objectives. Classroom activities will provide the foundation for subsequent learning experiences, which will occur in the skills laboratory, simulation laboratory, and an introduction to patient assessment in selected clinical agencies. Basic assessment skills will be initiated in the skills lab with time for

practice and guidance from faculty members. The most significant learning experience will occur in the simulation lab where students will practice communication and assessment techniques with high-fidelity mannikins. Faculty guidance will be provided for students to establish assessment skills, followed by opportunities to practice techniques and to demonstrate selected assessment principles during laboratory experience. Scheduled clinical experiences will provide each student with beginning experience to assess patients. Each learning opportunity will be evaluated to assist students to establish mastery of comprehensive patient assessment.

Students are expected to participate in all course activities. As assessment knowledge and assessment skills are being developed, students will be expected to take leading roles in simulation scenarios and debriefing opportunities. Student dialogue is expected to reflect knowledge of assigned resources directed toward critical thinking and clinical reasoning.

ASSIGNMENTS:

Students are expected to complete and submit assignments as specified in the course outline. Many opportunities will be planned and implemented to assist students to understand the rationale for and to demonstrate knowledge and skill of their ability to complete a comprehensive assessment. Assessment data provide the foundation for planning, implementing, and evaluation of appropriate nursing actions consistent with the role of the professional nurse. In addition to demonstrating the ability to obtain pertinent data for each body system, students will be expected to alter tools and techniques needed to obtain accurate data from all age groups and genders. Incorporation of appropriate terms and descriptions for documentation will be exercised throughout the course.

ASSESSMENT OF STUDENT LEARNING:

Evaluation of student performance is based on evidence related to course-objective achievement. Students are graded on their attendance and participation in class discussion, accurate utilization of assessment tools, patient communication, assessment techniques, documentation, clinical performance, completion of across-the-life-span body system competencies, reflection of a sincere, caring demeanor, and evidence of assignment completion. Criteria for each course activity and assignment, including grading rubrics, are included in the syllabus. Following is a summary of measures to be graded and the percentage allotted for grade achievement:

Summary of Measures for Evaluation:

| <u>Course Requirements</u> | <u>Percentage</u> |
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| 1. Class Discussion | 10% |
| 2. Skills Lab Activities | 20% |
| 3. Examinations | 20% |
| 4. Completion of Body System Competencies (All Ages) | 10% |
| 5. Simulation Lab Activities | 20% |
| 6. Clinical Experiences | 20% |
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| <i>Total</i> | <i>100%</i> |

Calculation of Final Grade:

The final grade is derived as a summary of the points delineated on specific rubrics for assignments and participation. The final letter grade will follow the program grading scale:

Grading Scale

A = 90-100

B = 80-89

C = 75-79

D = 69-74

F = 69 OR BELOW

POLICIES FOR EXAMS AND ASSIGNMENTS

All policies listed in the *Nursing Student Handbook* will apply to this course. It is anticipated that all assignments and examinations will be completed as scheduled. If scheduling conflicts and/or personal or family emergencies arise, students must contact the faculty of record by phone as soon as possible. If students have spoken with the faculty of record and an agreement is reached in advance, late make-up exams and make-up assignments can be arranged without a grading penalty.

COURSE SCHEDULE:

NUR 3440 Comprehensive Patient Assessment in Rural/Border Communities. (This schedule is subject to change by faculty as needed.)

| Week & Module | Topics & Objectives | Required Readings & References Submission Dates & Examinations | Learning Activities, Assignments |
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| <p>Week 1 Module 1 Date 8/27/24</p> | <p>Orientation</p> <p>Topics for Class Discussion:</p> <ul style="list-style-type: none"> • Orientation to Assessment Course & Laboratory activities • Delineation of Age Groups • Introduction to comprehensive health assessment and heritage assessment • Incorporation of Developmental Progression • Components of a comprehensive Database <p>Class Objectives:</p> <ol style="list-style-type: none"> 1. Explain the relationship among clinical reasoning, nursing process, and comprehensive assessment. 2. Differentiate between subjective and objective data. 3. Relate developmental tasks to health assessment. 5. Describe health and illness beliefs and practice assessments. 6. Describe heritage assessment. 7. Identify topics for health promotion across the life span. 8. Discuss issues to consider for using an interpreter or translator when assessing a non-English-speaking patient. 9. Identify potential health and wellness beliefs common to a rural/border population. | <ol style="list-style-type: none"> 1. Jarvis, C. (2020) Text Ch. 3 & 4 2. Jarvis, C. (2020). Lab Manual 3. Texas Board of Nursing Rules and Regulations for Practice Related to Assessment. <p>Due Dates:</p> <ol style="list-style-type: none"> 1. Attend Skills Laboratory as Scheduled. <p>Be Prepared to Meet Clinical Objectives and Activities.</p> <p>Examination: n/a</p> | <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Collect data for a heritage assessment on a peer in the clinical skills laboratory. 2. Place data in the Spector's Heritage Assessment Form. 3. Pair with a peer from a cultural heritage different from your own. 4. Review potential health histories for future selection. 5. Utilize resource information provided to guide assessment for each developmental age group. <p>Reading Assignment:</p> <p>Jarvis, Ch. 1 & 2. Lab Manual, Ch. 1 & 2.</p> |

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| <p>Week 2 Module 2</p> <p>Date 9/3/24</p> | <p>Communication and Interview</p> <p>Topics for Class Discussion:</p> <ul style="list-style-type: none"> • Components & Purpose of Health History • Therapeutic communication • Interview Skills • Family Systems, Members & Roles • Family Genogram • Abuse Assessment <p>Class Objectives:</p> <ol style="list-style-type: none"> 1. Utilize a complete health history selected from references. 2. Obtain a complete health history from a student, family member, or friend (Personal information does not need to be divulged). | <p>1. Jarvis, Lab Manual, Ch. 3 & 4.</p> <p>Due Dates</p> <ol style="list-style-type: none"> 1. Attend Skills Laboratory as Scheduled. <p>Be Prepared to Meet Clinical Objectives and Activities.</p> <p>Examination: n/a</p> | <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Organize students in pairs and obtain a complete health history on an adult (Personal information can be withheld). 2. Complete both an interview and health history (required of each student). 3. Practice varied approaches to develop beginning skills with interviewing and acquiring a health history. 4. Practice varying terminology used to ask question of different age groups and culture, as appropriate. |
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| | <ol style="list-style-type: none"> 3. Take turns in interviewing and obtaining a health history (required of each student). 4. Maintain privacy when obtaining data related to abuse assessment. 5. Practice techniques for asking sensitive questions. | | |
| <p>Week 3 Module 3</p> <p>Date 9/10/24</p> | <p>Measurement</p> <p>Topics for Class Discussion:</p> <ul style="list-style-type: none"> • Introduction to physical examination • Techniques for a general Survey • Tools for Measurement • Vital Signs, BMI <p>Class Objectives:</p> <ol style="list-style-type: none"> 1. Discuss the relationship between developmental status and physical examination 2. Describe the components and process of a general survey. 3. Identify factors affecting accurate body measurements and vital signs. 4. Develop beginning techniques for assessing body measurements. 5. Alter measurement techniques as appropriate for age groups and gender. | <p>1. Jarvis, Ch. 9 2. Jarvis, Lab Manual, Ch. 8 & 9</p> <p>Due Dates:</p> <ol style="list-style-type: none"> 1. Attend Skills Laboratory as Scheduled. <p>Be Prepared to Meet Clinical Objectives and Activities.</p> <p>Examination: n/a</p> | <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Obtain data for a general survey. and write a summary of findings (required of each student). 2. Write a summary of findings for the general survey (required of each student). 3. Collect equipment required for a physical examination on each age group (required of each student). 4. Practice techniques for utilizing physical examination tools and equipment on mannequins. 5. Organize assessment tools according to sequence of use. 6. Complete a health assessment on an adult to initiate learning skills for obtaining pertinent information. |

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| <p>Week 4 Module 4</p> <p>Date 9/17/24</p> | <p>Assessment of Pain, Sleep, and Nutrition</p> <p>Topics for Class</p> <p>Discussion: <u>Pain</u></p> <p>Assessment Topics:</p> <ul style="list-style-type: none"> • Types of Pain • Cause of Pain • Meaning of Pain • Patient's Expression of Pain • Comparison of Patient with Patient • Subjective Experience • Behavioral Experience • Cultural Influences • Comfort versus Pain • Effects of Poorly Managed Pain • Assessment Tools for Each Age • Use of Flow Sheets for Pain <p><u>Sleep</u> Assessment topics:</p> <ul style="list-style-type: none"> • Physiology of Sleep • Sleep/Wake centers • Circadian Rhythm of Sleep • Age Relationships • Role of Dreams • Sleep Deprivation • EEG's and REM's • Sleep Laboratories | <p>1. Jarvis, Ch. 10 & 11 2. Jarvis, Lab Manual Ch. 10 & 11.</p> <p>Due Dates:</p> <p>Examination: n/a</p> | <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Utilize resources for pain, sleep, and nutrition to incorporate assessment data required for each age group (required of each student). 2. Demonstration of correct terminology required to complete the health history (evidenced in history). 3. Document data related to pain, sleep, and nutrition assessment in records with attention to developmental age. 4. Summarize findings in a health status written report related to assessment/analysis. 5. Review Exam 1 Blueprint |
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| | <p><u>Nutritional Assessment Topics:</u></p> <ul style="list-style-type: none"> • Functions and Dietary Sources • Nutrition/Life Cycle/Status • Cultural Issues • Weight Changes • Weight/Height Charts (BMI) • Obesity • Protein Calorie Malnutrition • Anthropometric Measures • Physical Assessment • Nutritional History • Laboratory Analysis <p>Class Objectives:</p> <ol style="list-style-type: none"> 1. Discuss the need to incorporate pain, sleep, and nutrition in the assessment pattern of each age group. 2. Include issues related to pain, sleep, and nutrition within the data base for each age group. 3. Demonstrate understanding of pain, sleep, and nutritional status assessment in history taking and physical assessment. 4. Modify data base according to experiences with history taking and physical assessment. | | |
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| <p>Week 5 Module 5</p> <p>Date 9/24/24</p> | <p>Mental Health</p> <p>Topics for Class Discussion:</p> <ul style="list-style-type: none"> • Assessment Standards for Mental Health Nursing • Age Considerations • Language Barriers • Medical Conditions that Mimic Psychiatric Illness • Psychosocial Assessment • Mental Status Examination • Standardized rating Scales • NOC Indicators for Suicide Self-Restraint • Legal considerations for Documentation of Care <p>Class Objectives:</p> <ol style="list-style-type: none"> 1. Compare different approaches to be considered when performing a mental health assessment with a child, an adolescent, and an older adult. 2. Conduct a mental status examination (MSE). 3. Perform a psychosocial assessment, including cultural and spiritual components. 4. Utilize the HEADSSS Psychosocial Interview Technique. 5. Discuss the value of establishing rapport with any aged patient before conducting a mental health assessment | <ol style="list-style-type: none"> 1. Jarvis, Ch. 5 & 6 2. Jarvis, Lab Manual, Ch. 5 & 6 <p>Due Dates:</p> <ol style="list-style-type: none"> 1. Attend Skills, Simulation, and Clinical Laboratories as Scheduled. <p>Be Prepared to meet Clinical Objectives and Assigned Activities.</p> <p>Examinations: Exam 1</p> | <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Conduct the Mental Status Examination and other Standardized Assessments on designated partner (required of each student). 2. Practice different techniques for questioning variable age groups. 3. Identify physical deficits at the onset of assessment which could alter assessment outcomes. 4. Practice techniques for making accommodations for physical deficits. |
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| <p>Week 6 Module 6</p> <p>Date 10/1/24</p> | <p>Integument, Head, face, and Neck</p> <p>Topics for Class Discussion:</p> <ul style="list-style-type: none"> • Physical assessment techniques: Inspect, palpate, percuss and auscultate • Skin, Hair & Nails Assessment • Assessment of Head, Face, & Neck • Regional Lymphatics Assessment <p>Class Objectives:</p> <ol style="list-style-type: none"> 1. Determine the sequence and purpose for physical assessment techniques for inspection, palpation, percussion, and auscultation. 2. Discuss skin changes consistent with pressure ulcer stages. 3. Develop knowledge related to normal limits for skin, head, and neck parameters. 4. Discuss common diagnostic data. 5. Develop evidence-based clinical practice health promotion data related to: <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 gear) | <ol style="list-style-type: none"> 1. Jarvis, Ch. 13 & 14 2. Jarvis, Lab Manual, Ch. 13 & 14 <p>Due Dates:</p> <ol style="list-style-type: none"> 1. Attend Skills, Simulation, and Clinical Laboratories as Scheduled. <p>Be Prepared to meet Clinical Objectives and Assigned Activities.</p> <p>Examination: n/a</p> | <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Develop skill with inspection, palpation, percussion & auscultation. 2. Inspect and palpate the skin noting its color, vascularity, edema, moisture, temperature, texture, thickness, mobility, and turgor. 3. Inspect and describe any noted skin lesions. 4. Inspect and palpate the skull noting size, contour, lumps, or tenderness. 5. Inspect the face noting facial expression, symmetry, skin characteristics, or lesions. 6. Inspect and palpate the neck for symmetry, range of motion, and integrity of lymph nodes, trachea, and thyroid gland. 7. Record the history and physical examination findings, utilizing accurate terminology. 8. Summarize findings in a health status written report related to assessment/analysis. 9. Complete the Integumentary Assessment Competency, including Life Span Changes. |
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| <p>Week 7 Module 7</p> <p>Date 10/8/24</p> | <p>Sensory Systems</p> <p>Topics for Class Discussion:</p> <ul style="list-style-type: none"> • Normal hearing and visual ranges for all ages • Visual acuity & visual fields • Relationship between eye structure changes and other diagnoses • Safety principles when assessing eyes, ears, nose, and throat • Infection control practices related to nares <p>Class Objectives:</p> <ol style="list-style-type: none"> 1. Collect a health history related to pertinent signs and symptoms of the sensory systems. 2. Demonstrate and explain assessment of visual acuity, visual fields, external eye structure, and ocular fundus. 3. Describe and demonstrate the correct technique of an otoscope and ophthalmoscope examination. 4. Describe and perform tests for hearing acuity. 5. Utilize appropriate testing samples to assess taste bud detection. 6. Discuss common diagnostic data. 7. Prepare an evidence-based clinical practice health promotion presentation on the following topics: <ol style="list-style-type: none"> A. Screening for Glaucoma | <p>1. Jarvis, Ch. 14, 15, & 16. 2. Jarvis, Lab Manual, Ch. 14, 15, & 16.</p> <p>Due Dates:</p> <p>1. Attend Skills, Simulation, and Clinical Laboratories as Scheduled.</p> <p>Be Prepared to meet Clinical Objectives and Assigned Activities.</p> <p>Examination: n/a</p> | <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Collect a health history related to pertinent signs and symptoms of the eye, ear, nose, and throat. 2. Demonstrate accurate usage of the otoscope and ophthalmoscope. 3. Describe and perform tests for hearing acuity. 4. Develop a sequence for assessment of the mouth and throat. 5. Record the history and physical examination findings, incorporating proper terminology. 6. Prepare a summary of the health status related to assessment/analysis of findings. 7. Complete the Sensory Assessment Competency, including Life Span Changes. |
| | <ol style="list-style-type: none"> B. Use of earbuds and the Increasing Prevalence of Hearing Loss in Adolescents C. Use of Hearing Aids D. Smokeless Tobacco and Cancer Risks E. Use of Cocaine and the Nasal Septum. | | |

