

**DEPARTMENT OF NURSING**  
**NUR 3440**  
**Comprehensive Patient Assessment in**  
**Rural/Border Communities**  
**Fall 2025**

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

**PREREQUISITES:** Successful completion of all Previously Assigned Courses

**FACULTY INFORMATION:**

Name: Professor Gladys Chavarria

Contact Information: [gladys.chavarria@sulross.edu](mailto:gladys.chavarria@sulross.edu) cell: 432-238-2927

Office Hours:

Hours available via e-mail: 8am to 9pm Monday through Friday.

Hours available on campus: By appointment

Hours available via phone

office/home/cell: 8am to 9pm

**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

**COURSE OBJECTIVES:**

**Upon completion of learning activities in this course, students 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**

1. Develop and implement a comprehensive database for health assessment and adaptation for varied patient populations, including change in age, gender, culture, and ethnicity.
2. Demonstrate physical examination techniques, including observation, auscultation, palpation, and percussion for each body system during a head-to-toe assessment.
3. Use effective interview techniques, communication skills, and appropriate terminology when conducting a health history, compiling a heritage history, and performing a physical examination.
4. 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.
5. Demonstrate appropriate selection and utilization of assessment tools for each body system.

## **PATIENT SAFETY ADVOCATE**

1. Follow safety principles and infection control when obtaining physical data from patients of all ages.
2. Maintain patient privacy and anonymity throughout the assessment process and recording.
3. 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**

1. Utilize appropriate terminology and recording principles when documenting and sharing assessment data with health-team members.
2. 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 AVP of Institutional Effectiveness at SRSU

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 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 REFERENCES: ATI access and ATI Module books**

**COURSE EXPECTATIONS:** See Below

## **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: 1-888-837-6055 and/or [ltac@sulross.edu](mailto:ltac@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 5days 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.

## **COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING AND EXPECTATIONS:**

### **LEARNING ACTIVITIES:**

#### **Orientation to Course:**

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.

Students will participate in course orientation and orientation to designated

hospitals, community agencies and clinic settings prior to engaging in clinical learning experiences. Students are accountable to adhere to facility policies and procedures. Orientation will include a review of course skills, experiences, assignments, and clinical evaluation. Expectations regarding meeting scheduled class, clinical and laboratory sessions, attendance, and promptness will be reviewed.

### **Clinical Skills Competency Evaluation**

Clinical nursing skills will be addressed in the skills lab for demonstration, practice, and evaluation of specific skills identified by the clinical instructor. Each student must successfully complete all pass-fail skills and clinical experiences, including return demonstrations, to receive credit for evaluation of designated nursing skills competencies. Students will have three opportunities to repeat the skill. If students are not successful in passing the skill after three (3) attempts, they will be individually counseled and be reported for potential failure of that nursing course.

### **Clinical Performance Evaluation**

Students' clinical performance will be evaluated on an ongoing basis. Formal evaluations, using the Clinical Evaluation Tool, are comprised of formative evaluation at the mid-term and summative evaluation at the end of the semester. Students must achieve a 75% on the final evaluation to successfully pass the course.

### **Clinical Packet**

Emphasis is placed on clinical nursing skills; patient assessments for changes in health status, responses to health problems, and effects of therapeutic interventions; use of standardized teaching plans; written and verbal communication skills; caring behaviors; and professional accountability for patient care, including legal and ethical ramifications for nursing practice. The student will be required to complete a clinical packet for each clinical experience.

### **ASSESSMENT OF STUDENT LEARNING:**

Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in the class discussions, clinical performance when applicable, knowledge and comprehension of reading assignments, and completion of course assignments.

### **Summary of Measure for Evaluation:**

Course Requirements

Percentage

Class Discussion/Participation	10%
ATI Assignments	10%
Skills Lab Activities	10%
Exams	40%
Clinical Experiences	20%
Full Head to Toe Assessments (All ages)	10%
Total Points	100%

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

**Grading Scale**

A = 90-100

B = 80-89

C = 75-79

F = 74 OR BELOW

**Grade Calculation: See below**

**POLICIES FOR EXAMS AND ASSIGNMENTS:**

A minimum average of 80% must be achieved on examinations to receive a passing grade for the course. This will include three (3) examinations and a final. The examination average must be calculated before adding grades from other assignments. When a grade of less than 80% is acquired on any examination, the student will be required to meet with the faculty of record, followed with a meeting with the Success Counselor. The purpose for this activity is to assist the student to determine the rationale for the lower grade achievement and develop an action plan to correct identified problems. The Missildine Review will be initiated to follow student progress.

**Testing/Assessments:**

**Missed Examinations and Makeup Examinations:** Faculty members must be informed immediately when a student is aware that an examination will be missed. Make-up should occur within a week of the scheduled examination as agreed on between faculty and student. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up exams can be arranged without penalty.

**Late and Make-up Assignments:** To achieve the designated points for an assignment, the assignment must be submitted at or before the scheduled date and time. Five points per calendar day will be deducted for late submission of assignments. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email or text as soon as possible. If students have spoken with faculty and an agreement is reached, late and make-up assignment extensions can be arranged without penalty.

## **DIGITAL CITIZENSHIP AND TECHNOLOGY SUPPORT**

Students recognize the responsibilities and opportunities for contributing to their digital communities.

