

Fayetteville State University
College of Basic and Applied Sciences
Department of Nursing
NURS 320: HEALTH ASSESSMENT ACROSS THE LIFE SPAN
Fall 2009

I. LOCATOR INFORMATION

Instructor: Indira Tyler, MS, RN
Course: NURS 320 – Health Assessment Across the Life Span
Office Location: Cook Hall, Room 209
Office Hours: TBA
Course Credit: 3 Credit Hours
Office Phone: 672-1930
Curriculum Level: Level III
Class Meets: Online
E-Mail: ityler@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account that is easily accessible via the Internet. The university has established email as the primary mode of communicating with enrolled students about impending deadlines, upcoming events, and other information important to student progression at the university.

Students are responsible for reading their email on a regular basis to remain aware of important information disseminated by the university. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Students making inquiries via email to FSU faculty and staff about academic records, grades, bills, financial aid, and other matters of confidential nature are required to use their FSU email account.

Rules and regulations governing the use of FSU email may be found at:
<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. COURSE DESCRIPTION:

This course prepares the student to conduct comprehensive health assessments. Emphasis is placed on the acquisition, processing and interpretation of data collected from clients of all ages. A physical, psychological, socio-cultural, and spiritual approach is used to assess the client and to incorporate consideration of the client's needs, state of wellness, developmental level, and response to life experiences. The campus laboratory experience consists of practice with clients.

PREREQUISITE:

Admission to the program

III. REHABILITATION ACT

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, we ask if you have a disability or think you have a disability to please make contact with the Center for Personal Development.

Located: Spaulding Building, Room 155 (1st Floor)

Coordinator: Mr. Fred Sapp

Telephone: (910) 672-1203

IV. REQUIRED TEXTBOOKS:

Jarvis, C. (2008). *Physical examination and health assessment* (5th ed.). Philadelphia: W. B. Saunders.

Jarvis, C. (2008). *Student laboratory manual for physical examination and health assessment* (5th ed.). Philadelphia: W. B. Saunders.

RECOMMENDED TEXTBOOKS:

Bickley, L. S. and Szilagy, P. G. (2003). *Bates' Guide to Physical Examination and History Taking* (8th ed.). Philadelphia: Lippincott, Williams, and Wilkins.

V. STUDENT LEARNING OUTCOMES AND PROFESSIONAL COMPETENCIES:

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

1. Describe the holistic physical, psychological, sociocultural, and spiritual assessment as it relates to the nursing process, the self-care requisites, and developmental levels, level of wellness, and life experiences.
2. Prepare a health history and interprets the data for health assessment. .
3. Conduct comprehensive health assessment in a laboratory setting for clients of various developmental levels, distinguishing between normal biological variations and abnormal findings, documenting findings in the nursing record.
4. Use data collected and recorded in health history and health assessment to determine nursing diagnoses, make decision to implement a nursing plan, including nursing interventions and client education, and evaluate outcomes.
5. Identify current research findings related to health assessment.
6. Explain the professional responsibilities of the nurse in performing health assessment, collaborating with other health team members and serving as a resource for the client in education and evaluation of self-care needs.

VI. COURSE REQUIREMENTS AND EVALUATION CRITERIA

Assignment	Possible Points/%	Description
Unit Examinations	35%	You will complete up to four (4) unit exams for a total of 35% of the course grade. Each exam will consist of 50 multiple choice questions. A test plan will be provided at least one week prior to the exam. Exam content may be from assigned readings, discussion board questions, and online chats.
Final Comprehensive Examination	25%	You will complete a final comprehensive exam. The exam will consist of 75 items. The questions will be multiple choice questions.
Quizzes	15%	You will complete four (4) quizzes for a total of 15% of the course grade. Quiz content is based on the topics/content presented.
Discussion Board	10%	Designed to assist you with mastering course content and to receive additional support in challenging concepts, discussion board exercises are required and will be 10% of the course grade. Please note that the Discussion Board assignments coincide with the weekly topics. Discussion board participation is interactive and a dynamic process.
Pathophysiology Case Study	15%	A case study (Client Scenario) will be assigned to you. You will present the case in powerpoint format to your classmates. The presentation will be posted in discussion board. A grading rubric will be utilized to guide the presentation.