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| <p>Week 8 Module 8</p> <p>Date 10/15/24</p> | <p>Respiratory System</p> <p>Topics for Class Discussion:</p> <ul style="list-style-type: none"> • Anatomic landmarks on the thorax • Size and shape of the chest • Respiratory Motion • Altered patterns of breathing • Symmetry of motion • Vibrations in the chest wall • Types of tactile fremitus • Tracheal Deviation • Information derived from percussion sounds • Anterior and posterior chest exam • Significance of tympany, hyperresonance, resonance, dullness, and flat-high pitch • Normal breath sounds • Voice sounds • Adventitious sounds • Absent Breath sounds • Abnormal location of normal breath sounds • Cardinal signs and symptoms of the respiratory system <p>Class Objectives:</p> <p>Relate anatomic structures of the respiratory system to changes in assessment findings.</p> <ol style="list-style-type: none"> 1. Utilize correct terminology to describe potential changes in respirations and breath sounds. 2. Identify respiratory findings that preclude abnormalities. 3. Discuss common diagnostic data. 4. Prepare and present an evidence-based clinical practice health promotion topic related to the following: <ol style="list-style-type: none"> A. Smoking Cessation B. Second-Hand Smoking and its Effect on Children. | <ol style="list-style-type: none"> 1. Jarvis, Ch. 18 2. Jarvis, Lab Manual, Ch. 18 <p>Due Dates:</p> <ol style="list-style-type: none"> 1. Attend Skills and Simulation Laboratories as Scheduled. <p>Be Prepared to meet Clinical Objectives and Assigned Activities.</p> <p>Examination: n/a</p> | <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Correctly locate anatomic landmarks on the thorax of a peer or mannequin. 2. Demonstrate correct techniques for inspection, palpation, percussion, and auscultation of the respiratory system. 3. Identify the usual location of normal and abnormal breath sounds. 4. Record the history and physical examination findings accurately. 5. Summarize the health status related to assessment/analysis of findings. 6. Complete the Respiratory System Assessment Competency including Life Span Changes. 7. Review Exam 2 Blueprint. |
| <p>Week 9 Module 9</p> <p>Date 10/22/24</p> | <p>Cardiovascular System</p> <p>Topics for Class Discussion:</p> <ul style="list-style-type: none"> • Anatomic location of the heart and great vessels in relation to thorax • The apical pulse • Location of peripheral pulses | <ol style="list-style-type: none"> 1. Jarvis, Ch. 19 & 20. 2. Jarvis, Lab Manual, Ch. 19 & 29. <p>Due Dates:</p> | <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Correctly locate and name anatomic landmarks on the chest wall of a peer. 2. Demonstrate correct technique for inspection, palpation, and auscultation of the precordium. |

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| | <ul style="list-style-type: none"> • The first, second, third, and fourth heart sounds and the location of greatest intensity • Indications for a bruit • Functional & pathologic heart murmurs • The Framingham Study <p>Class Objectives:</p> <ol style="list-style-type: none"> 1. Describe the structure and function of the heart, valves, and great vessels. 2. Name and describe the purpose of all heart structures. 3. Identify the location of each coronary artery and list the heart structures benefiting from the circulation. 4. Identify autonomic structures of the heart that generate impulse and provide the rate. 5. Discuss the consequences of cardiac dysrhythmias. 6. Discuss common diagnostic data. 7. Prepare and present an evidence-based clinical practice health promotion presentation on the following: <ol style="list-style-type: none"> A. Women & Heart Disease B. Prevention of Elevated Cholesterol Levels C. Prevention of High Blood Pressure D. Obesity and Heart Disease E. Prevention of strokes. | <ol style="list-style-type: none"> 2. Attend Skills, Simulation, and Clinical Laboratories as Scheduled. <p>Be Prepared to meet Clinical Objectives and Assigned Activities.</p> <p>Examination: Exam 2</p> | <ol style="list-style-type: none"> 3. Demonstrate palpation of all peripheral arterial pulses. 4. Assess and describe amplitude and symmetry of all arterial pulses. 5. Note signs of arterial insufficiency. 6. Demonstrate knowledge of symptoms related to the cardiovascular system by obtaining a regional health history from a peer or patient. 7. Record the history and physical examination findings accurately, using appropriate terminology. 8. Summarize the health status of the individual by completing an assessment/analysis statement. 9. Discuss common diagnostic tests utilized to assess abdominal/digestive activity. 10. Complete the cardiovascular assessment competency with attention to age groups. |
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| <p>Week 10 Module 10</p> <p>Date 10/29/24</p> | <p>Digestive System</p> <p>Topics for Class Discussion:</p> <ul style="list-style-type: none"> • Organs and location of the digestive system • Digestive enzymes for each nutrient and location of production and action • Bowel sounds and their significance • Significance of visceral pain • Types of abdominal tenderness • Sequence of abdominal assessment. <p>Class Objectives:</p> <ol style="list-style-type: none"> 1. Discuss the role each organ plays in the digestive process. 2. Identify abdominal organs which are normally palpable. 3. Identify organs located in each abdominal quadrant. 4. Relate patient complaints to abdominal organs. 5. Relate food intake and diet patterns to patient complaints. 6. Discuss common diagnostic tests utilized to assess abdominal/digestive activity. | <ol style="list-style-type: none"> 1. Jarvis: Ch. 21. 2. Jarvis, Lab Manual: Ch. 21 <p>Due Dates:</p> <ol style="list-style-type: none"> 1. Attend Skills, Simulation, and Clinical Laboratories as Scheduled. <p>Be Prepared to meet Clinical Objectives and Assigned Activities.</p> <p>Examination: n/a</p> | <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of the symptoms related to the abdominal/digestive system by obtaining a health history from a peer or patient. 2. Demonstrate inspection of the abdomen by assessing skin condition, symmetry, contour, pulsation, and umbilicus. 3. Demonstrate the procedure and technique for determining costovertebral angle (CVA) tenderness. 4. Demonstrate auscultation of the abdomen by assessing characteristics of bowel sounds and by screening for bruits. 5. Demonstrate light palpation by assessing muscular resistance, tenderness, and any masses. 6. Complete the abdominal assessment competency for all age groups. 7. Record assessment data with accuracy of terminology and documentation of findings. |
| | <ol style="list-style-type: none"> 7. Prepare and present an evidence-based clinical practice health promotion on the following topics: <ol style="list-style-type: none"> A. Hepatitis Risks B. Alcoholism & Cirrhosis C. Inflammatory Bowel disease (IBD) D. Crohn's Disease E. Irritable Bowel Syndrome (IBS). | | <ol style="list-style-type: none"> 8. Prepare a statement regarding assessment/analysis of the health history status. |

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| <p>Week 11 Module 11</p> <p>Date 11/5/24</p> | <p>Musculoskeletal System</p> <p>Topics for Class Discussion:</p> <ul style="list-style-type: none"> • Terminology for movement and positioning • Bone marrow function • Congenital anomalies • Types of fractures • Active and passive range of motion • Ortolani maneuver • Curvature of the spinal column • Measurement of legs for length discrepancy <p>Class Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of terms and symptoms related to conditions of the musculoskeletal system. 2. Discuss the normal ranges of motion for each age group. 3. Describe the changes which immobility can cause to the musculoskeletal and other body systems. 4. Describe the essence of functional ability in each age group. 5. Discuss common diagnostic tests utilized to assess quality and performance of the musculoskeletal system. 6. Prepare and present an evidence-based clinical practice health promotion on the following topics: <ol style="list-style-type: none"> A. Prevention Osteoporosis B. Cerebral Palsy C. Multiple Sclerosis D. Guillain-Barre' Syndrome. | <p>1. Jarvis, Ch. 22 2. Jarvis, Lab Manual Ch. 22</p> <p>Due Dates:</p> <ol style="list-style-type: none"> 1. Attend Skills, Simulation, and Clinical Laboratories as Scheduled. <p>Be Prepared to meet Clinical Objectives and Assigned Activities.</p> <p>Examination: n/a</p> | <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Demonstrate inspection of the musculoskeletal system by assessing the muscles, bones, and joints for size, symmetry, swelling, nodules, deformities, atrophy, and active range of motion. 2. Assess the person's ability to carry out functional activities of daily living. 3. Demonstrate knowledge and skill for measurement and determination of normalcy for bony and joint structures. 4. Record the history and physical examination findings in an accurate manner, utilizing accurate terminology. 2. Discuss diagnostic tests which are commonly ordered to assess musculoskeletal status. 3. Complete the musculoskeletal assessment competency for all age groups. 4. Prepare a statement regarding assessment/analysis of the health history status. |
| <p>Week 12 Module 12</p> <p>Date 11/12/24</p> | <p>Neurological System</p> <p>Topics for Class Discussion:</p> <ul style="list-style-type: none"> • Cranial Nerves • Deep Tendon Reflex • Cerebellar Function • Sensory System • Motor System • Spinal Pathways • Sympathetic Nervous System • Parasympathetic Nervous System • Glasgow Coma Scale • Stroke Assessment Guidelines. <p>Class Objectives:</p> | <p>1. Jarvis, Ch. 23 2. Jarvis, Lab Manual, Ch. 23</p> <p>Due Dates:</p> <ol style="list-style-type: none"> 1. Attend Skills, Simulation, and Clinical Laboratories as Scheduled. <p>Be Prepared to meet Clinical Objectives and Assigned Activities.</p> <p>Examination: n/a</p> | <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. As a group, prepare assessment methods/materials for testing cranial nerves. 2. Develop knowledge and skill required to assess neurological status. 3. Identify the process for assessing patients with early indications of increased intracranial pressure. 4. Identify the process for assessing findings indicative of early indications for cerebral vascular accidents (CVA). 5. Complete the neural assessment competency for all ages. |