1.2. Digital Citizen Students recognize the responsibilities and opportunities for contributing to their digital communities. Students:

1.2.a. Manage their digital identity and understand the lasting impact of their online behaviors on themselves and others and make safe, legal and ethical decisions in the digital world.

1.2.b. Demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities.

1.2.c. Safeguard their well-being by being intentional about what they do online and how much time they spend online.

1.2.d. Take action to protect their digital privacy on devices and manage their personal data and security while online.



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## TECHNOLOGY SUPPORT:

### Who should I contact?

<b>Online Support Desk</b> ☎ 888.837.6055 ✉ <a href="mailto:blackboardsupport@sulross.edu">blackboardsupport@sulross.edu</a> <b>Available: 24/7</b> <ul style="list-style-type: none"><li>• Logging into Blackboard</li><li>• Questions about Blackboard tools/software</li><li>• Trouble with tests/quizzes/assignments</li><li>• Error messages on Blackboard</li><li>• Online course video problems</li></ul>	<b>Lobo Technology Assistance Center (LTAC)</b> ☎ 432.837.8888 ✉ <a href="mailto:ltac@sulross.edu">ltac@sulross.edu</a> <b>Available: Monday-Friday 8 a.m. - 5 p.m.</b> <ul style="list-style-type: none"><li>• Logging into your mySRSU/Banner/SRSU email</li><li>• Campus computer, computer lab, or campus Wi-Fi issues</li><li>• Security concerns with your SRSU or VPN account</li><li>• Questions about Office 365 or OneDrive</li></ul>
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The logo for Sul Ross State University, featuring the letters "SR" in a red box.

## 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
<b>Week 1</b> <b>Module 1</b>  Date 8/27/24	<b>Orientation</b>  <b>Topics for Class Discussion:</b> <ul style="list-style-type: none"> <li>Orientation to Assessment Course &amp; Laboratory activities</li> <li>Delineation of Age Groups</li> <li>Introduction to comprehensive health assessment and heritage assessment</li> <li>Incorporation of Developmental Progression</li> <li>Components of a comprehensive Database</li> </ul> <b>Class Objectives:</b> <ol style="list-style-type: none"> <li>1. Explain the relationship among clinical reasoning, nursing process, and comprehensive assessment.</li> <li>2. Differentiate between subjective and objective data.</li> <li>3. Relate developmental tasks to health assessment.</li> <li>5. Describe health and illness beliefs and practice assessments.</li> <li>6. Describe heritage assessment.</li> <li>7. Identify topics for health</li> </ol>	<b>Due Dates:</b>  1. Attend Skills Laboratory as Scheduled.  Be Prepared to Meet Clinical Objectives and Activities.  <b>Examination: n/a</b>	<b>Learning Activities:</b>  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.  <b>Reading Assignment:</b>  .

	<p>promotion across the life span.</p> <p>8. Discuss issues to consider for using an interpreter or translator when assessing a non-English-speaking patient.</p> <p>9. Identify potential health and wellness beliefs common to a rural/border population.</p>		
<p><b>Week 2</b></p> <p><b>Module 2</b></p> <p>Date 9/3/24</p>	<p><b>Communication and Interview</b></p> <p><b>Topics for Class Discussion:</b></p> <ul style="list-style-type: none"> <li>• Components &amp; Purpose of Health History</li> <li>• Therapeutic communication</li> <li>• Interview Skills</li> <li>• Family Systems, Members &amp; Roles</li> <li>• Family Genogram • Abuse Assessment</li> </ul> <p><b>Class Objectives:</b></p> <p>1. Utilize a complete health history selected from references.</p> <p>2. Obtain a complete health history from a student, family member, or friend (Personal information does not need to be divulged).</p>	<p><b>Due Dates</b></p> <p>1. Attend Skills Laboratory as Scheduled.</p> <p>Be Prepared to Meet Clinical Objectives and Activities.</p> <p><b>Examination: n/a</b></p>	<p><b>Learning Activities:</b></p> <p>1. Organize students in pairs and obtain a complete health history on an adult (Personal information can be withheld).</p> <p>2. Complete both an interview and health history (required of each student).</p> <p>3. Practice varied approaches to develop beginning skills with interviewing and acquiring a health history.</p> <p>4. Practice varying terminology used to ask question of different age groups and culture, as appropriate.</p>
	<p>3. Take turns in interviewing and obtaining a health history (required of each student).</p> <p>4. Maintain privacy when obtaining data related to abuse assessment. 5. Practice techniques for asking sensitive questions.</p>		
	<p>3. Take turns in interviewing</p>		

	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.		
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<b>Week 3</b> <b>Module 3</b> Date 9/10/24	<b>Measurement</b>  <b>Topics for Class Discussion:</b> <ul style="list-style-type: none"> <li>• Introduction to physical examination</li> <li>• Techniques for a general Survey</li> <li>• Tools for Measurement</li> <li>• Vital Signs, BMI</li> </ul> <b>Class Objectives:</b> <ol style="list-style-type: none"> <li>1. Discuss the relationship between developmental status and physical examination</li> <li>2. Describe the components and process of a general survey.</li> <li>3. Identify factors affecting</li> </ol>	<b>Due Dates:</b>  1. Attend Skills as Laboratory Scheduled.  Be Prepared to Meet Clinical Objectives and Activities.  <b>Examination: n/a</b>	<b>Learning Activities:</b>  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