Grading Scale for the Department of Nursing

A	93 – 100
B	85 – 92
C	78 – 84
D	70 – 77
F	≤ 69

Preparation of written work should contribute to clear communication. All work should be typewritten, following guidelines of the Publication Manual of the American Psychological Association (6th edition), 2009. A cover page and reference page should be included. References should include journals and books other than the ones listed in nursing course textbooks. The APA Manual may be purchased in FSU's Bookstore.

Good writing is an art and craft. Correct grammar facilitates clear communication. Ideas should be developed clearly and logically. Papers with numerous grammatical errors, poor sentence structure, and improper documentation can lose points. A writing center is available on campus if a student needs assistance. All work is expected to be turned in on time.

REVISION OF GRADES – STUDENT RESPONSIBILITIES

The following revisions become effective on August 16, 2007.

WN GRADE DISCONTINUED:

- **WN - Withdrawal due to non-attendance - discontinued, effective August 16, 2007.**

STUDENTS: Do not expect faculty to withdraw you for non-attendance. Drop or withdraw* from classes according to the deadlines published in the catalog. **See warning below about class withdrawals.*

NEW TYPE OF GRADE: INTERIM GRADES – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

- **INTERIM GRADE X = NO SHOW** – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw* from it. **See warning below about class withdrawals.* If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)

- **INTERIM GRADE EA = EXCESSIVE ABSENCES** - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

STUDENTS: Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. **See warning below about class withdrawals.*

NEW FINAL GRADE:

- **FN = FAILURE DUE TO NON-ATTENDANCE** – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

STUDENTS: You must attend (or withdraw* from) all the classes for which you are enrolled.

**See warning below about class withdrawals.*

WARNING ABOUT CLASS WITHDRAWALS:

- **When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.**
- **If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.**
- **STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!**

Dishonesty In Academic Affairs See FSU Handbook www.uncfsu.edu/policy/policies

VII. ACADEMIC SUPPORT RESOURCES

Academic support resources available in this class are Smarthinking and University College Learning Center.

VIII. COURSE OUTLINE, ASSIGNMENT SCHEDULE, BIBLIOGRAPHY - SEE BELOW.

IX. TEACHING STRATEGIES

- Discussion board, questioning techniques
- Guided and independent practice sessions
- Group and Role playing activities
- Audio-visual aids

X. DISCLAIMER

This syllabus is subject to change. Any change that is made will be provided to the student in writing.

**FAYETTEVILLE STATE UNIVERSITY
DEPARTMENT OF NURSING
HEALTH ASSESSMENT TEACHING OUTLINE**

UNIT 1: Health Assessment and the Nursing Process, Critical Thinking-Decision Making
COURSE OUTCOMES: 1, 6

Unit Outcomes	Content Outline	Teaching Strategies/Learning Outcomes	Web Links	Evaluation
<p>By the end of the unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the characteristics of diagnostic reasoning, the nursing process, and critical thinking. 2. Describe the concept of health and the evolving definition of health. 3. Use pertinent data about the person's development, physical condition, psychosocial state, and culture to diagnose health status. 4. Describe developmental milestones for each phase of the lifecycle. 5. Utilize age-specific charts for periodic health examination. 	<ol style="list-style-type: none"> 1. Assessment – Point of Entry in an Ongoing Process. 2. Using a Conceptual Framework to Guide Nursing Practice. 3. Expanding the Concept of Health 4. Collecting Four Types of Data. 5. Assessment throughout the Life Cycle 6. Identify developmental states through the life span. 7. Developmental Screening Tests 8. Basic Characteristics of Culture 9. Cultural Values 10. Religious Beliefs and 	<ol style="list-style-type: none"> 1. Lecture 2. Study Guide See Jarvis, Chapters 1, 2, and 3 3. The Hassles and Uplifts Scale 4. Case Studies 	<p>http://elvolve.elsevier.com/Jarvis</p>	<p>Interactive Exercises Examinations Case Studies</p>

<p>6. Describe counseling methods for health promotion and identify risk factors for each age group.</p> <p>7. Discuss the characteristics of culture and cultural dimensions of health care.</p>	<p>Practices</p> <p>11. Health-Related Beliefs and Practices</p> <p>12. Transcultural expression of Illness</p> <p>13. Cultural Assessment</p>			
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**FAYETTEVILLE STATE UNIVERSITY
DEPARTMENT OF NURSING
HEALTH ASSESSMENT TEACHING OUTLINE**