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| | <ol style="list-style-type: none"> 1. Demonstrate understanding of the nervous system through proper use of terminology. 2. Differentiate between responses from the sympathetic and parasympathetic nervous system. 3. Identify the major roles of the three lobes, Wernicke's area and Brocca area of the cerebral cortex. 4. Discuss the motor pathways in the CNS. 5. Describe three tests of cerebellar function. 5. Discuss common diagnostic tests utilized to assess quality and performance of the nervous system. 7. Prepare and present an evidence-based health promotion 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 D. Assessing for Substance Abuse E. Assessing for CVA | | <ol style="list-style-type: none"> 6. Record the history and physical examination findings in an accurate manner, utilizing appropriate terminology and process. 7. Discuss commonly ordered diagnostic tests which reflect status of the musculoskeletal system 8. Prepare a statement regarding assessment/analysis of the health history status. 9. Review Exam 3 Blueprint |
| <p>Week 13 Module 13</p> <p>Date 11/19/24</p> | <p>Male and Female Genitourinary & Reproductive Systems</p> <p>Topics for Class Discussion:</p> <ul style="list-style-type: none"> • Renal Structures • Role of kidneys in fluid & electrolyte balance • Role of kidneys in acid/base balance • Hormone production in the kidneys • Male structures to facilitate urine elimination • Female structures to facilitate urine elimination • Male structures that provide transport of sperm • Female structures that provide transport of ovum • Female structures that facilitate pregnancy • Fecal Elimination <p>Class Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and skill of location and terminology by completing a male and female genitourinary health history. 2. Identify the roles of testosterone, estrogen, and progesterone in maintaining sexuality. 3. Discuss the roles of testosterone, estrogen, and progesterone as they relate to the event of pregnancy. 4. Discuss changes in the male and | <p>1. Jarvis, Ch. 24, 25, & 26. 2. Jarvis, Lab Manual Ch. 24, 25, & 26.</p> <p>Due Dates:</p> <p>1. Attend Skills, Simulation, and Clinical Laboratories as Scheduled.</p> <p>Be Prepared to meet Clinical Objectives and Assigned Activities.</p> <p>Examination: Exam 3</p> | <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Utilize the mannikin to develop assessment skills for the adolescent, adult, and geriatric patient. 2. Obtain genitourinary and reproductive history information from willing individuals. 3. Demonstrate measures to increase the comfort level of a male and female patient during a perineal, pelvic examination. 4. Inspect and palpate the external and internal male and female genitalia. 5. Demonstrate knowledge of infection control precautions before, during, and after the pelvic examination. 6. Complete the genitourinary and reproductive assessment competency. 7. Discuss diagnostic data which reflect status of the genitourinary, reproductive system. 8. Provide a summary statement of the patient status which reflects analysis of assessment findings. |

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| | female patient that represent puberty. | | |
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| | 5. Discuss diagnostic tests utilized to assess quality and performance of the urinary system. | | |
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| <p>Week 14 Module 14</p> <p>Date 11/26/24</p> | <p>Assessment of Pregnancy</p> <p>Topics for Class Discussion:</p> <p>Pregnancy Assessment Topics:</p> <ul style="list-style-type: none"> • Nagele’s Rule • Presumptive Signs of Pregnancy • Probable Signs of Pregnancy • Positive Signs of Pregnancy • Complications of Pregnancy • Braxton Hicks Contractions • Nutrition During Pregnancy • Cardiac Output during Pregnancy • Risk Factors for Adolescents and Women Older than 35 years • Ectopic Pregnancy • Leopold’s Maneuvers • Fetal Heart Tones • Chadwick Sign • Diagnostic Data <p>Class Objectives:</p> <ol style="list-style-type: none"> 1. Discuss the importance of calculating an accurate estimated date of delivery (EDD). 2. Identify common signs and symptoms of each trimester of pregnancy. 3. Discuss key data to be obtained on the first prenatal visit. 4. Discuss changes which occur during pregnancy that may indicate early complications. 5. Discuss laboratory changes that occur during pregnancy. <p>Assessment of the Infant, Child, and Adolescent</p> <p>Infant Assessment Topics:</p> <ul style="list-style-type: none"> • Apgar Score • Delivery events • Adjustment to extrauterine life • Measurements of weight, height, and head circumference • Nutrition • Elimination • Vital Signs • Motor Activity • Early Immunizations • General Appearance • Evidence of Abuse • Assessment Process | <p>1. Jarvis, Ch. 30. 2. Jarvis, Lab Manual Ch. 30.</p> <p>Due Dates:</p> <p>1. Attend Skills, Simulation, and Clinical Laboratories as Scheduled.</p> <p>Be Prepared to meet Clinical Objectives and Assigned Activities.</p> <p>Examination: n/a</p> <p>1. Jarvis, Ch. 28. 2. Jarvis, Lab Manual, Ch. 38</p> | <p>Learning Activities:</p> <p>Pregnancy:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of physical changes related to pregnancy during the first, second, and third trimesters during a physical assessment. 2. Perform a health history during the first prenatal visit. 3. Demonstrate cultural sensitivity during the prenatal examination. 4. Inspect and palpate the maternal abdomen for uterine size and fetal position. 5. Assess fetal heart tones. 6. Review laboratory data. 7. Record the history and physical examination findings, using accurate terminology and documentation. <p>Learning Activities:</p> <p>Infant:</p> <ol style="list-style-type: none"> 1. Complete assessment routine in a consistent sequence while learning the process. 2. Practice observations in a sequential order. 3. Observe safety principles when performing physical assessment on the infant. |
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| | <p>Objectives:</p> <ol style="list-style-type: none"> 1. Determine status of the infant from current data and occurrences between delivery and present time. 2. Obtain information from parent regarding care routines for the infant. 3. Discuss with parent nutrition, elimination, and sleep habits of the infant. 4. Link observed activities from the infant with developmental expectations. 5. Discuss diagnostic data which will provide objective data that reflects the status of the infant. 6. Develop skill with the Gesell Developmental Schedules, Denver Developmental Screening Test, and the Bayley Scales of Infant Development. 7. Prepare and present an evidence-based clinical practice health promotion on the following topics: <ol style="list-style-type: none"> A. Breast Milk vs. Formula B. Routine infant skin care C. Sleep environment <p>Child Assessment Topics:</p> <ul style="list-style-type: none"> • Age groups for the child including the early child, ages 1 to 6 years and late child, age 6 to puberty • Development of initiative for independent tasks • Safety risks and interventions for children • Immunizations for children • Developmental tasks for the child • Pain scales for children • Separation anxiety • Obtaining the health history • Rural and cultural developmental principles • Safety and privacy issues for the child. <p>Class Objectives:</p> <ol style="list-style-type: none"> 1. Review rural and cultural developmental principles vs. urban development. 2. Compare and contrast stages of growth and development across age groups for the child. 3. Develop methods for assessment to provide opportunities for the young child to participate in the assessment process. 4. Incorporate teaching that addresses major causes of death including, drowning, accidents, and homicides. | <p>Due Dates:</p> <ol style="list-style-type: none"> 1. Complete activities in Lab Manual on: 2. Attend Skills, Simulation, and Clinical Laboratories as Scheduled. <p>Be Prepared to meet Clinical Objectives and Assigned Activities.</p> <p>Examination: n/a</p> <ol style="list-style-type: none"> 1. Jarvis, Ch. 28. 2. Jarvis, Lab Manual, Ch. 28. <p>Due Dates:</p> <ol style="list-style-type: none"> 1. Attend Skills, Simulation, and Clinical Laboratory as Scheduled. <p>Be Prepared to meet Clinical Objectives and Assigned Activities.</p> | <ol style="list-style-type: none"> 4. Compile information from the infant and data from the history and physical into a summary statement that reflects the status of the child. 5. Utilize the infant scales for motor skills, language, cognition, and neurological development, behavior, and responsiveness. 6. Complete the comprehensive assessment form for the infant. <p>Learning Activities:</p> <p>Child:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of safety risks for varying age groups of the child. 2. Repeat child's chief complaint in their own words and speak directly to the child. 3. Assess nutritional status & fluid intake 4. Assess general Physical Appearance 5. Complete Physical measurements of height, weight, BMI, head circumference, abdominal circumference. 6. Assess sensory perception and vision 7. Assess vital signs. 8. Follow principles of Look, Talk, Touch. 8. Utilize safety principles during the head-to-toe assessment. 9. Provide the child with rationale for all actions. 10. Assess for abuse and bullying. 11. Follow head-to-toe assessment sequence in a routine manner. 12. Prepare a summary statement for the child utilizing appropriate |
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| | <p>Adolescent Assessment Topics:</p> <ul style="list-style-type: none"> • Adolescent groups including early middle and late stages. • Advanced cognitive abilities • Autonomy • Self-identity • Social competence • Immunizations for adolescents • Self-Image • Mood Swings • Reproductive Maturity • Kohlberg’s Theory of Moral Development • Friendships & Ideology • Analytic & Abstract Thinking • Developmental Warning Signs <p>Class Objectives:</p> <ol style="list-style-type: none"> 1. Describe the growth and development changes which occur during the three stages of adolescents. 2. Identify age-specific physical assessment approaches for adolescents. 3. Describe variations in nursing assessment procedures for adolescent patients. 4. Recognize abuse and bullying considerations relevant to adolescents. 5. Describe methods to explore gender role expectations with the adolescent. 6. Develop attention to questions from the adolescent that are inquiries to explore varied sexual orientation. 7. Establish an openness to cultural, spiritual and environmental influences experienced by the adolescent. 8. Discuss potential hazards in rural/border environments such as chemicals, implements, and plants and wildlife which may alter adolescent growth and development. | <ol style="list-style-type: none"> 1. Jarvis, Ch. 28. 2. Jarvis, Lab Manual, Ch. 28. 3. Pearson, Module 25, Vol 2 pp. 1801 to 1803. <p>Due Dates:</p> <ol style="list-style-type: none"> 1. Complete activities in Lab Manual on: 2. Attend Skills and Simulation Laboratories as Scheduled. <p>Be Prepared to meet Clinical Objectives and Assigned Activities.</p> <p>Examination:</p> | <p>terminology and documentation standards.</p> <ol style="list-style-type: none"> 13. Complete the comprehensive assessment form for the child. <p>Adolescent Learning Activities:</p> <ol style="list-style-type: none"> 1. Respect privacy and follow related requests from the patient. 2. Explore nutritional status and daily fluid intake. 3. Obtain measurements including the body mass index (BMI). 4. Review compliance with immunizations and safety issues related to potential community disorders. 5. Inform the adolescent of assessment actions and explain the rationale. 6. Focus on positive aspects of the individual. 7. Assist the male and female adolescent to conduct self-breast examinations and provide the rationale. 8. Address the adolescent’s concerns directly. 9. Use the correct words for anatomy. 10. Incorporate cautions related to common causes of injury and death. 11. Compare laboratory data obtained with physical findings. 12. Develop alertness to substance abuse which may be an interest to the adolescent. 13. Explore the use of standardized tools which may enhance the assessment process including standards from the American Academy of Pediatrics (AAP). 14. Prepare a summary statement regarding the status of the adolescent utilizing appropriate terminology and documentation standards. |
| <p>Week 15 Module 15 Date 12/3/24</p> | <p>Assessment of the Older Adult</p> <p>Topics for Class Discussion:</p> <ul style="list-style-type: none"> • Common Changes Specific to Late Life • Mnemonics to Assist Assessment (FANCAPES & SPICES) • Culturally Constructed Support • Functional Assessment • Activities of Daily Living • Cognition • Mood Assessment • Diagnostic Data <p>Objectives:</p> | <ol style="list-style-type: none"> 1. Jarvis, Ch. 31 2. Jarvis Manual, Ch. 31 <p>Due Dates:</p> <ol style="list-style-type: none"> 1. Attend Skills and Simulation, Laboratories as Scheduled. | <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. List the essential components of a comprehensive health assessment of an older adult. 2. Identify changes in verbal and non-verbal approaches that will assist in obtaining accurate data. 3. Complete a health history and physical assessment on an older adult. 4. Identify safety and management principles to be followed during the physical assessment. 5. Compare diagnostic data with assessment information obtained |