	<p>accurate body measurements and vital signs.</p> <p>4. Develop beginning techniques for assessing body measurements.</p> <p>5. Alter measurement techniques as appropriate for age groups and gender.</p>		<p>use.</p> <p>6. Complete a health assessment on an adult to initiate learning skills for obtaining pertinent information.</p>
<p><b>Week 4</b></p> <p><b>Module 4</b></p> <p>Date 9/17/24</p>	<p><b>Assessment of Pain, Sleep, and Nutrition</b></p> <p><b>Topics for Class</b></p> <p><b>Discussion: <u>Pain</u></b></p> <p><b>Assessment Topics:</b></p> <ul style="list-style-type: none"> <li>• Types of Pain</li> <li>• Cause of Pain</li> <li>• Meaning of Pain</li> <li>• Patient's Expression of Pain</li> <li>• Comparison of Patient with Patient</li> <li>• Subjective Experience</li> <li>• Behavioral Experience</li> <li>• Cultural Influences</li> <li>• Comfort versus Pain</li> <li>• Effects of Poorly Managed Pain</li> <li>• Assessment Tools for Each Age</li> <li>• Use of Flow Sheets for Pain</li> </ul> <p><b><u>Sleep Assessment topics:</u></b></p> <ul style="list-style-type: none"> <li>• Physiology of Sleep</li> <li>• Sleep/Wake centers</li> <li>• Circadian Rhythm of Sleep</li> <li>• Age Relationships</li> <li>• Role of Dreams</li> <li>• Sleep Deprivation</li> <li>• EEG's and REM's</li> <li>• Sleep Laboratories</li> </ul>	<p>1</p> <p><b>Due Dates:</b></p> <p><b>Examination: n/a</b></p>	<p><b>Learning Activities:</b></p> <p>Utilize resources for pain, sleep, and nutrition to incorporate assessment data required for each age group (required of each student).</p> <p>Demonstration of correct terminology required to complete the health history (evidenced in history).</p> <p>Document data related to pain, sleep, and nutrition assessment in records with attention to developmental age.</p> <p>Summarize findings in a health status written report related to assessment/analysis.</p> <p><b>Review Exam 1 Blueprint</b></p>

	<p><b><u>Nutritional Assessment</u></b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Functions and Dietary Sources</li> <li>• Nutrition/Life Cycle/Status</li> <li>• Cultural Issues</li> <li>• Weight Changes</li> <li>• Weight/Height Charts (BMI)</li> <li>• Obesity</li> <li>• Protein Calorie Malnutrition</li> <li>• Anthropometric Measures</li> <li>• Physical Assessment</li> <li>• Nutritional History</li> <li>• Laboratory Analysis</li> </ul> <p><b>Class Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the need to incorporate pain, sleep, and nutrition in the assessment pattern of each age group.</li> <li>2. Include issues related to pain, sleep, and nutrition within the data base for each age group.</li> <li>3. Demonstrate understanding of pain, sleep, and nutritional status assessment in history taking and physical assessment.</li> <li>4. Modify data base according to experiences with history taking and physical assessment.</li> </ol>		
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<p><b>Week 5</b> <b>Module 5</b></p> <p>Date 9/24/24</p>	<p><b>Mental Health</b></p> <p><b>Topics for Class Discussion:</b></p> <ul style="list-style-type: none"> <li>• Assessment Standards for Mental Health Nursing</li> <li>• Age Considerations</li> <li>• Language Barriers</li> <li>• Medical Conditions that Mimic Psychiatric Illness</li> <li>• Psychosocial Assessment</li> <li>• Mental Status Examination</li> <li>• Standardized rating Scales</li> <li>• NOC Indicators for Suicide Self- Restraint</li> <li>• Legal considerations for</li> </ul> <p>Documentation of Care</p> <p><b>Class Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Compare different approaches to be considered when performing a mental health assessment with a child, an adolescent, and an older adult.</li> <li>2. Conduct a mental status examination (MSE).</li> <li>3. Perform a psychosocial assessment, including cultural and spiritual components.</li> <li>4. Utilize the HEADSSS Psychosocial Interview Technique.</li> <li>5. Discuss the value of establishing rapport with any aged patient before conducting a mental health assessment.</li> </ol>	<p><b>Due Dates:</b></p> <ol style="list-style-type: none"> <li>1. Attend Skills, Simulation, and Clinical Laboratories as Scheduled.</li> </ol> <p>Be Prepared to meet Clinical Objectives and Assigned Activities.</p> <p><b>Examinations: Exam 1</b></p>	<p><b>Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. Conduct the Mental Status Examination and other Standardized Assessments on designated partner (required of each student).</li> <li>2. Practice different techniques for questioning variable age groups.</li> <li>3. Identify physical deficits at the onset of assessment which could alter assessment outcomes.</li> <li>4. Practice techniques for making accommodations for physical deficits.</li> </ol>
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Week 6 Module 6	Integument, Head, face, and Neck	Due Dates:	Learning Activities:
Date 10/1/24	<p><b>Topics for Class Discussion:</b></p> <ul style="list-style-type: none"> <li>Physical assessment techniques: Inspect, palpate, percuss and auscultate</li> <li>Skin, Hair &amp; Nails Assessment</li> <li>Assessment of Head, Face, &amp; Neck</li> <li>Regional Lymphatics Assessment</li> </ul> <p><b>Class Objectives:</b></p> <ol style="list-style-type: none"> <li>Determine the sequence and purpose for physical assessment techniques for inspection, palpation, percussion, and auscultation.</li> <li>Discuss skin changes consistent with pressure ulcer stages.</li> <li>Develop knowledge related to normal limits for skin, head, and neck parameters.</li> <li>Discuss common diagnostic data. 5. Develop evidence-based clinical practice health promotion data related to:               <ol style="list-style-type: none"> <li>Indoor Tanning</li> <li>Sun bathing</li> <li>Skin cancer risks</li> <li>Body piercing and tattoos</li> <li>Brain injury prevention (Safety gear)</li> </ol> </li> </ol>	<p>1. Attend Skills, Simulation, and Clinical Laboratories as Scheduled.</p> <p>Be Prepared to meet Clinical Objectives and Assigned Activities.</p> <p><b>Examination: n/a</b></p>	<ol style="list-style-type: none"> <li>Develop skill with inspection, palpation, percussion &amp; auscultation.</li> <li>Inspect and palpate the skin noting its color, vascularity, edema, moisture, temperature, texture, thickness, mobility, and turgor.</li> <li>Inspect and describe any noted skin lesions.</li> <li>Inspect and palpate the skull noting size, contour, lumps, or tenderness.</li> <li>Inspect the face noting facial expression, symmetry, skin characteristics, or lesions.</li> <li>Inspect and palpate the neck for symmetry, range of motion, and integrity of lymph nodes, trachea, and thyroid gland.</li> <li>Record the history and physical examination findings, utilizing accurate terminology.</li> <li>Summarize findings in a health status written report related to assessment/analysis.</li> <li>Complete the Integumentary Assessment Competency, including Life Span Changes.</li> </ol>