**UNIT II: The Interview and Health History
COURSE OUTCOMES: 1, 2**

Unit Outcomes	Content Outline	Teaching Strategies/Learning Outcomes	Web Links	Evaluation
<p>By the end of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the process of communication 2. Utilize techniques of interviewing with consideration of individuals of different ages, those with special needs, and for culturally diverse people. 3. Utilize the elements of a complete health history and to record the history accurately. 	<ol style="list-style-type: none"> 1. The Process of communication 2. Techniques of communication 3. Interviewing people with special needs, cross-cultural communication, and overcoming communication barriers 4. The Health History 	<ol style="list-style-type: none"> 1. Lecture 2. Case Study 3. Obtain a health history and record information accurately 	<p>http://elvolve.elsevier.com/Jarvis</p>	<p>Interactive Exercises Unit examination Abbreviated Health History</p>

**FAYETTEVILLE STATE UNIVERSITY
DEPARTMENT OF NURSING
HEALTH ASSESSMENT TEACHING OUTLINE**

UNIT III: General Survey, Assessment of Skin, Hair, and Nails

COURSE OUTCOMES: 3, 4, 5

Unit Outcomes	Content Outline	Teaching Strategies/Learning Outcomes	Web Links	Evaluation
<p>By the end of the unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe assessment techniques. 2. Discuss the items of equipment needed to complete a physical examination with consideration for age-specific modifications of individuals throughout the life cycle. 3. Discuss the method of gathering data for a general survey. 4. Discuss the structure and function of pain pathways 5. Discuss the structure and function of skin and its appendages. 	<ol style="list-style-type: none"> 1. Cultivating the senses. 2. Identify the clinical setting 3. Objective Data: general survey, measurement, vital signs 4. Subjective Data: Pain assessment 5. Objective Data: preparation, joints, muscle/skin, abdomen, nonverbal behaviors of pain 6. Subjective Data: Health History Questions 7. Objective Data: Skin, Hair, Nails 	<ol style="list-style-type: none"> 1. Lecture 2. Case Study 3. Case Study Exercises 4. Equipment used in PE; Techniques and Procedures for the Skin, Hair and Nails 	<p>http://elvolve.elsevier.com/Jarvis</p> <p>http://coursewareobjects.elsevier.com/objects/elr/Jarvis4e/promotionguides/guide_001.pdf</p> <p>http://www.meddean.luc.edu/lumen/meded/medicine/pulmonar/pd/pstep76.htm go to: skin exam nail exam</p>	<p>Interactive Exercises Unit Examination Case Study Exercise</p>

**FAYETTEVILLE STATE UNIVERSITY
DEPARTMENT OF NURSING
HEALTH ASSESSMENT TEACHING OUTLINE**

**UNIT IV: Assessment of the Head, Neck, Eye, and Ear
COURSE OUTCOMES: 3, 4, 5**

Unit Outcomes	Content Outline	Teaching Strategies/Learning Outcomes	Web Links	Evaluation
<p>By the end of the unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the location and function of the structures in the head and neck. 2. Discuss the structures and function of the external and internal components of the eyes. 3. Discuss the structure and function of the ears. 4. Complete an examination with consideration for age-specific modifications of individuals throughout the life cycle. 	<ol style="list-style-type: none"> 1. Subjective Data: Health History Questions 2. Objective Data: Assessment of the head, neck, and regional lymphatics 3. Objective Data: Assessment of the eyes 4. Objective Data: Assessment of the ears 	<ol style="list-style-type: none"> 1. Lecture 2. Case Study 3. Audio: Head and Neck 4. CD-ROM: Equipment used in PE; Techniques and Procedures for the Head and Neck 	<p>http://elvolve.elsevier.com/Jarvis</p> <p>http://www.meddean.luc.edu/lumen/meded/medicine/pulmonar/pd/pstep7.htm</p> <p>http://www.meddean.luc.edu/lumen/meded/medicine/pulmonar/pd/pstep23.htm</p> <p>http://www.meddean.luc.edu/lumen/meded/medicine/pulmonar/pd/pstep24.htm</p> <p>http://www.meddean.luc.edu/lumen/meded/medicine/pulmonar/pd/pstep95.htm</p> <p>http://www.meddean.luc.edu/lumen/meded/medicine/pulmonar/pd/pstep17.htm</p>	<p>Interactive Exercises Case study Unit Examination</p>