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| | <ol style="list-style-type: none"> 1. Identify the findings of the physical assessment of older adults that differ in meaning from those for younger adults. 2. Discuss the advantages and disadvantages of the use of standardized assessment instruments. 3. Discuss the purpose and value of the functional assessment when caring for an older adult. 4. Compare nutritional assessment findings to the overall status statement resulting from the comprehensive assessment/analysis. 5. Discuss key laboratory tests used to monitor common health problems in the aged. 6. Understand the implications of deviations in key abnormal diagnostic laboratory values that can occur in the older adult. 7. Identify precautions the nurse should take when interpreting laboratory values for the older adult. | <p>Be Prepared to meet Clinical Objectives and Assigned Activities.</p> <p>Examination: n/a</p> | <p>during the comprehensive assessment.</p> <p>6. Review standardized tools to used when indicated during the assessment including:</p> <ol style="list-style-type: none"> A. Katz Index B. Barthel Index (BI) C. Functional Independence Measure (FIM) D. Mini-Mental Stat Examination (MMSE) E. Clock Drawing Test F. Mini-Cog G. Global Deterioration Scale H. Geriatric Depression Scale I. Cornell Scale for Depression in Dementia (CSD-D) J. Oars Multi-dimensional Functional Assessment Questionnaire (OMFAQ) K. ADL's L. IADL's M. Resident Assessment Instrument (RAI) N. OASIS C1 <p>7. Observe for signs of physical and emotional abuse.</p> <p>8. Prepare a summary statement regarding the status of the older adult, utilizing proper terminology and documentation principles.</p> <p>. Review Final Exam Blueprint.</p> |
| <p>Week 16 12/10/24</p> | <p>Finals Week: Demonstration of Comprehensive Assessment as Assigned</p> | <p>Comprehensive Final Examination</p> | |

COURSE EXPECTATIONS:

Orientation to Course:

Orientation to all course learning activities will be discussed on the first day. Learning activities to be held in the skills and simulation labs will also require clarification to student expectation and requirements.

Faculty and Student Picture and Biography:

The faculty of record, additional faculty members, and assistants assigned to the course will submit a picture and summary of educational and professional experiences that prepared them to teach in this course. Since some on-line activities may be included in the educational process, pictures and biographies will be posted online.

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 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 email** – Check course email frequently for communications and make sure that your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday-Friday.
- **Use of technology:** If you have any technical questions, problems, or concerns with Blackboard, do not spend more than 15 minutes on any technical problems. Seek help immediately. Contact 24-7 Help Desk at: 1-888-837-2882 and/or techassist@sulross.edu.
- **Responses to emails and course postings:** Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross email and, if not available, mobile phone or texting between the hours of 9 AM and 6PM 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 7 days of submission.

- **Writing and use of APA:** All written assignments and bulletin 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>

ATTENDANCE AND PARTICIPATION:

- Your attendance is expected at every class meeting, both face-to-face and online.
- 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 the class discussions.
- An online course requires participation in all areas for accurate evaluation of performance, including responding to 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, email, 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 primarily applies 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 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.
 - b. Be careful with the tone of what you are communicating, i. e., sarcasm and subtle humor; one person’s joke may be another person’s insult.
 - 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.
3. Be helpful and be sure to do your part in an online class or in group work so that assignments can be completed.
4. 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.
5. Discussion Boards are public, and the University archives all materials. Do not post anything too personal as all students in the class and your instructor will see what you write.

- a. 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.
 - b. Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
 - c. When posting a response, make sure you identify the post to which you are responding.
 - d. If the topic you plan to address is covered in an existing thread, do not start a new thread.
 - e. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
 - f. Try not to lurk, meaning you are just reading and not participating.
6. Quality of online communications/postings is important.
- a. It is not acceptable to present work or ideas of others as your own. Use APA format when you quote directly from a source—use quotation marks and provide the original author’s name, year, and page or location in the body of the narrative; when you paraphrase a source—using your own words to explain your understanding of another’s ideas or work—provide author and year in the body of the narrative. At the end of the posting provide the complete reference using APA format.
 - 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.
7. Don’t send large files, since someone may have a relatively slow internet connection.
8. Be sure to check for viruses when sending files.
9. 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 or faculty by e-mail, phone, or text.

MANDATORY UNIVERSITY STATEMENTS:

Academic Honesty Policy: 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 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 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.

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT:

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine Students seeking accessibility/accommodations services must contact Mary Schwartz, LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall – room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

ONLINE COURSES:

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.

DISTANCE EDUCATION STATEMENT:

Students enrolled in distance-education courses have equal access to the university's academic support services, such as Smart-thinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance- education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

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.

GUIDELINES FOR DATA BASE DEVELOPMENT

Data Base _____ Date _____

Patient Identification

Pseudonym _____ Age _____ Race _____ Sex _____
Birthdate _____

Chief Complaint

Patient Profile

Birth Place

Present Residence

Occupation

Marital Status

Religion

Armed Services Dates _____ Discharge _____

Locations _____

Home Situations

Family

Family Relations

Income

Amount

Sources

Functional ability

Housing

Type

Number of Occupants

Transportation

Availability of Family or Neighbors

Hobbies or Special Interests

Average Day
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 | | | | | |

Diet

Salt Use

Other Diet Information

Ability to Communicate and Understand

Behavior during Assessment

Comments

History of Present Illness

(Provide a Narrative Statement Regarding the Patient's Rendition of the Present Illness)

(Circle positive responses and comment appropriately. Underline negative responses and 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

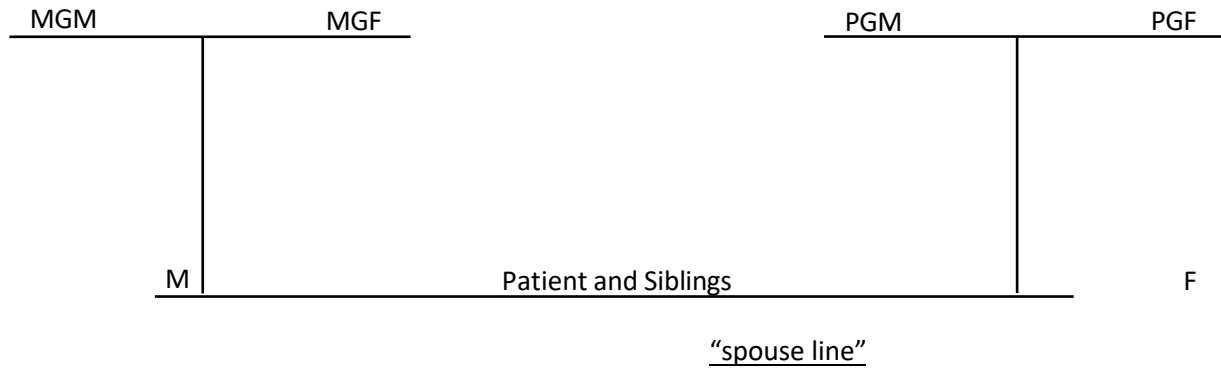
How does the medication make you feel?

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.

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.”)



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
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

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

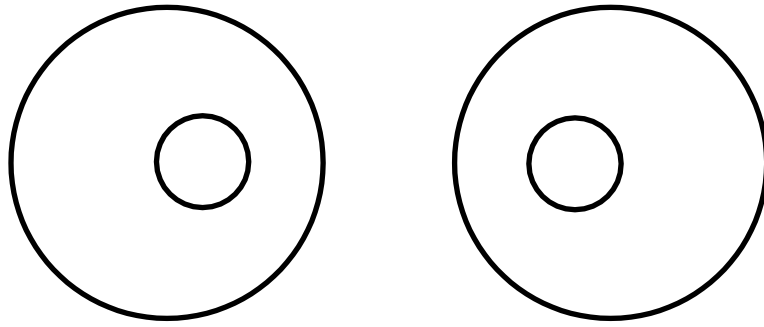
Lymph Nodes: cervical, post-auricular, supra-clavicular, axillary, ulnar, inguinal

Skull: trauma, bruits, other

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

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

Grade _____



Ears: tophi, 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

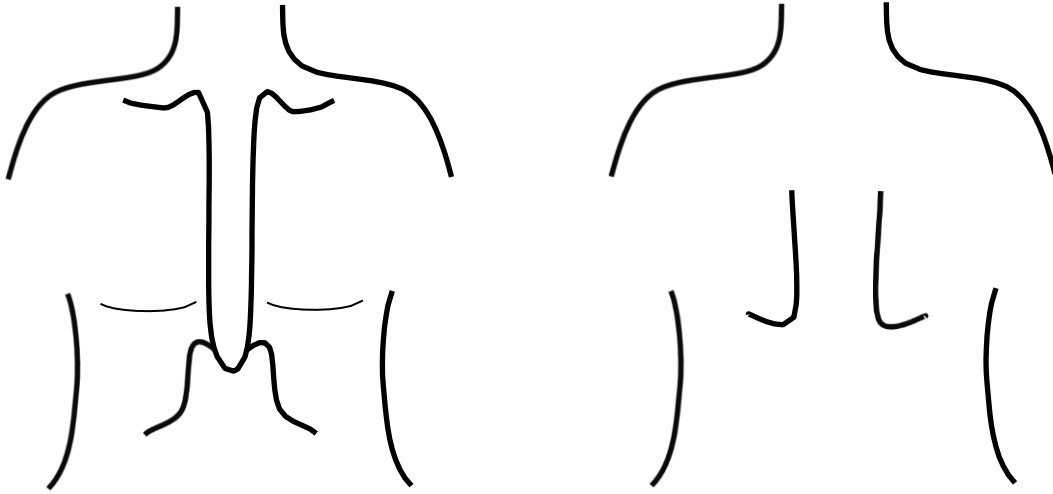
Respiratory Rhythm: Regular
Irregular
Periodical
Inspiration/Expiration Ratio

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.)