<p><b>Week 7</b> <b>Module 7</b>  Date 10/8/24</p>	<p><b>Sensory Systems</b></p> <p><b>Topics for Class Discussion:</b></p> <ul style="list-style-type: none"> <li>• Normal hearing and visual ranges for all ages</li> <li>• Visual acuity &amp; visual fields</li> <li>• Relationship between eye structure changes and other diagnoses</li> <li>• Safety principles when assessing eyes, ears, nose, and throat</li> <li>• Infection control practices related to nares</li> </ul> <p><b>Class Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Collect a health history related to pertinent signs and symptoms of the sensory systems.</li> <li>2. Demonstrate and explain assessment of visual acuity, visual fields, external eye structure, and ocular fundus.</li> <li>3. Describe and demonstrate the correct technique of an otoscope and ophthalmoscope examination.</li> <li>4. Describe and perform tests for hearing acuity.</li> <li>5. Utilize appropriate testing samples to assess taste bud detection.</li> <li>6. Discuss common diagnostic data.</li> <li>7. Prepare an evidence-based clinical practice health promotion presentation on the following topics: A. Screening for Glaucoma B. Use of earbuds and</li> </ol>	<p><b>Due Dates:</b></p> <ol style="list-style-type: none"> <li>1. Attend Skills, Simulation, and Clinical Laboratories as Scheduled.</li> </ol> <p>Be Prepared to meet Clinical Objectives and Assigned Activities.</p> <p><b>Examination: n/a</b></p>	<p><b>Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. Collect a health history related to pertinent signs and symptoms of the eye, ear, nose, and throat.</li> <li>2. Demonstrate accurate usage of the otoscope and ophthalmoscope.</li> <li>3. Describe and perform tests for hearing acuity.</li> <li>4. Develop a sequence for assessment of the mouth and throat.</li> <li>5. Record the history and physical examination findings, incorporating proper terminology.</li> <li>6. Prepare a summary of the health status related to assessment/analysis of findings.</li> <li>7. Complete the Sensory Assessment Competency, including Life Span Changes.</li> </ol>
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	<p>the Increasing Prevalence of Hearing Loss in Adolescents</p> <p>C. Use of Hearing Aids</p> <p>D. Smokeless Tobacco and Cancer Risks</p> <p>E. Use of Cocaine and the Nasal Septum.</p>		
<p><b>Week 8 Module 8</b></p> <p>Date 10/15/24</p>	<p><b>Respiratory System</b></p> <p><b>Topics for Class Discussion:</b></p> <ul style="list-style-type: none"> <li>Anatomic landmarks on the thorax</li> <li>Size and shape of the chest</li> <li>Respiratory Motion</li> <li>Altered patterns of breathing</li> <li>Symmetry of motion</li> <li>Vibrations in the chest wall</li> <li>Types of tactile fremitus</li> <li>Tracheal Deviation</li> <li>Information derived from percussion sounds</li> <li>Anterior and posterior chest exam</li> <li>Significance of tympany, hyperresonance, resonance, dullness, and flat-high pitch</li> <li>Normal breath sounds</li> <li>Voice sounds</li> <li>Adventitious sounds</li> <li>Absent Breath sounds</li> <li>Abnormal location of normal breath sounds</li> <li>Cardinal signs and symptoms of the respiratory system</li> </ul> <p><b>Class Objectives:</b></p>	<p><b>Due Dates:</b></p> <p>1. Attend Skills and Simulation Laboratories as Scheduled.</p> <p>2. Be Prepared to meet Clinical Objectives and Assigned Activities.</p> <p><b>Examination: n/a</b></p>	<p><b>Learning Activities:</b></p> <p>1. Correctly locate anatomic landmarks on the thorax of a peer or mannequin.</p> <p>2. Demonstrate correct techniques for inspection, palpation, percussion, and auscultation of the respiratory system.</p> <p>3. Identify the usual location of normal and abnormal breath sounds.</p> <p>4. Record the history and physical examination findings accurately.</p> <p>5. Summarize the health status related to assessment/analysis of findings.</p> <p>6. Complete the Respiratory System Assessment Competency including Life Span Changes.</p> <p>7. <b>Review Exam 2 Blueprint.</b></p>