**FAYETTEVILLE STATE UNIVERSITY
DEPARTMENT OF NURSING
HEALTH ASSESSMENT TEACHING OUTLINE**

**UNIT IV: Assessment of the Thorax, Lungs, and Abdomen
COURSE OUTCOMES: 3, 4, 5**

Unit Outcomes	Content Outline	Teaching Strategies/Learning Outcomes	Web Links	Evaluation
<p>By the end of the unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the structure and function of the thorax and lung. 2. Discuss the structure and function of the abdomen. 3. Complete an examination with consideration for age-specific modifications of individuals throughout the life cycle. 	<ol style="list-style-type: none"> 1. Subjective Data: Health History Questions 2. Objective Data: Assessment of the Posterior Chest and the Anterior Chest 3. Objective Data: Assessment of the Abdomen 	<ol style="list-style-type: none"> 1. Lecture 2. Study Guide 3. Audio: Thorax and Lungs; Abdomen 4. CD-ROM: Equipment used in PE; Techniques and Procedures for the Thorax, Lungs, and Abdomen 	<p>http://elvolve.elsevier.com/Jarvis</p> <p>http://www.meddean.luc.edu/lumen/med/medicine/pulmonar/pdself/menu_f.htm</p> <p>go to: lungs and abdomen exam</p>	<p>Interactive Exercises Case study Unit Examination</p>

**FAYETTEVILLE STATE UNIVERSITY
DEPARTMENT OF NURSING
HEALTH ASSESSMENT TEACHING OUTLINE**

**UNIT IV: Assessment of the Cardiovascular and Peripheral Vascular System
COURSE OUTCOMES: 3, 4, 5**

Unit Outcomes	Content Outline	Teaching Strategies/Learning Outcomes	Web Links	Evaluation
<p>By the end of the unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the structure and function of the cardiovascular and peripheral vascular systems. 2. Complete an examination with consideration for age-specific modifications of individuals throughout the life cycle. 	<ol style="list-style-type: none"> 1. Subjective Data: Health History Questions 2. Objective Data: Assessment of the Neck Vessels and Precordium 3. Objective Data: Assessment of the Peripheral Vascular System 	<ol style="list-style-type: none"> 1. Lecture 2. Case Study 3. Audio: Heart and Murmurs 4. CD-ROM: Equipment used in PE; Techniques and Procedures for the Heart, Neck Vessels, and Peripheral Vascular System 	<p>http://elvolve.elsevier.com/Jarvis</p> <p>http://www.meddean.luc.edu/lumen/meded/medicine/pulmonar/pdself/menu_f.htm</p> <p>go to: heart/vascular exam</p>	<p>Interactive Exercises Case study Unit Examination</p>

**FAYETTEVILLE STATE UNIVERSITY
DEPARTMENT OF NURSING
HEALTH ASSESSMENT TEACHING OUTLINE**

UNIT IV: Assessment of the Musculoskeletal System

COURSE OUTCOMES: 3, 4, 5

Unit Outcomes	Content Outline	Teaching Strategies/Learning Outcomes	Web Links	Evaluation
<p>By the end of the unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the structures and function of the various joint in the body. 2. Describe the normal ranges of motion of the joints. 3. Complete an examination with consideration for age-specific modifications of individuals throughout the life cycle. 	<ol style="list-style-type: none"> 1. Subjective Data: Health History Questions 2. Objective Data: Assessment of the Musculoskeletal System 	<ol style="list-style-type: none"> 1. Lecture 2. Case study 3. Audio: Musculoskeletal 4. CD-ROM: Equipment used in PE; Techniques and Procedures for the Musculoskeletal System 	<p>http://elvolve.elsevier.com/Jarvis</p> <p>http://www.meddean.luc.edu/lumenn/meded/medicine/pulmonar/pdsel/f/menu_f.htm</p> <p>go to: musculoskeletal exam</p>	<p>Interactive Exercises Case study Unit Examination</p>