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

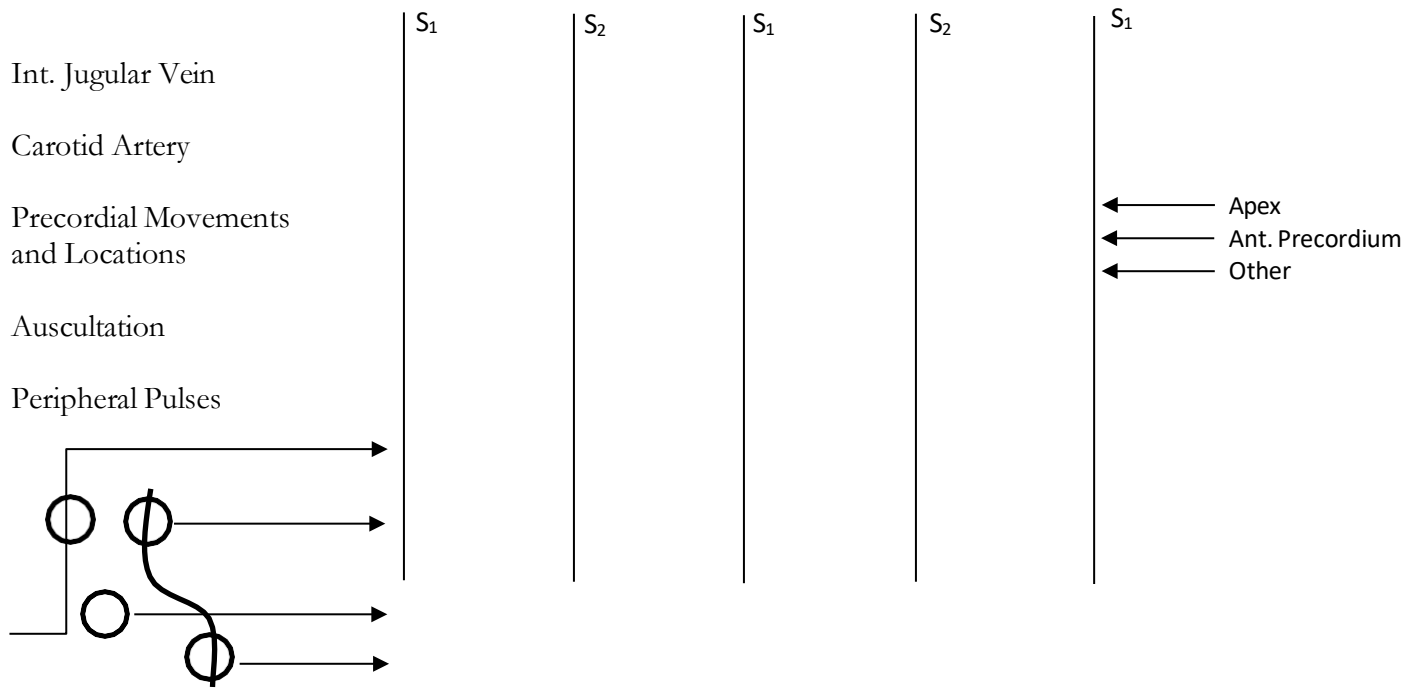
S₂

Gallops

Systolic Murmur

Diastolic Murmur

Other



| Ceratoid | Brachial | Radial | Aorta | Femoral | Popliteal | dp | pt |
|----------|----------|--------|-------|---------|-----------|----|----|
| | | | | | | | |
| | | | | | | | |

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

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

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

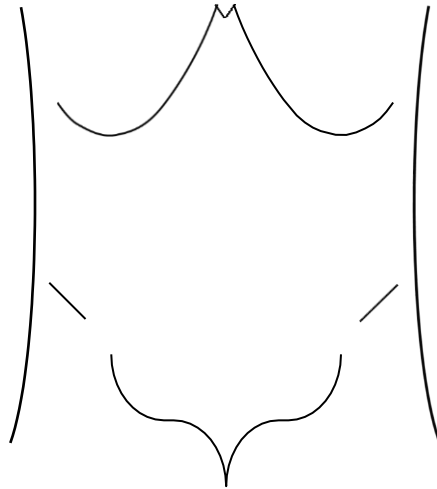
Organomegaly: liver, spleen, kidneys, bladder, gall bladder

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

Neurological:

Cerebral Function: alert wakefulness, lethargic, obtunded, stuporous, semi-comatose, 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. Sternocleidomastoids, trapezii

IX. 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

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:

CBC

Differential

RBC Morphology

Platelet Estimation

Chemistry:

Na - mEq/liter

BUN

K -

Creatinine

CO2

Uric Acid

Cl

Cholesterol

Blood Sugar

mg/100cc.

Albumin Level

Urinalysis:

Protein

Other

Sugar

Blood

Bacteria

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

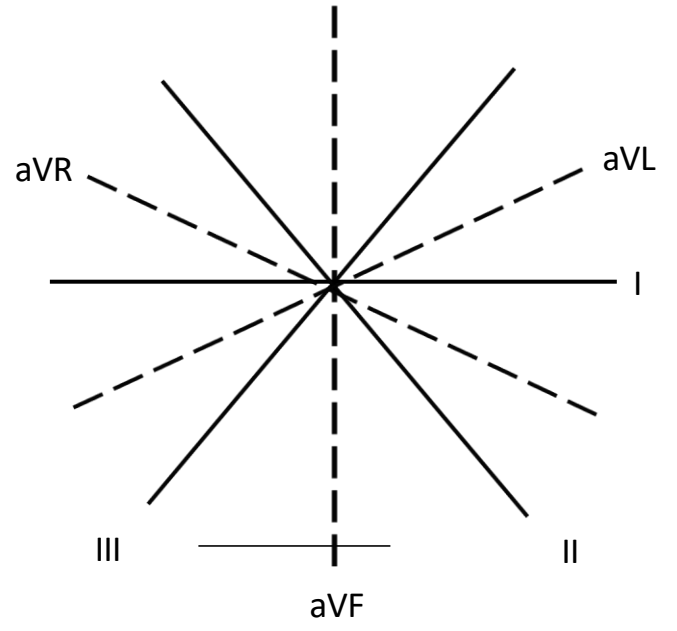
Electrocardiogram:

Rate

Rhythm

P-R _____ QRS _____ QT

Interpretation



RUBRIC FOR DEVELOPMENT OF POPULATION BASED DATA BASE

STUDENT NAME _____

DATE _____

| Exceptional | Good | Average | Needs Develop- ment |
|-------------|------|---------|---------------------------|
| (4) | (3) | (2) | (1) |

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

SAMPLE OF PHYSICAL ASSESSMENT OF BODY SYSTEMS

Students will be required to complete competencies for each body system during the course. Two body systems, Pulmonary and Neurological Competencies, are included to provide samples of the student learning expectations.

Physical Assessment of Body Systems

Competency: **GASTROINTESTINAL SYSTEM**

Name: _____ Date: _____

Method of Evaluation

| | |
|--|--|
| DI = Discussion / Interview PO = Performance Observation PR = Presentations | QI = Quality Improvement Monitors RD = Return Demonstration SS = Simulation Scenarios |
|--|--|

| Level | Competency Statement: The licensed nurse will demonstrate competence in performing a physical assessment. | Method of Evaluation | Date/Initials |
|-------|--|----------------------|---------------|
| | MEMBER OF PROFESSION | | |
| | Follows and documents all standards of care (HIPAA, privacy, handwashing, & introducing self). | | |
| | Interacts with patient in a calm, direct manner to obtain cooperation and enhance understanding during the physical examination. | | |
| | Mentors less-experienced colleagues in performing a physical assessment of the gastrointestinal system. | | |
| | Promotes Evidence Based Practice as personal philosophy. | | |
| | PROVIDER OF PATIENT-CENTERED CARE | | |
| | Key Terms Gastrointestinal | | |
| | Cirrhosis Cholecystitis Distention Hernias Jaundice Pancreatitis Paralytic ileus Peristalsis Peritonitis Polyps Striae Bruits Liver span Organomagaly | | |
| | Procedure Steps | | |
| | Gathers equipment necessary to perform a physical assessment: such as stethoscope, pen light, alcohol pads, pen and paper, measuring tape. | | |
| | Performs a general visual assessment. | | |
| | Inspection, auscultation, palpation, percussion, patient interview. Palpates unaffected side first. | | |

| | | | |
|--|---|--|--|
| | Conducts examination in a quiet, well-lit room maintaining patient's privacy. | | |
| | While examining each region, considers the underlying anatomic structures, their function, and possible abnormalities. | | |
| | Adequately explains procedures to patient as examination progresses in order to avoid alarming patient and to encourage cooperation. | | |
| | <p style="text-align: center;">General Appearance</p> <p>The general survey is an overall impression of the patient/client, any past medical conditions /treatments, surgeries of the gastrointestinal system, or any current signs or symptoms /chief complaints. Make note of any guarding or splinting. Note any excess or deficiency in weight, type of diet (obtain a 24-hour food recall). Inquire about routine bowel elimination patterns, characteristics of stool, or any recent changes.</p> | | |
| | Assesses status of oral cavity and daily oral hygiene practice, notes any stomatitis, dentition, erosive areas on enamel, dental caries, lesions or ulcers. | | |
| | Verifies that patient has an empty bladder for comfort throughout the assessment. | | |
| | Assists patient to a supine position. | | |
| | Identifies the 4 quadrants of the abdomen. | | |
| | Identifies 2 organs located in each quadrant. | | |
| | Assesses bowel sounds in each quadrant, starting with the right lower quadrant. | | |
| | Examines the abdomen in the correct order: Inspection, auscultation, light palpation, and percussion: | | |
| | <ol style="list-style-type: none"> a. Inspects the abdomen for color, distention, symmetry, bulges, visible pulsations, contour, venous patterns, scars, discolorations, silver striae or stretch marks, rashes, lesions, and presence of tubes, drains or incisions. b. Inspects for hernias which may manifest as protrusion of the umbilicus. c. Inspects the umbilicus for contour, location, and any signs of inflammation or herniation. d. Observes the contour of the abdomen: is it flat, rounded, protuberant, or scaphoid? Do the flanks bulge or are there any local bulges. Surveys the inguinal & femoral areas. e. Observes for pulsations visible in the epigastrium. f. Auscultates bowel sounds in each quadrant (5 minutes is adequate time before charting absence of bowel sounds). Notes frequency and character of bowel sounds, (normal, hypoactive and hyperactive). | | |

| | | | |
|--|--|--|--|
| | <p>Auscultates for bruits, uses the stethoscope bell to listen for abdominal and renal bruits. Reports immediately to physician if bruit is detected.</p> <p>g. Lightly palpates the abdomen for tenderness and distention. Light palpation is done with one hand only, palpating for masses, organs, and distention. Makes note of masses by location, shape, consistency and size.</p> <p>h. Percusses each quadrant assessing areas of dullness and tympani.</p> <p>i. Examines areas of dullness very carefully that might indicate an underlying mass or enlarged organ.</p> <p>j. Percusses liver span, percussing upward from the right iliac crest mid-clavicular line until tympani is no longer heard, marks this area, now percusses from the right clavicle downward till resonance changes to dullness and marks this change and measure from both markings.</p> <p>k. Rebound tenderness is performed to determine whether pressure or release affects the pain.</p> <p>l. Palpates the abdomen for tenderness and distension.</p> <p>m. Discusses a process for pain assessment with incorporation of other findings related to the abdominal findings.</p> <p>n. Deep palpation could be used to delineate abdominal masses. Correlates palpable findings with percussion notes. Assesses for abdominal pain and tenderness. Asks the patient to cough to determine if coughing will help determine the location of the pain.</p> <p>o. Discusses issues related to tenderness of a non-palpable liver.</p> <p>p. Assesses for a positive splenic percussion sign.</p> <p>q. Assesses for kidney tenderness.</p> <p>r. Discusses the relationship of shifting dullness, borders of tympany and a fluid wave shift.</p> | | |
| | Prioritizes interventions based upon physical assessment findings. | | |
| | Uses the nursing plan of care to individualize and evaluate care. | | |
| | Documents all findings per institution policy. | | |
| | PATIENT SAFETY ADVOCATE | | |
| | Identifies patient by 2 identifiers (patient name, birthday and/or medical record number). | | |
| | Adequately explains procedures to patient as examination progresses in order to avoid alarming patient and to encourage cooperation. | | |

| | | | |
|--|--|--|--|
| | | | |
| | MEMBER OF THE HEALTHCARE TEAM | | |
| | Differentiates normal vs. abnormal findings for each body system and reports to RN/MD as appropriate. | | |
| | Mentors less-experienced colleagues in performing a physical assessment. | | |
| | Documents assessment findings accurately and promptly. | | |
| | GERIATRIC CONSIDERATIONS | | |
| | Keeps instructions simple and direct, allowing time for patient to process information and ask questions. | | |
| | Demonstrates knowledge that atrophy of the gastrointestinal mucosa occurs with a reduction in the number of stomach and intestinal glands, resulting in alterations in secretion, motility, and absorption. | | |
| | Demonstrates knowledge that changes in elastic tissue & colonic pressures may result in diverticulosis leading to diverticulitis. | | |
| | Demonstrates knowledge that changes in pancreas result in increased half-life of lipid-soluble drugs as well as hyperglycemia. | | |
| | Demonstrates knowledge that changes in hormones can lead to thyroid problems, increase secretion of ADH and atrial natriuretic hormone causing alter fluid balance, and increase levels of norepinephrine. | | |
| | Demonstrates knowledge that aging may blunt the manifestations of acute abdominal disease, pain may be less severe, little or no fever. | | |
| | Demonstrates knowledge that signs of peritoneal inflammation i.e. muscular guarding and rebound tenderness may be diminished or absent. | | |
| | Demonstrates knowledge that alteration in bowel elimination is common. | | |
| | Demonstrates knowledge that adipose tends to accumulate in the lower abdomen and near the hips, along with weakened abdominal muscles projects a potbelly appearance. | | |
| | PEDIATRIC CONSIDERATIONS | | |
| | Patient – nursing interaction is based on child’s age, growth and development, and intellectual understanding. | | |
| | Is honest. Informs patient what they're about to do based on the child’s age, growth and development, and intellectual understanding. Provides some play time or show and tell for cooperation with the child when needed. | | |
| | Keeps instructions simple and direct and uses appropriate words based on child’s age, growth and development, and intellectual understanding. | | |

| | | | |
|--|---|--|--|
| | Newborn: | | |
| | Inspects for hernia especially umbilical hernia | | |
| | Inspects umbilical cord for 3 vessels | | |
| | Checks patency of rectum (depends on institution) | | |
| | Infant: | | |
| | Inspects umbilicus (umbilical hernias are common) | | |
| | Inspects for large peristaltic waves movements | | |
| | Toddler & Preschooler: | | |
| | Inspects abdomen | | |
| | Inspects umbilicus (belly button) | | |
| | Auscultates bowel sounds (any bruits) | | |
| | Inspects anus | | |

For any area not further emphasized for the pediatric patient, follow guidelines for general assessment of the gastrointestinal system.