	<p>Relate anatomic structures of the respiratory system to changes in assessment findings.</p> <p>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:</p> <p>A. Smoking Cessation B. Second-Hand Smoking and its Effect on Children.</p>		
<p><b>Week 9</b> <b>Module 9</b></p> <p>Date 10/22/24</p>	<p><b>Cardiovascular System</b></p> <p><b>Topics for Class Discussion:</b></p> <ul style="list-style-type: none"> <li>Anatomic location of the heart</li> </ul> <p>and great vessels in relation to thorax</p> <ul style="list-style-type: none"> <li>The apical pulse</li> <li>Location of peripheral pulses</li> </ul>	<p><b>Due Dates:</b></p>	<p><b>Learning Activities:</b></p> <ol style="list-style-type: none"> <li>Correctly locate and name anatomic landmarks on the chest wall of a peer.</li> <li>Demonstrate correct technique for inspection, palpation, and auscultation of the precordium.</li> </ol>

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

	D. Crohn's Disease E. Irritable Bowel Syndrome (IBS).		
<b>Week 11</b> <b>Module 11</b>  Date 11/5/24	<b>Musculoskeletal System</b>  <b>Topics for Class Discussion:</b> <ul style="list-style-type: none"> <li>Terminology for movement and positioning</li> <li>Bone marrow function</li> <li>Congenital anomalies</li> <li>Types of fractures</li> <li>Active and passive range of motion</li> <li>Ortolani maneuver</li> <li>Curvature of the spinal column</li> <li>Measurement of legs for length discrepancy</li> </ul> <b>Class Objectives:</b> <ol style="list-style-type: none"> <li>Demonstrate knowledge of terms and symptoms related to conditions of the musculoskeletal system.</li> <li>Discuss the normal ranges of motion for each age group.</li> <li>Describe the changes which immobility can cause to the musculoskeletal and other body systems.</li> <li>Describe the essence of functional ability in each age group.</li> <li>Discuss common diagnostic tests utilized to assess quality and performance of the musculoskeletal system.</li> <li>Prepare and present an evidence-based clinical practice health promotion on the following topics: <ul style="list-style-type: none"> <li>A. Prevention Osteoporosis</li> <li>B. Cerebral Palsy</li> <li>C. Multiple Sclerosis</li> </ul> </li> </ol>	<b>Due Dates:</b>  1. Attend Skills, Simulation, and Clinical Laboratories as Scheduled.  Be Prepared to meet Clinical Objectives and Assigned Activities.  <b>Examination: n/a</b>	<b>Learning Activities:</b>  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.

	D. Guillain-Barre' Syndrome.		
<b>Week 12</b> <b>Module 12</b>  Date 11/12/24	<b>Neurological System</b>  <b>Topics for Class Discussion:</b> <ul style="list-style-type: none"> <li>• Cranial Nerves</li> <li>• Deep Tendon Reflex</li> <li>• Cerebellar Function</li> <li>• Sensory System</li> <li>• Motor System</li> <li>• Spinal Pathways</li> <li>• Sympathetic Nervous System</li> <li>• Parasympathetic Nervous System</li> <li>• Glasgow Coma Scale</li> <li>• Stroke Assessment Guidelines.</li> </ul> <b>Class Objectives:</b>	<b>Due Dates:</b>  1. Attend Skills, Simulation, and Clinical Laboratories as Scheduled.  Be Prepared to meet Clinical Objectives and Assigned Activities.  <b>Examination: n/a</b>	<b>Learning Activities:</b>  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.