**FAYETTEVILLE STATE UNIVERSITY
DEPARTMENT OF NURSING
HEALTH ASSESSMENT TEACHING OUTLINE**

**UNIT IV: Assessment of the Neurologic System
COURSE OUTCOMES: 3, 4, 5**

Unit Outcomes	Content Outline	Teaching Strategies/Learning Outcomes	Web Links	Evaluation
<p>By the end of the unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the structure and function of the components of the neurologic system including cranial nerves, cerebella system, motor system, sensory system, and reflexes. 2. Complete an examination with consideration for age-specific modifications of individuals throughout the life cycle. 	<ol style="list-style-type: none"> 1. Subjective Data: Health History Questions 2. Objective Data: Assessment of the Central Nervous System 	<ol style="list-style-type: none"> 1. Lecture 2. Study Guide 3. Audio: Neurological 4. CD ROM: Equipment used in PE; Techniques and Procedures for the Cranial Nerves, Motor System, Sensory System, and Reflexes 	<p>http://elvolve.elsevier.com/Jarvis</p> <p>http://www.meddean.luc.edu/lumen/meded/medicine/pulmonar/pdself/menu_f.htm</p> <p>go to: neurological exam</p>	<p>Interactive Exercises Case study Unit Examination</p>

**FAYETTEVILLE STATE UNIVERSITY
DEPARTMENT OF NURSING
HEALTH ASSESSMENT TEACHING OUTLINE**

**UNIT IV: Assessment of the Male/Female Reproductive Systems
COURSE OUTCOMES: 3, 4, 5**

Unit Outcomes	Content Outline	Teaching Strategies/Learning Outcomes	Web Links	Evaluation
<p>By the end of the unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the structure and function of the breast. 2. Discuss the structure and function of the male genitalia 3. Discuss the structure and function of the female genitalia. 4. Discuss implications of an examination with consideration for age-specific modifications of individuals throughout the life cycle. 	<ol style="list-style-type: none"> 1. Subjective Data: Health History Questions 2. Objective Data: Assessment of the Breast, and Male/Female Genitalia 	<ol style="list-style-type: none"> 1. Lecture 2. Study Guide 3. Audio: Breasts and Reproductive 4. CD ROM: Equipment used in PE; Techniques and Procedures for the Breasts, Penis, Scrotum, Hernia, Inguinal Lymph Nodes, and External/Internal Female Genitalia 	<p>http://elvolve.elsevier.com/Jarvis</p> <p>http://www.meddean.luc.edu/lumen/meded/medicine/pulmonar/pdself/menu_f.htm</p> <p>go to: male/female GU</p>	<p>Interactive Exercises Case study Unit Examination</p>

**FAYETTEVILLE STATE UNIVERSITY
DEPARTMENT OF NURSING
HEALTH ASSESSMENT TEACHING OUTLINE**

UNIT IV: Assessment of the Male/Female Reproductive Systems

COURSE OUTCOMES: 3, 4, 5

Unit Outcomes	Content Outline	Teaching Strategies/Learning Outcomes	Web Links	Evaluation
<p>By the end of the unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the structure and function of the anus and rectum. 2. Discuss implications of an examination with consideration for age-specific modifications of individuals throughout the life cycle. 	<ol style="list-style-type: none"> 1. Subjective Data: Health History Questions 2. Objective Data: Assessment of the Anus and Rectum 	<ol style="list-style-type: none"> 1. Lecture 2. Study Guide 3. Laboratory: Equipment used in PE; Techniques and Procedures for the Anus and Rectum 	<p>http://elvolve.elsevier.com/Jarvis</p> <p>http://www.meddean.luc.edu/lumen/meded/medicine/pulmonar/pdself/menu_f.htm</p> <p>go to: male/female Head to Toe</p>	<p>Interactive Exercises Case study Unit Examination</p>