Recommendation: Pass _____ Needs more practice _____

Student Signature: _____ **Date:** _____

Evaluator's Signature: _____ **Date:** _____

Remarks: _____

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Physical Assessment of Body Systems

Competency: **PULMONARY SYSTEM**

Name: _____ Date _____

Method of Evaluation

| | |
|-------------------------------------|--|
| DI = Discussion / Interview | QI = Quality Improvement Monitors |
| PO = Performance Observation | RD = Return Demonstration |
| | SS = Simulation Scenarios |

| Level | Competency Statement: The licensed nurse will demonstrate competence in performing a physical assessment of the pulmonary system | Method of Evaluation | Date/Initials |
|--------------|---|-----------------------------|----------------------|
| | MEMBER OF PROFESSION | | |
| | Follows and documents all standards of care (HIPPA, privacy, handwashing, & introducing self). | | |
| | Interacts with patient in a calm, direct manner to obtain cooperation and enhance understanding during the physical examination. | | |
| | Promotes Evidence Based Practice as personal philosophy. | | |
| | PROVIDER OF CARE | | |
| | Key Terms Pulmonary System | | |
| | Auscultation Percussion Palpation Atelectasis Bronchoscopy Cyanosis Diaphragmatic breathing Dyspnea Hematemesis Hemoptysis Hemothorax Hypoxia Orthopnea Pneumothorax Wheezing Rales Rhonchi Rales Infiltrates Percussion Pack-year Bronchophony Clubbing | | |
| | Procedure Steps | | |
| | Gathers equipment necessary to perform a physical assessment: such as stethoscope, pen light, alcohol pads, pen, paper, and tape measurement. | | |
| | Adequately explains procedures to patient as examination progresses in order to avoid alarming patient and to encourage cooperation. | | |
| | Performs a general visual assessment. | | |
| | Conducts examination in a quiet, well-lit room while maintaining patient's privacy. | | |
| | Assessment techniques: Inspection, palpation, auscultation, percussion, patient interview. <u>Inspection</u> : Assesses the patient's breathing for depth of chest, rhythm, rate, symmetry, effort of breathing, shape of | | |

| | | | |
|--|---|--|--|
| | <p>fingernails, shape of the chest, chest movement symmetry of respirations and position of the trachea.</p> <p>Observes the color, amount, consistency and odor of any sputum.</p> <p>Student may choose to perform inspection, auscultation, palpation, and percussion on the anterior chest before assessing the posterior chest.</p> <p>Assesses history of tobacco use, including type of tobacco, duration and amount. <i>Pack-years</i> = number of years smoking x packs per day. Notes the age started, efforts to stop smoking, and length of time since stopped smoking.</p> <p>Purposeful observation for abnormal retraction of the interspaces.</p> <p>While examining each region, considers the underlying anatomic structures, their function, and possible abnormalities.</p> | | |
| | <p><u>Palpation</u>: focuses on areas of tenderness & abnormalities, tests for respiratory expansion, feels for tactile fremitus.</p> <p>Palpates and compares symmetrical areas of the lungs.</p> | | |
| | <p><u>Auscultates</u> all lung fields for quality of breath sounds and presence of adventitious sounds. Begins at the upper posterior lung and works downward, then begins again at the upper anterior lung field and works downward. Auscultates throughout inspiration and expiration for adventitious sounds. Technique should be bilateral for comparison.</p> <p><u>Recognizes: Crackles, Rhonchi, Stridor, and Wheezes.</u></p> <ol style="list-style-type: none"> a. 3 lobes on right b. 2 lobes on left c. Anterior and Posterior lung fields d. Apex <p>Auscultation should never be done over clothing; the diaphragm/bell of the stethoscope should be placed on the patient's skin.</p> | | |
| | <p>Assesses vocal resonance using <u>Bronchophony</u>, <u>Whispered sounds</u>, <u>pectoriloquy</u>, or <u>Egophony</u>.</p> <p>An increase in the clarity of sound so the words may be recognized distinctly is called <u>bronchophony</u> or, when very clear, <u>pectoriloquy</u>. <u>Egophony</u> is the nasal quality of spoken voice sounds heard over consolidated lung or lung compressed by fluid.</p> <p><u>Whispered sounds</u> (“one, two, one, two”) are heard in the normal chest only over the distribution of the trachea and major bronchi. Intensification of whispered sounds, whispered pectoriloquy, may be recognized over pulmonary infiltrations too small to change the percussion note or breath sounds.</p> | | |

| | | | |
|--|---|--|--|
| | <p><u>Percussion</u> over a solid organ, such as the liver, produces a <i>dull</i>, low-amplitude, short-duration note without resonance. Percussion over a structure containing air within a tissue, such as the lung, produces a <i>resonant</i>, higher-amplitude, lower-pitched note. Percussion over a hollow air-containing structure, such as the stomach, produces a <i>tympanic</i>, high-pitched, hollow-quality note.</p> <p>Percussion over a large muscle mass, such as the thigh, produces a <i>flat</i>, high-pitched note.</p> <p>Percussion: Uses proper technique to percuss patterned areas and describes flatness, dullness, resonance, hyper-resonance, and tympany.</p> | | |
| | <p>Describes the normal lung sounds and expected locations of: Bronchovesicular sounds, Vesicular sounds, and Bronchial sounds. Description should relate to duration of sounds on inspiration and expiration, intensity of expiratory sound, pitch of expiratory sound, and location where normally heard.</p> <p>Utilizes appropriate terms and locations on the chest including: fremitus, supraclavicular, infraclavicular, interscapular, infra-scapular and bases of the lungs.</p> | | |
| | Prioritizes interventions based upon physical assessment findings and patient condition. | | |
| | Documents all findings per institution policy. | | |
| | Uses the nursing plan of care to individualize and evaluate care. | | |
| | Positions the patient for evaluation of the anterior and posterior chest. | | |
| | PATIENT SAFETY ADVOCATE | | |
| | Identifies patient by 2 identifiers (patient name, birthday and/or medical record number). | | |
| | Adequately explains procedures to patient as examination progresses in order to avoid alarming patient and to encourage cooperation. | | |
| | MEMBER OF THE HEALTHCARE TEAM | | |
| | Differentiates normal vs. abnormal findings for each body system and reports to RN/MD as appropriate. | | |
| | Mentors less-experienced colleagues in performing a physical assessment. | | |
| | Documents assessment findings accurately and promptly. | | |
| | GERIATRIC CONSIDERATIONS | | |
| | Keeps instructions simple and direct, allowing time for patient to process information and ask questions. | | |
| | The older adult has decreased elasticity of lung tissue resulting in decrease vital capacity and oxygen diffusion. There are decreases in forced vital capacity & expiratory flow rate. | | |

| | | | |
|--|---|--|--|
| | Begins the auscultation for an older adult at the base of the lung fields and works upward, first posterior then anterior lung fields. | | |
| | The AP diameter (anterio-posterior) may be increased causing a barrel-chest appearance | | |
| | A degeneration of bronchial epithelium & mucous glands increase risk of infection. | | |
| | Skeletal changes contribute to decrease in vital capacity. | | |
| | PEDIATRIC CONSIDERATIONS | | |
| | Patient – nursing interaction is based on child’s age, growth and development, and intellectual understanding. | | |
| | Is honest. Informs patient what they're about to do based on the child’s age, growth and development, and intellectual understanding. Provides some play time or show and tell for the child's cooperation when needed. | | |
| | Keeps instructions simple and direct and uses appropriate words based on child’s age, growth and development, and intellectual understanding. | | |
| | Newborns: | | |
| | Respiratory rate : 30 to 60 breaths per a minute (when quite) | | |
| | Breathing done by diaphragm & nose breathers | | |
| | Infant: | | |
| | When auscultating; tracheal breath sounds are transmitted to the chest | | |
| | Assesses for s/s of respiratory distress (use of accessory muscles, head bobbing, nasal flaring, stridor, etc.) | | |
| | Toddler & Pre-schooler: | | |
| | Inspects shape of the chest | | |
| | Assesses respiratory rate | | |
| | Palpates for tactile fremitus | | |
| | Auscultates when the child is not aware of this part of the examination | | |

For any area not further emphasized for the pediatric patient, follow guidelines for general assessment of the pulmonary system.

Recommendation: Pass _____ Needs more practice _____

Student Signature: _____ **Date:** _____

Evaluator’s Signature: _____ **Date:** _____

Remarks: _____

References:

Lewis S. L., Bucher, L., Heitkemper, M. M., Harding, M. M., Kwong, J., & Roberts, D. (2017). *Medical-surgical nursing assessment and management of clinical problems* (10th ed.). St. Louis, MO: Elsevier.

Jarvis, C. (2020). *Physical examination & health assessment student laboratory manual* (8th ed.). St. Louis, MO: Elsevier.

- McCance, K. L., Huether, S. E., Brashers, V. L., & Rote, N. S. (2019) *Pathophysiology: The biologic basis for disease in adults and children* (8th ed.). St. Louis, MO: Elsevier.
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Physical Assessment of Body Systems

Competency: **GENITOURINARY SYSTEM**

Name: _____

Method of Evaluation

| | |
|------------------------------------|----------------------------------|
| DI = Discussion / Interview | QI = Quality Improvement |
| PO = Performance | Monitors |
| Observation | RD = Return Demonstration |
| PR = Presentations | SS = Simulation Scenarios |

| Level RN | Competency Statement: The licensed nurse will demonstrate competence in performing a physical assessment. | Method of Evaluation | Date/Initials |
|-----------------|--|-----------------------------|----------------------|
| | MEMBER OF PROFESSION | | |
| | Follows and documents all standards of care (HIPAA, privacy, handwashing, and introducing self) | | |
| | Interacts with patient in a calm, direct manner to obtain cooperation and enhance understanding during the physical examination. | | |
| | Promotes Evidence Based Practice as personal philosophy. | | |
| | PROVIDER OF PATIENT-CENTERED CARE | | |
| | Procedure Steps | | |
| | Gathers equipment necessary to perform a physical assessment: such as a stethoscope, pen light, etc. | | |
| | Performs focused assessment | | |
| | Conducts examination in a quiet, well-lit room while maintaining patient's privacy. | | |
| | While examining each region, considers the underlying anatomic structures, their function, and possible abnormalities. | | |
| | Adequately explains procedures to patient as examination progresses in order to avoid alarming patient and to encourage cooperation. | | |
| | Genitourinary System | | |
| | Assesses urine elimination pattern and characteristics of urine: | | |
| | a. Color and consistency, hematuria | | |
| | b. Presence of dysuria, polyuria or oliguria | | |
| | Measures Intake and Output (I/O). | | |
| | Prioritizes interventions based upon physical-assessment findings. | | |
| | Uses the nursing plan of care to individualize and evaluate care. | | |
| | Documents all findings per institution policy. | | |
| | PATIENT SAFETY ADVOCATE | | |
| | Identifies patient by 2 identifiers (patient name, birthday and/or medical record number). | | |
| | Adequately explains procedures to patient as examination progresses in order to avoid alarming patient and to encourage cooperation. | | |
| | MEMBER OF THE HEALTHCARE TEAM | | |
| | Differentiates normal vs. abnormal findings for each body system and reports to RN/MD as appropriate. | | |