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 Broca 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: A. Assessing for Post-Traumatic Stress Disorder	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
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	(PTSD) B. Assessing for Alzheimer's Disease C. Prevention of Traumatic Brain Injury D. Assessing for Substance Abuse E. Assessing for CVA		
<b>Week 13</b> <b>Module 13</b>  Date 11/19/24	<b>Male and Female Genitourinary &amp; Reproductive Systems</b>  <b>Topics for Class Discussion:</b> <ul style="list-style-type: none"> <li>Renal Structures</li> <li>Role of kidneys in fluid &amp; electrolyte balance</li> <li>Role of kidneys in acid/base balance</li> <li>Hormone production in the kidneys</li> <li>Male structures to facilitate urine elimination</li> <li>Female structures to facilitate urine elimination</li> <li>Male structures that provide transport of sperm</li> <li>Female structures that provide transport of ovum</li> <li>Female structures that facilitate pregnancy</li> <li>Fecal Elimination</li> </ul> <b>Class Objectives:</b> <ol style="list-style-type: none"> <li>Demonstrate knowledge and skill of location and terminology by completing a male and female genitourinary health history.</li> <li>Identify the roles of testosterone, estrogen, and progesterone in maintaining sexuality.</li> <li>Discuss the roles of testosterone, estrogen, and progesterone as they relate</li> </ol>	<b>Due Dates:</b>  1. Attend Skills, Simulation, and Clinical Laboratories as Scheduled.  Be Prepared to meet Clinical Objectives and Assigned Activities.  <b>Examination: Exam 3</b>	<b>Learning Activities:</b>  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.



	to the event of pregnancy. 4. Discuss changes in the male and female patient that represent puberty. 4. 5. Discuss diagnostic tests utilized to assess quality and performance of the urinary system.		
<b>Week 14</b> <b>Module 14</b>  Date 11/26/24	<b>Assessment of Pregnancy</b>  <b>Topics for Class Discussion:</b>  <u><b>Pregnancy Assessment</b></u> <b>Topics:</b> <ul style="list-style-type: none"> <li>• Nagele's Rule</li> <li>• Presumptive Signs of Pregnancy</li> <li>• Probable Signs of Pregnancy</li> <li>• Positive Signs of Pregnancy</li> <li>• Complications of Pregnancy</li> <li>• Braxton Hicks Contractions</li> <li>• Nutrition During Pregnancy</li> <li>• Cardiac Output during Pregnancy</li> <li>• Risk Factors for Adolescents and Women Older than 35 years</li> <li>• Ectopic Pregnancy</li> <li>• Leopold's Maneuvers</li> <li>• Fetal Heart Tones</li> <li>• Chadwick Sign</li> <li>• Diagnostic Data</li> </ul> <b>Class Objectives:</b> <ol style="list-style-type: none"> <li>1. Discuss the importance of calculating an accurate estimated date of delivery (EDD).</li> <li>2. Identify common signs and symptoms of each trimester of pregnancy.</li> <li>3. Discuss key data to be obtained on the first prenatal visit.</li> <li>4. Discuss changes which occur during pregnancy that may indicate early complications.</li> <li>5. Discuss laboratory changes</li> </ol>	<b>Due Dates:</b>  1. Attend Skills, Simulation, and Clinical Laboratories, as Scheduled.  Be Prepared to meet Clinical Objectives and Assigned Activities.  <b>Examination: n/a</b>	<b>Learning Activities:</b>  <u><b>Pregnancy:</b></u> 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>that occur during pregnancy.</p> <p><b>Assessment of the Infant, Child, and Adolescent</b></p> <p><b><u>Infant</u> Assessment Topics:</b></p> <ul style="list-style-type: none"> <li>• Apgar Score</li> <li>• Delivery events</li> <li>• Adjustment to extrauterine life</li> <li>• Measurements of weight, height, and head circumference</li> <li>• Nutrition</li> <li>• Elimination</li> <li>• Vital Signs</li> <li>• Motor Activity</li> <li>• Early Immunizations</li> <li>• General Appearance</li> <li>• Evidence of Abuse</li> <li>• Assessment Process</li> </ul>		<p><b>Learning Activities:</b></p> <p><b><u>Infant:</u></b></p> <ol style="list-style-type: none"> <li>1. Complete assessment routine in a consistent sequence while learning the process.</li> <li>2. Practice observations in a sequential order.</li> <li>3. Observe safety principles when performing physical assessment on the infant.</li> </ol>
<ol style="list-style-type: none"> <li>1. Determine status of the infant from current data and occurrences between delivery and present time.</li> <li>2. Obtain information from parent regarding care routines for the infant.</li> <li>3. Discuss with parent nutrition, elimination, and sleep habits of the infant.</li> <li>4. Link observed activities from the infant with developmental expectations.</li> <li>5. Discuss diagnostic data which will provide objective data that reflects the status of the infant.</li> <li>6. Develop skill with the Gesell Developmental Schedules, Denver Developmental Screening Test, and the Bayley Scales of Infant Development.</li> <li>7. Prepare and present an evidence-based clinical practice health promotion on the following topics: <ul style="list-style-type: none"> <li>A. Breast Milk vs. Formula</li> <li>B. Routine infant skin care</li> <li>C. Sleep environment</li> </ul> </li> </ol>	<p><b>Objectives:</b></p>	<p><b>Due Dates:</b></p> <ol style="list-style-type: none"> <li>1. Attend Skills, Simulation, and Clinical Laboratories as Scheduled.</li> <li>4.</li> <li>5.</li> <li>6.</li> </ol> <p>Be Prepared to meet Clinical Objectives and Assigned Activities.</p> <p><b>Examination: n/a</b></p>	<ol style="list-style-type: none"> <li>4. Compile information from the infant and data from the history and physical into a summary statement that reflects the status of the child.</li> <li>5. Utilize the infant scales for motor skills, language, cognition, and neurological development, behavior, and responsiveness.</li> <li>6. Complete the comprehensive assessment form for the infant.</li> </ol>