**FAYETTEVILLE STATE UNIVERSITY
DEPARTMENT OF NURSING
EVALUATION TOOL FOR HEALTH ASSESSMENT
PERFORMANCE EXAMINATION**

A. INTERVIEW SKILLS (Expected Behaviors)	YES (2)	NO (0)	COMMENTS
I. Introduced Self			
II. Explained who (s)he is			
III. Identified Chief Complaint/Duration			
IV. CHARACTERIZED HPI	X	X	
A. Onset			
B. Duration			
C. Setting			
D. Location			
E. Quality			
F. Quantity			
G. Associated Symptoms			
H. Alleviating Factors			
I. Aggravating Factors			
J. Significant Negatives (ROS)			
K. Pertinent Past History related to CC			
L. Pertinent Psychosocial History r/t CC			
M. Pertinent Family History r/t CC			
V. INTERVIEW SKILLS	X	X	
A. Appeared Confident			
B. Dressed Appropriately			
C. Used Appropriate Interview Skills			
D. Used Language on level of the client			
E. Directed the Interview			
F. Interacted w/o distraction			
G. Terminated Appropriately	X	X	
1. Summarizing			
2. Giving information/direction			
TOTAL POINTS			46 POINTS POSSIBLE

THE PHYSICAL EXAMINATION

BEHAVIOR	TECHNIQUE (2)	DESCRIPTIVE EXPLANATION (1)	COMMENTS
I. SKIN	X	X	
A. INSPECT AND PALPATE		X	
1. Color	X		
2. Edema	X		
3. Lesions	X		
4. Moisture	X		
5. Pigmentation	X		
6. Temperature	X		
7. Texture	X		
8. Thickness	X		
9. Turgor/ Mobility	X		
10. Vascularity	X		
B. INSPECT AND PALPATE NAILS		X	
1. Angle	X		
2. Color	X		
3. Mobility	X		
4. Shape	X		
TOTAL POINTS			18 PTS. POSSIBLE

BEHAVIOR	TECHNIQUE (2)	DESCRIPTIVE EXPLANATION (1)	COMMENTS
II. HEAD	X	X	
A. INSPECT		X	
1. Hair	X		
2. Scalp	X		
3. Skull	X		
B. PALPATE		X	
1. Hair	X		
2. Scalp/skull	X		
C. INSPECT FACE	X		
D. PALPATE SINUSES	X	X	
1. Frontal Sinuses			
2, Maxillary Sinuses			
E. TRANSILLUMINATE SINUSES			
F. INSPECT NOSE	X	X	
1. Externally	X		
2. Internally, using otoscope			
G. INSPECT MOUTH		X	
1. Lips	X		
2. Buccal Mucosa	X		
3. Gums	X		
4. Teeth	X		
5. Soft Palate	X		
6. Hard Palate	X		
7. Tongue	X		
8. Parotid Ducts	X		
9. Submandibular Ducts	X		
10. Uvula	X		
11. Pharynx	X		
12. Tonsils	X		
TOTAL POINTS			37 PT. POSSIBLE

BEHAVIOR	TECHNIQUE (2)	DESCRIPTIVE EXPLANATION (1)	COMMENTS
III. EARS	X	X	
A. HEARING EXAMINED	X	X	
1. Gross Hearing			
2. Weber Test			
3. Rinne Test			
B. EXTERNAL EAR EXAMINED	X	X	
1. Inspected	X		
2. Palpated			
C. OTOSCOPIC EXAMINATION			
1. Canal	X		
2. Cone of Light (location)	X		
3. Tympanic Membrane	X		
4. Malleus: a. Umbo b. Handle c. Short Process	X		
5. Pars Tensa	X		
6. Pars Flaccida	X		
7. Folds-Anterior and Posterior	X		
TOTAL POINTS			23 PTS. POSSIBLE

BEHAVIOR	TECHNIQUE (2)	DESCRIPTIVE EXPLANATION (1)	COMMENTS
IV. EYES	X	X	
A. INSPECT	X	X	
1. Eyebrows	X		
2. Eyelids	X		
3. Lacrimal Apparatus			
4. Conjunctiva			
5. Sclera			
6. Cornea			
7. Lens			
8. Iris	X		
B. VISUAL ACUITY TEST (SNELLEN)			
C. PERIPHERAL VISION TESTED			
D. EOM TESTED			
E. PUPILS TESTED	X	X	
1. Size	X		
2. Shape	X		
3. Direct Reaction to Light			
4. Consensual Reaction			
5. Accommodation			
F. FUNDOSCOPIC EXAMINATION		X	
1. Red reflex located	X		
2. Optic disc located	X		
3. Physiologic Cup;	X		
4. Vessels	X		
5. Background	X		
6. Macula	X		
TOTAL POINTS			40 PTS. POSSIBLE