| | | | |
|--|---|--|--|
| | Mentors less-experienced colleagues in performing a physical assessment. | | |
| | Documents assessment findings accurately and promptly. | | |
| | GERIATRIC CONSIDERATIONS | | |
| | Keeps instructions simple and direct, allowing time for patient to process information and ask questions. | | |
| | Understands that decrease in numbers of glomeruli and thickening of the basement membrane in Bowman's capsule result in reduced renal function. | | |
| | Understands that renal blood flow is decreased and vascular changes may contribute to reduced glomerular filtration rate. | | |
| | Understands that, in men, prostatic atrophy or prostatic hypertrophy develops. The penis decreases in size and the testicles hang lower in the scrotum. | | |
| | Understands that, in women, postmenopausal women have a reduction in estrogen, which is associated with increase in osteoporosis. The labia and clitoris reduce in size and the vaginal mucosa becomes thin and dry. The pubic hair decreases and becomes gray. | | |
| | FYI: Sexuality and prevention of STDs | | |
| | PEDIATRIC CONSIDERATIONS | | |
| | Patient – nursing interaction is based on child's age, growth and development and intellectual understanding. | | |
| | Is honest. Informs patient what they are about to do based on the child's age, growth and development, and intellectual understanding. Provides some play time or show and tell for the child's cooperation when needed. | | |
| | Keeps instructions simple and direct and uses appropriate words based on child's age, growth and development, and intellectual understanding. | | |
| | Newborn: | | |
| | Male: inspects for external urethral meatus, descending of the testicles | | |
| | Female: inspects labia major (should cover labia minor), possible vaginal discharge, inspects for external urethral meatus | | |
| | Infant: | | |
| | Inspects external genitalia | | |
| | Assesses for diaper rash | | |
| | Observes for urethral meatus | | |
| | Male: Foreskin does not fully retract until 1 year of age or older. Inspects scrotum and trans illuminating for any mass, palpating testes. | | |
| | Female: vaginal discharge | | |
| | Toddler and Preschooler: | | |
| | Male: | | |
| | Inspects penis. By age 4 foreskin should be about 80% retractable. | | |
| | Inspects urethral meatus | | |
| | Inspects scrotum | | |
| | Female: | | |
| | Inspects vaginal area (rash or discharge present) | | |

| | | | |
|--|---|--|--|
| | FYI: sexual abuse: S&S: difficulty walking, vaginal or anal infections, genital irritation or swelling, torn or stained underclothes, vaginal or anal bleeding, and/or bruising. MOST HAVE NO PHYSICAL FINDINGS. | | |
| | School Age and Adolescence: | | |
| | Secondary Sexual Characteristics Development | | |
| | Males: pubic hair development, increase muscle mass, facial hair growth, increase sweat gland production, and growth spurts | | |
| | Testicular development: assessing for and instructing on self-examination in regards to testicular cancer | | |
| | Females: pubic hair development, increase sweat gland production, and growth spurts | | |
| | Breast development and education on self-examination for breast cancer | | |
| | Menstruation starts, patient education on perineal care and treatment for symptoms that occur during the cycle | | |
| | Pap Smears | | |
| | FYI address STDs and birth control issues | | |

For any area not further emphasized for the pediatric patient, follow guidelines for general assessment of the genitourinary system.

Recommendation: Pass _____ Needs more practice _____

Student Signature: _____

Evaluator's Signature: _____

Remarks: _____

Date: _____

References:

Lewis S. L., Bucher, L., Heitkemper, M. M., Harding, M. M., Kwong, J., & Roberts, D. (2017). *Medical-surgical nursing assessment and management of clinical problems* (10th ed.). St. Louis, MO: Elsevier.

Jarvis, C. (2020). *Physical examination & health assessment student laboratory manual* (8th ed.). St. Louis, MO: Elsevier.

McCance, K. L., Huether, S. E., Brashers, V. L., & Rote, N. S. (2019) *Pathophysiology: The biologic basis for disease in adults and children* (8th ed.). St. Louis, MO: Elsevier.

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Sole, M. L., Klein, D. G., & Moseley, M. J. (2016). *Introduction to critical care nursing* (7th ed.). St. Louis, MO: Saunders-Elsevier.

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| | | | |
| | Neurological System | | |
| | Determines level of consciousness (LOC) by observing response to person, place and time. (Symmetry of function and findings on both sides of the body are important to note). | | |
| | a. Best verbal response (oriented to person, place and time) | | |
| | b. Best motor response (strength of each extremity) | | |
| | GLASGOW COMA SCALE – TOTAL SCORE WILL BE FROM 3 – 15 | | |
| | Eyes Open: Spontaneously = 4 | | |
| | To verbal Command = 3 | | |
| | To pain = 2 | | |
| | No response = 1 | | |
| | Best Motor Response: Obeys Verbal Command = 6 | | |
| | Painful Stimulus/ localizes = 5 | | |
| | Painful Stimulus/ flexion withdrawal = 4 | | |
| | Painful Stimulus/ flexion – abnormal = 3 | | |
| | Painful Stimulus/ Decorticate rigidity = 2 | | |
| | Painful Stimulus/ Decerebrate rigidity = 1 | | |
| | Best Verbal Response: Oriented & converses = 5 | | |
| | Disoriented & converses = 4 | | |
| | Inappropriate words = 3 | | |
| | Incomprehensible sounds = 2 | | |
| | No response = 1 | | |
| | LANGUAGE SKILLS | | |
| | Ability to talk | | |
| | Fluency of speech | | |
| | Word-finding difficulty | | |
| | Spontaneous speech | | |
| | Follows commands | | |
| | MEMORY | | |
| | Short-term memory | | |
| | Long-term memory | | |
| | CRANIAL NERVE FUNCTION | | |
| | CN I (Olfactory) Smell (test with alcohol pad, coffee etc.) | | |
| | CN II (Optic) Visual acuity (read newsprint) | | |
| | CN III (Oculomotor) Consensual light response | | |
| | Elevation of the eyelids | | |
| | Eye movement medially | | |
| | Nystagmus | | |

| | | | |
|--|--|--|--|
| | Light reflex | | |
| | Constricts Pupils | | |
| | Pupil size | | |
| | Pupil shape | | |
| | Pupil equality | | |
| | Moves eye right, up, down, and left | | |
| | CN IV (Trochlear) | | |
| | Gaze | | |
| | Superior oblique eye muscle | | |
| | Moves eye right, up, down, and left | | |
| | CN V (Trigeminal) | | |
| | Sensory nerve to skin of face – lightly touch cornea with wisp of cotton; assess corneal reflex | | |
| | Measure sensation of light pain and touch across skin of face. | | |
| | CN VI (Abducens) | | |
| | Controls lateral rectus muscle of the eye | | |
| | Moves eyes laterally | | |
| | Motor nerve to muscles of jaw – palpate temple as client clenches teeth | | |
| | CN VII (facial) | | |
| | Sweet and salty tastes on front of tongue | | |
| | Smile | | |
| | Frown | | |
| | Puff out cheeks | | |
| | Symmetrical movements | | |
| | CN VIII (auditory) | | |
| | Assess ability to hear spoken word | | |
| | CN IX (Glossopharyngeal) | | |
| | Sour or sweet taste on back of tongue | | |
| | Gag reflex | | |
| | CN X (Vagus) | | |
| | Sensation of pharynx: Ask client to say “ah”. Observe movement of palate and pharynx | | |
| | Movement of vocal cords: Assess speech for hoarseness | | |
| | CN XI (hypoglossal) | | |
| | Position of tongue: ask client to sitck out tongue to midline and move it side to side | | |
| | CN III, IV, VI in concert to evaluate: | | |
| | Unconscious patient: | | |
| | <i>Oculocephalic response (Doll's Eyes Maneuver)</i> | | |
| | a. Intact (eyes move opposite direction of head movement) | | |
| | b. Abnormal (eyes move same direction as head movement or remain midline) | | |
| | <i>Oculovestibular response (ice water calories)</i> | | |
| | a. Normal response (eyes move in direction of ice water) | | |
| | b. Abnormal (any other response indicates brain-stem injury) | | |
| | MOTOR STATUS | | |

| | | | |
|--|--|--|--|
| | Muscle Strength: hand grip, squeeze fingers | | |
| | Muscle Tone strength against resistance | | |
| | Deep Tendon Reflex | | |
| | Babinski's reflex | | |
| | Coordination of movement | | |
| | Abnormal posturing | | |
| | Drift Test | | |
| | SENSORY | | |
| | Superficial sensation: sharp and dull | | |
| | Spatial / perceptual | | |
| | Neurovascular assessment – "Ps" | | |
| | Pulselessness | | |
| | Pallor | | |
| | Paresthesia | | |
| | Paralysis | | |
| | Pain | | |
| | Pressure (compartment syndrome) | | |
| | Polikilothermia (cool extremities) | | |
| | Prioritizes interventions based upon physical assessment findings. | | |
| | Uses the nursing plan of care to individualize and evaluate care. | | |
| | Documents all findings per institution policy. | | |
| | PATIENT SAFETY ADVOCATE | | |
| | Identifies patient by 2 identifiers (patient name, birthday and/or medical record number). | | |
| | Adequately explains procedures to patient as examination progresses in order to avoid alarming patient and to encourage cooperation. | | |
| | MEMBER OF THE HEALTHCARE TEAM | | |
| | Differentiates normal vs. abnormal findings for each body system and reports to RN/MD as appropriate. | | |
| | Mentors less-experienced colleagues in performing a physical assessment. | | |
| | Documents assessment findings accurately and promptly. | | |
| | GERIATRIC CONSIDERATIONS | | |
| | Keeps instructions simple and direct, allowing time for patient to process information and ask questions. | | |
| | Understands that changes in brain function may affect memory, intelligence, and skills like language or attention span. | | |
| | Understands that brain weight is reduced due to atrophy. | | |
| | Understands that there is decrease blood flow to the brain. Vascular changes such as atherosclerosis may result in multiple infarctions or transient ischemic attacks. | | |
| | Understands that reflexes are reduced and the gag reflex may be absent (increasing risk for aspiration). | | |
| | Understands significance of decreased tolerance to temperature extremes. | | |
| | Understands that pupillary response to light may be altered (slowed) in the elderly patient. (Decreased visual acuity. Decreased taste and smell). | | |
| | Observes dulled sensation of pain or pressure. | | |

| | | | |
|--|--|--|--|
| | Observes decreased motor strength and/or slower, more deliberate gait. | | |
| | PEDIATRIC CONSIDERATIONS | | |
| | Patient – nursing interaction is based on child’s age, growth and development, and intellectual understanding. | | |
| | Is honest. Informs patient what they are about to do based on child’s age, growth and development, and intellectual understanding. Provides some play time or show and tell for the child's cooperation when needed. | | |
| | Keeps instructions simple and direct and use appropriate words based on child’s age, growth and development, and intellectual understanding. | | |
| | Newborn: | | |
| | Inspects: posture, symmetry of extremities, spontaneous movements, facial expressions and symmetry, eye movement and symmetry. | | |
| | Assesses Rooting reflex | | |
| | Assesses Plantar and palmar reflex | | |
| | Assesses Moro reflex | | |
| | Assesses Babinski reflex | | |
| | Infant: | | |
| | By 4 months, when infant supine and is pulled into a sitting position, there should be no head lagging. (developmental milestone) | | |
| | By 8 months, infant should sit without support. (developmental milestone) | | |
| | Coordination of hands begins by 5 months especially when reaching and grasping objects (developmental milestone). | | |
| | At 7 months, can transfer objects from hand to hand. (developmental milestone) | | |
| | At 8 to 9 months, infant should be using pincer grasp to pick up small objects. (developmental milestone) | | |
| | Toddler and Preschooler: | | |
| | Assesses development of speech, reading ability, ability to manipulate small objects, throw a ball, and understand simple directions (best indicators of normal developing neurological system). | | |

For any area not further emphasized for the pediatric patient, follow guidelines for general assessment of the neurological system.