	<p><b><u>Child</u> Assessment Topics:</b></p> <ul style="list-style-type: none"> <li>• Age groups for the child including the early child, ages 1 to 6 years and late child, age 6 to puberty</li> <li>• Development of initiative for independent tasks</li> <li>• Safety risks and interventions for children</li> <li>• Immunizations for children</li> <li>• Developmental tasks for the child</li> <li>• Pain scales for children</li> <li>• Separation anxiety</li> <li>• Obtaining the health history</li> <li>• Rural and cultural developmental principles</li> <li>• Safety and privacy issues for the child.</li> </ul> <p><b>Class Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Review rural and cultural developmental principles vs. urban development.</li> <li>2. Compare and contrast stages of growth and development across age groups for the child.</li> <li>3. Develop methods for assessment to provide opportunities for the young child to participate in the assessment process.</li> <li>4. Incorporate teaching that addresses major causes of death including, drowning, accidents, and homicides.</li> </ol>	<p><b>Due Dates:</b></p> <ol style="list-style-type: none"> <li>1. Attend Skills, Simulation, and Clinical Laboratory as Scheduled.</li> </ol> <p>Be Prepared to meet Clinical Objectives and Assigned Activities.</p>	<p><b>Learning Activities:</b></p> <p><b><u>Child:</u></b></p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of safety risks for varying age groups of the child.</li> <li>2. Repeat child's chief complaint in their own words and speak directly to the child.</li> <li>3. Assess nutritional status &amp; fluid intake</li> <li>4. Assess general Physical Appearance</li> <li>5. Complete Physical measurements of height, weight, BMI, head circumference, abdominal circumference.</li> <li>6. Assess sensory perception and vision</li> <li>7. Assess vital signs.</li> <li>8. Follow principles of Look, Talk, Touch.</li> <li>8. Utilize safety principles during the head-to-toe assessment.</li> <li>9. Provide the child with rationale for all actions.</li> <li>10. Assess for abuse and bullying.</li> <li>11. Follow head-to-toe assessment sequence in a routine manner.</li> <li>12. Prepare a summary statement for the child utilizing appropriate</li> </ol>
	<p><b><u>Adolescent</u> Assessment Topics:</b></p>		<p>terminology and documentation standards.</p> <ol style="list-style-type: none"> <li>13. Complete the comprehensive assessment form for the</li> </ol>

	<ul style="list-style-type: none"> <li>• Adolescent groups including early middle and late stages.</li> <li>• Advanced cognitive abilities</li> <li>• Autonomy</li> <li>• Self-identity</li> <li>• Social competence</li> <li>• Immunizations for adolescents</li> <li>• Self-Image</li> <li>• Mood Swings</li> <li>• Reproductive Maturity</li> <li>• Kohlberg's Theory of Moral Development</li> <li>• Friendships &amp; Ideology</li> <li>• Analytic &amp; Abstract Thinking</li> <li>• Developmental Warning Signs</li> </ul> <p style="text-align: center;"><b>Class Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Describe the growth and development changes which occur during the three stages of adolescents.</li> <li>2. Identify age-specific physical assessment approaches for adolescents.</li> <li>3. Describe variations in nursing assessment procedures for adolescent patients.</li> <li>4. Recognize abuse and bullying considerations relevant to adolescents.</li> <li>5. Describe methods to explore gender role expectations with the adolescent.</li> <li>6. Develop attention to questions from the adolescent that are inquiries to explore varied sexual orientation.</li> <li>7. Establish an openness to cultural, spiritual and environmental influences experienced by the</li> </ol>	<p style="text-align: center;"><b>Due Dates:</b></p> <p>1. Attend Skills and Simulation Laboratories as Scheduled.</p> <p style="text-align: center;"><b>Examination:</b></p> <p>Be Prepared to meet Clinical Objectives and Assigned Activities.</p>	<p>child. <b><u>Adolescent Learning Activities:</u></b></p> <ol style="list-style-type: none"> <li>1. Respect privacy and follow related requests from the patient.</li> <li>2. Explore nutritional status and daily fluid intake.</li> <li>3. Obtain measurements including the body mass index (BMI).</li> <li>4. Review compliance with immunizations and safety issues related to potential community disorders.</li> <li>5. Inform the adolescent of assessment actions and explain the rationale.</li> <li>6. Focus on positive aspects of the individual.</li> <li>7. Assist the male and female adolescent to conduct self-breast examinations and provide the rationale.</li> <li>8. Address the adolescent's concerns directly.</li> <li>9. Use the correct words for anatomy.</li> <li>10. Incorporate cautions related to common causes of injury and death.</li> <li>11. Compare laboratory data obtained with physical findings.</li> <li>12. Develop alertness to substance abuse which may be an interest to the adolescent.</li> <li>13. Explore the use of standardized tools which may enhance the assessment process including standards from the American Academy of Pediatrics (AAP).</li> <li>14. Prepare a summary statement regarding the status of the adolescent utilizing appropriate terminology and documentation standards.</li> </ol>
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	adolescent. 8. Discuss potential hazards in rural/border environments such as chemicals, implements, and plants and wildlife which may alter adolescent growth and development.		
<b>Week 15</b> <b>Module 15</b>  Date 12/3/24	<b>Assessment of the Older Adult</b>  <b>Topics for Class Discussion:</b> <ul style="list-style-type: none"> <li>Common Changes Specific to Late Life</li> <li>Mnemonics to Assist Assessment (FANCAPES &amp; SPICES)</li> <li>Culturally Constructed Support</li> <li>Functional Assessment</li> <li>Activities of Daily Living</li> <li>Cognition</li> <li>Mood Assessment</li> <li>Diagnostic Data</li> </ul> <b>Objectives:</b>	<b>Due Dates:</b>  1. Attend Skills and Simulation, Laboratories as Scheduled.	<b>Learning Activities:</b>  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
	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.	Be Prepared to meet Clinical Objectives and Assigned Activities.  <b>Examination:</b> n/a	during the comprehensive assessment. 6. Review standardized tools to used when indicated during the assessment including: 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)