BEHAVIOR	TECHNIQUE (2)	DESCRIPTIVE EXPLANATION (1)	COMMENTS
V. NECK	X	X	
A. INSPECT/PALPATE NECK	X		
1. Trachea			
2. Thyroid			
3. Carotid Arteries			
B. PALPATE LYMPH NODES	X	X	
1. Preauricular			
2. Post auricular			
3. Occipital			
4. Tonsillar			
5. Submental			
6. Submaxillary			
7. Superficial Cervical			
8. Deep Cervical			
9. Supraclavicular			
C. AUSCULTATE CAROTID ARTERIES			
TOTAL POINTS			40 PTS. POSSIBLE

BEHAVIOR	TECHNIQUE (2)	DESCRIPTIVE EXPLANATION (1)	COMMENTS
VI. THORAX AND LUNGS	X	X	
A. INSPECT	X	X	
1. Rate and rhythm			
2. A:P Ratio/Shape/Size	X		
B. PALPATE	X	X	
1. Tactile Fremitus	X	X	
a. Anterior Chest-3 sites bilaterally			
b. Posterior Chest-4 sites bilaterally			
2. Respiratory Expansion	X	X	
a. Anterior Chest			
b. Posterior Chest			
C. PERCUSS	X	X	
1. Lung Fields	X		
a. Anterior Chest-6 sites bilaterally			
b. Posterior Chest-7 sites bilaterally			
2. Diaphragmatic Excursion			posterior chest only
D. AUSCULTATE	X	X	
1. Lung Fields	X	X	
a. Anterior Chest-6 sites bilaterally			
b. Posterior Chest-7 sites bilaterally			
2. Vocal Fremitus Anterior Chest 6sites Posterior Chest 7 sites bilaterally			
3. R/O Bronchophony, Egophony, and Whispered Pectoriloquy			
TOTAL POINTS			37 PTS. POSSIBLE

BEHAVIOR	TECHNIQUE (2)	DESCRIPTIVE EXPLANATION (1)	COMMENTS
VII. HEART AND CARDIOVASCULAR	X	X	
A. BLOOD PRESSURE OBTAINED			
B. INSPECT ANTERIOR CHEST	X		
C. PALPATE PRECORDIUM			
1. Right 2 ICS (Aortic area)			
2. Left 2 ICS (Pulmonic area)			
3. (L) Sternal Border (3,4, 5, ICS) [Ventricular area]			
4. Apex (mitral/ PMI--4,5 ICS)			
5. Epigastric Area (subxiphoid)			
D. AUSCULTATE	X		
1. Heart rate and rhythm (PMI)			
2. Right 2 ICS (aortic)			
3. Left 2 ICS (pulmonic)			
4. LLSB (tricuspid) [3 points]			
5. Apex (mitral)			
6. Described S1, S2, S3,S4, Extra Sounds, Murmurs	X		
7. POSITION	X	X	
a. Supine			
b. Left Lateral			
c. Upright/sitting			
8. EQUIPMENT USE	X	X	
a. Bell			
b. Diaphragm			
D. MEASURED JUGULAR VENOUS DISTENTION/PRESSURE			
TOTAL POINTS			57 PTS. POSSIBLE

BEHAVIOR	TECHNIQUE (2)	DESCRIPTIVE EXPLANATION (1)	COMMENTS
VII. HEART AND CARDIOVASCULAR	X	X	
E. PERIPHERAL PULSES EVALUATED	X	X	
A. Brachial			
B. Radial			
C. Femoral			
D. Popliteal			
E. Dorsalis Pedis			
F. Posterior Tibialis			
TOTAL POINTS			18 PTS. POSSIBLE

BEHAVIOR	TECHNIQUE (2)	DESCRIPTIVE EXPLANATION (1)	COMMENTS
VIII. BREASTS (AS IF FOR FEMALE)	X	X	
A. INSPECT			4 POSITIONS
B. PALPATE	X	X	Bilateral
1. Breast			Client Teaching
a. Nipple			
b. Axillae			
2. Lymph Nodes	X	X	
a. Pectoral			
b. Subscapular			
c. Lateral Axillary			
d. Central Axillary			
e. Supraclavicular	X	X	See Neck Exam
f. Infraclavicular			
TOTAL POINTS`			27 PTS. POSSIBLE