Recommendation: Pass_____ Needs more practice_____

Employee Signature: _____

Evaluator’s Signature: _____

Remarks: _____

Date: _____

References:

- Lewis S. L., Bucher, L., Heitkemper, M. M., Harding, M. M., Kwong, J., & Roberts, D. (2017). *Medical-surgical nursing assessment and management of clinical problems* (10th ed.). St. Louis, MO: Elsevier.
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Physical Assessment of Body Systems

Competency: CARDIOVASCULAR SYSTEM

Name: _____

Method of Evaluation

| | |
|--|--|
| DI = Discussion / Interview PD = Performance Observation PT = Post Tests PR = Presentations | QI = Quality Improvement Monitors RD = Return Demonstration SS = Simulation Scenarios WA = Written Assessment |
|--|--|

| Level RN | Competency Statement: The licensed nurse will demonstrate competence in performing a physical assessment. | Method of Eval. | Date/Initials | | | | | | | | | | | | | | | | | | |
|------------------|---|-----------------|---------------|-------|------------------|-------------|-------|---------|----------|-----|--------|-----|----------|--------|-----|-----|--------|--|--|--|--|
| | MEMBER OF PROFESSION | | | | | | | | | | | | | | | | | | | | |
| | Follows and documents all standards of care (HIPAA, privacy, hand washing, introducing self, & identifying patient. | | | | | | | | | | | | | | | | | | | | |
| | Interacts with patient in a calm, direct manner to obtain cooperation and enhance understanding during the physical examination. | | | | | | | | | | | | | | | | | | | | |
| | Promotes Evidence Based Practice as personal philosophy. | | | | | | | | | | | | | | | | | | | | |
| | PROVIDER OF PATIENT-CENTERED CARE | | | | | | | | | | | | | | | | | | | | |
| | Key Terms Cardiovascular System | | | | | | | | | | | | | | | | | | | | |
| | <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Aneurysm</td> <td style="width: 33%;">Apical Pulse</td> <td style="width: 33%;">Bruit</td> </tr> <tr> <td>Capillary Refill</td> <td>Dysrhythmia</td> <td>Edema</td> </tr> <tr> <td>Murmurs</td> <td>Cyanosis</td> <td>PMI</td> </tr> <tr> <td>Thrill</td> <td>NSR</td> <td>Pulmonic</td> </tr> <tr> <td>Mitral</td> <td>JVD</td> <td>ECG</td> </tr> <tr> <td>Aortic</td> <td></td> <td></td> </tr> </table> | Aneurysm | Apical Pulse | Bruit | Capillary Refill | Dysrhythmia | Edema | Murmurs | Cyanosis | PMI | Thrill | NSR | Pulmonic | Mitral | JVD | ECG | Aortic | | | | |
| Aneurysm | Apical Pulse | Bruit | | | | | | | | | | | | | | | | | | | |
| Capillary Refill | Dysrhythmia | Edema | | | | | | | | | | | | | | | | | | | |
| Murmurs | Cyanosis | PMI | | | | | | | | | | | | | | | | | | | |
| Thrill | NSR | Pulmonic | | | | | | | | | | | | | | | | | | | |
| Mitral | JVD | ECG | | | | | | | | | | | | | | | | | | | |
| Aortic | | | | | | | | | | | | | | | | | | | | | |
| | PROCEDURE STEPS – Head to Toe Assessment | | | | | | | | | | | | | | | | | | | | |
| | Gathers equipment necessary to perform a physical assessment: Stethoscope, pen light, alcohol pads, pen and paper, measuring tape | | | | | | | | | | | | | | | | | | | | |
| | Conducts examination in a quiet, well-lit room while maintaining patient’s privacy. | | | | | | | | | | | | | | | | | | | | |
| | While examining each region, considers the underlying anatomic structures, their function, and possible abnormalities. | | | | | | | | | | | | | | | | | | | | |
| | Adequately explains procedures to patient as examination progresses in order to avoid alarming patient and to encourage cooperation. | | | | | | | | | | | | | | | | | | | | |
| | General Appearance | | | | | | | | | | | | | | | | | | | | |
| | A general survey of the patient is the overall impression of the patient, noting mental status, orientation, affect, speech, signs of distress, anxiety or pain, vital signs, ht/wt, posture gait, grooming, dress (appropriate for season) hygiene. | | | | | | | | | | | | | | | | | | | | |

| Cardiovascular System | | | |
|------------------------------|--|--|--|
| | Assures proper blood pressure cuff size for patient and arm placement, preferably utilizing a manual cuff. | | |
| | Obtains baseline blood pressure in both arms while patient is lying down or sitting; follows with blood pressure in both arms while standing unless contraindicated. Notes any readings that would indicate orthostatic hypotension (increased heart rate 15-20 beats above resting, systolic drop up to 15mm Hg., diastolic drop of 5-10 mm Hg.) | | |
| | Obtains baseline heart rate rhythm and quality (bounding, normal, diminished) | | |
| | Inspects internal jugular veins for distention with the patient at a 45 degree angle. | | |
| | Auscultates each valve site for heart rate and rhythm and normal or abnormal heart sounds; i.e. S1, S2, S3, S4, murmurs, pericardial rub. | | |
| | a. Aortic Valve area (located in the 2 nd intercostal space on the right side of the sternum). | | |
| | b. Pulmonic Valve area (located in the 2 nd intercostal space on the left side of the sternum). | | |
| | c. Tricuspid Valve area (located in the 5 th intercostal space on the left side of the sternum). | | |
| | d. Mitral Valve area (located at the 5 th intercostal space, at or just medial to the midclavicular line). Identify the point of maximal impulse (PMI) of this Apical beat. | | |
| | Assesses for edema and capillary refill in upper and lower extremities | | |
| | Assesses peripheral pulses for rhythm, amplitude and bilateral equality. | | |
| | a. Radial | | |
| | b. Femoral | | |
| | c. Posterior tibial | | |
| | d. Dorsalis pedis | | |
| | Auscultates each valve site for heart rate and rhythm and normal or abnormal heart sounds; i.e. S1, S2, S3, S4, murmurs, pericardial rub. a. Aortic Valve area (located in the 2 nd intercostals space on the right side of the sternum) b. Pulmonic Valve area (located in the 2 nd intercostals space on the left side of the sternum). c. Tricuspid Valve area (located in the 5 th intercostals space on the left side of the sternum). d. Mitral Valve area (located at the 5 th intercostals space on the left side of the sternum). | | |
| | Differentiates normal vs. abnormal findings for each indicator and reports to MD as appropriate. | | |
| | Prioritizes interventions based upon physical assessment findings. | | |
| | Uses the nursing plan of care to individualize and evaluate care. | | |
| | Documents all finding per institution policy. | | |

| | | | |
|--|--|--|--|
| | | | |
| | PATIENT SAFETY ADVOCATE | | |
| | Identifies patient by 2 identifiers (patient name, birthday and /or medical record number). | | |
| | Adequately explains procedures to patient as examination progresses in order to avoid alarming patient and to encourage cooperation. | | |
| | Assures patient safety when utilizing equipment and changing patient position. | | |
| | MEMBER OF THE HEALTHCARE TEAM | | |
| | Follows and documents all standards of care | | |
| | Interacts with patient in a calm, direct manner to obtain cooperation and enhance understanding during the physical examination. | | |
| | Documents assessment findings accurately and promptly. | | |
| | Prioritizes interventions based upon physical assessment findings. | | |
| | Mentors less-experienced colleagues in performing a physical assessment. | | |
| | GERIATRIC CONSIDERATIONS | | |
| | Keeps instructions simple and direct, allowing time for patient to process information and ask questions. | | |
| | Understands that skin is frequently 'thinner' and more subject to injury. Bedrest places the elderly at greater risk for tissue breakdown due to impaired circulation. | | |
| | Understands that changes in cardiovascular assessment findings are more common. Blood pressure may be higher and an irregular heartbeat occurs more often in the elderly patient. | | |
| | Understands that systolic blood pressure raises with age where as diastolic pressure levels off around the age of 60, leading to isolated systolic hypertension. | | |
| | Understands that noncompliance of the peripheral arteries may result in hypertension with a widened pulse pressure. | | |
| | Understands that a loss in elasticity of the aorta may result in aortic dilation. The valves may degenerate and cause regurgitation or the valves may become sclerotic and cause stenosis. | | |
| | Understands that degeneration or calcification to the conduction system may cause heart block or arrhythmias. | | |
| | Understands that coronary atherosclerosis may produce angina, myocardial infarction, or nonspecific symptoms such as confusion or tiredness. | | |
| | PEDIATRIC CONSIDERATIONS | | |
| | Patient-nursing interaction is based on the child's age, growth and development, and intellectual understanding. Uses appropriate words based on age and interaction with the child. Understands that utilizing dolls or animals to demonstrate the procedure may be beneficial. This can be consistent with some play time or show and tell for cooperation with the child. | | |

| | | | |
|--|--|--|--|
| | Newborn: Follows the Apgar Scale process after birth according to hospital protocol. | | |
| | Point of Maximum Impulse is usually at xiphoid region. | | |
| | Heart rate: 120 to 160 beats per minute. | | |
| | Peripheral Pulses are usually assessed at brachial & femoral pulse sites. | | |
| | Murmur may be noted, usually associated with closure of the patent ductus arteriosus. | | |
| | Infants: | | |
| | Continues to assess for cyanosis and/or retractions with breathing. | | |
| | Assesses for CHF (persistent tachycardia, tachypnea, & enlarged liver, feeding problems, fatigue with exertion, diaphoresis) | | |
| | Auscultates S3 & S4 which are common, and assess for murmurs. | | |
| | Toddler & Preschooler: | | |
| | Inspects the precordium. | | |
| | Palpates for lifts, heaves, or thrills. | | |
| | Auscultates for murmurs or abnormal sounds | | |
| | Observes for color changes that may occur during activity. | | |
| | Palpates peripheral pulses (comparing both radial & femoral pulses at the same time). | | |

For any area not further emphasized for the pediatric patient, follow guidelines for general assessment of the cardiovascular system.

Recommendation: Pass _____ Needs more practice _____

Employee Signature: _____

Evaluator's Signature: _____

Remarks:

Date: _____

References:

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COURSE CONTENT LINKAGE WITH STATE AND NATIONAL GUIDELINES

The Table below demonstrates which elements of TBON DEC's and AACN Essentials are addressed in relation to course objectives.

| Objectives | TBON DEC's | AACN Essentials |
|---|--|-----------------|
| 1. Function within the legal scope of practice for comprehensive patient assessment as designated within state and national guidelines. | I-A, C, 5a & b. III-A & B | II |
| 2. Incorporate current evidence-based practice principles, data from refereed journals and information from nursing disciplines throughout the data base and process of assessment. | I-A; II-B; III A & B | III |
| 3. Develop and implement a comprehensive database for health assessment with adaptation for varied patient populations including change in age, gender, culture, and ethnicity. | I-A 1, 2, 3, 4 a, b, c; II-B 1, 2, 3, 4, 5, 6, 7, 8, 9; III B-1 | VI, IX |
| 4. Demonstrate physical examination techniques including observation, auscultation, palpation, and percussion for each body system during a head-to-toe assessment. | II-B & C; III-B 1 | IX |
| 5. Utilize effective interview techniques, communication skills, and appropriate terminology when conducting a health history, compiling a heritage history, and performing a physical examination. | II-B 4, 5; II-C 4, 5; II-F 2, 3. | VII |
| 6. Modify the assessment approach for health variables such as growth and development, reproduction, nutritional status, patient-safety principles, health promotion, antecedents/risk factors, diagnostic data, and disease-prevention activities during the assessment process. | II-G 1, 2, 3; III- A 1, 2, 3, 4, 5, 6; III-B 1, 5 | V; VI; VII; IX |
| 7. Demonstrate appropriate selection and utilization of assessment tools for each body system. | II-B; IV-F 1, 2 | VI, VII, IX |
| 8. Follow safety principles and infection control when obtaining physical data from patients of all ages. | II-D; III-A | II |
| 9. Maintain patient privacy and anonymity throughout the assessment process and recording. | II-E 11 | III; VIII |
| 10. Assess learning styles and barriers for learning in all age groups and other variables to facilitate appropriate strategies to teach health promotion, illness prevention, and risk-factor modification within a rural, border environment. | I-B,4b; II-B; III- A & B | VIII |
| 11. Utilize appropriate terminology and recording principles when documenting and sharing assessment data with health-team members. | II-C | VI |
| 12. Communicate with all members of the health-care team to obtain timely and accurate patient assessment data. | IV-A, B, C, D | VI |