	<p>6. Understand the implications of deviations in key abnormal diagnostic laboratory values that can occur in the older adult.</p> <p>7. Identify precautions the nurse should take when interpreting laboratory values for the older adult.</p>		<p>II. Oars Multi-dimensional Functional Assessment Questionnaire (OMFAQ)</p> <p>III. ADL's</p> <p>IV. IADL's</p> <p>V. Resident Assessment Instrument (RAI)</p> <p>VI. OASIS C1</p> <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>9. Review Final Exam Blueprint</p>
<p><b>Week 16</b></p> <p><b>12/10/24</b></p>	<p><b>Finals Week:</b></p> <p>Demonstration of Comprehensive Assessment as Assigned</p>	<p><b>Comprehensive Final Examination</b></p>	

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## **Academic Integrity**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

## **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

## **Supportive Statement**

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a



supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

## Crosswalk of Course Objectives with TBON DEC's and AACN Essentials

Objectives	TBON DEC's	AACN Essentials
<b>MEMBER OF THE PROFESSION</b>	I-A 1-4; B 1, 2; D 1; II-D 1 a-c	VIII
1. Discuss the value of current literature related to designated biophysical and pathophysiological, advanced, health-care concepts.		
2. Incorporate standards of practice for the professional nursing role when providing holistic, culturally sensitive, evidence-based care for individuals and families who are critically ill or in life-threatening situations, such as disasters.	I-B 2; C 3; II-E 8, 9	II
3. Demonstrate responsibility for continued competence in nursing practice.	I B 4	III
4. Develop insight through reflection, self-analysis, self-care and life-long learning	I -B 5	VIII, IX
<b>PROVIDER OF PATIENT-CENTERED CARE</b>	II-A 1.a; C.1.a; F 1	II, III
5. Utilize a systematic process to analyze selected, advanced, health-care concepts across the life span.		
6. Describe and evaluate nursing management for selected, advanced, health-care concepts.	II-A 3.a, 4.a, b; C 4 a; E 5;	III, VII
7. Apply learned concepts to exemplars that reflect advanced health-care conditions (status).	II-B 1.b, 4; 3.a, b; E.2; F 2	I, III, IX
8. Analyze the interrelatedness of health-care concepts which support clinical judgments for optimum patient-care outcomes in patients across the life span.	II-B 6; C 6; G 1 a	I, III
9. Incorporate acquired knowledge and skills in addressing critical and life-threatening situations for individuals and communities.	II-B 5; C 1a., 2b;	I, III, VIII
10. Discuss desired actions, side effects, rationale, and nursing implications of pharmacological agents used in the care of patients with advanced health needs involving multiple body systems.	II-B 9; C 3; E 4a, 6a, 7, 12; G 3	I, II, III, VII
11. Create teaching, discharge, and referral plans for patients to facilitate adaptation to health needs involving multiple body systems.	I-A 1-4; B 1, 2; D 1; G 2a, b, 3 a; IV G 3a-c	I, II, III, VII
12. Discuss economic, cultural, and political issues influencing care of patients with advanced health needs.	IV-F 4	VI
<b>PATIENT SAFETY ADVOCATE</b>		
13. Use safety alerts and decision supports to prevent harmful occurrences to patients, families, and/or staff during the care of patients.	II-B 10; III-B 1, 2, 4; C	VII, IV, V

14. Recognize clinical conditions that require notification of EMS or Rapid Response Teams.	III-A1, 2, 3; B 4; C 2; D1; E 1, 2; F 1, 2	II, III,
15. Demonstrates safe use of monitoring devices, including the crash cart, AED, and/or LifePak.	IV-F 2 d, e;	V, VII, IX
16. Describe elements of disaster planning and preparedness activities in the community.	IV A 3, b; C 2; D 1	V, VII, IX
<b>MEMBER OF THE HEALTH CARE TEAM</b>		
17. Communicate issues related to exemplars for each concept to health-team members.	IV C 4 a, D 1, 3; E 1 a.; F 4 a	III & VI
18. Identify a variety of community resources that assist patients with advanced health problems.	IV A 5; B 2c; D 3; E2; F 1	V, VI, VII, IX
19. Employ collaborative communication principles when working with community groups and organizations to address disaster preparedness and prevention.	IV A 2, C 3; D 1, 3 a; E 1a, b, 3; F 4 a	V, VI, VII, IX