BEHAVIOR	TECHNIQUE (2)	DESCRIPTIVE EXPLANATION (1)	COMMENTS
IX. ABDOMEN	X	X	
A. INSPECT			
B. AUSCULTATE	X	X	
1. All Quadrants			
2. Aorta			
3. Renal Arteries			
4. Iliac Arteries			
5. Femoral Arteries			
C. PERCUSS	X	X	
1. All Quadrants			
2. Spleen			
3. Liver Span (2 sites)			
D. PALPATE	X	X	
1. Light Palpation	X	X	
a. All Quadrants			
b. Inguinal Lymph Nodes			
2. Deep Palpation	X	X	
a. All Quadrants			
b. Liver			Bimanual or hooking
c. Spleen			
d. Kidneys (includes CVA tenderness)			
TOTAL POINTS			45 PTS. POSSIBLE

BEHAVIOR	TECHNIQUE (2)	DESCRIPTIVE EXPLANATION (1)	COMMENTS
X. MUSCULOSKELETAL	X	X	
A. SPINE AND BACK	X	X	
1. Inspect			
2. Palpate			General and spinous processes.
*a. CVA Tenderness checked			*See also abdomen
3. ROM			
B. JOINTS: INSPECT/PALPATE/ROM	X	X	
1. Temporomandibular joint			
2. Neck			
3. Shoulders			
4. Elbows			
5. Wrists			
6. Fingers			
7. Hips			
8. Knees			
9. Ankles			
10. Toes			
TOTAL POINTS			42 PT. POSSIBLE

BEHAVIOR	TECHNIQUE (2)	DESCRIPTIVE EXPLANATION (1)	COMMENTS
XI. NEUROLOGIC	X	X	
A. CEREBRAL FUNCTION	X	X	
1. Orientation			
2. Memory (short and long term)			
3. Judgment			
4. Abstract Reasoning			
B. MOTOR/MUSCLE STRENGTH	X	X	
1. Walk/Gait	X	X	
a. Gait			
b. Tandem walking			
c. Walk on toes			
d. Hop in place			
e. Shallow knee bend			
2. Romberg (may combine w/pronator drift).			
3. Grip			
4. Pronator Drift			
5. Flexion/Extension of elbow			
6. Hands over head			
7. Abduction of fingers			
8. Hip abduction/adduction			
9. Knee flexion/ extension			
10. Ankle dorsiflexion/ Plantar			
C. COORDINATION			
1. Point to point (finger to thumb)			
2. RAM (leg-hand pat)			
3. Finger to nose			
4. Tandem Gait	X	X	See above

5. Hop in Place	X	X	See above
D. SENSORY PERCEPTION	X	X	
1. Pain			
2. Temperature			
3. Light Touch			
4. Vibration			
5. Position			
6. Stereognosis			
7. Graphesthesia			
E. DEEP TENDON REFLEXES	X	X	
1. Biceps			
2. Triceps			
3. Supinator			
4. Patellar			
5. Achilles			
6. Plantar/Babinski			
7. Clonus			
8. Abdominal			
F. CRANIAL NERVES	X	X	
1. CN I: Olfactory			
2. CN II: Optic	X	X	
a. Snellen	X		
b. Visual Fields			
3. CN III: Oculomotor	X	X	
a. Pupil constriction	X		
b. Accommodation	X		
c. EOM	X		
d. Eyelid Opening			
4. CN IV: Trochlear (EOM)	X		
5. CN V: Trigeminal	X	X	

a. Motor Function	X	X	
1. Temporal Muscles			bilateral
2. Masseter Muscles			bilateral
a. Sensory Function	X	X	
1. Pain			
2. Temperature			
3. Light Touch			
4. Corneal Reflex			
6. CN VI: Abducens (EOM)	X		
7. CN VII: Facial	X	X	
a. Raise eyebrows			
b. Frown			
c. Close eyes tightly and resist opening.			
d. Show teeth			
e. Smile			
f. Puff out cheeks			
g. Identify taste of item(anterior 2/3 of tongue)			
8. CN VIII: Acoustic (Gross hearing and Romberg)	X		
9. CN IX and X: Glossopharyngeal and Vagus	X	X	
a. Gag reflex			
b. Palate lift			
c. Voice			
d. Swallow			
10. CN XI: Spinal Accessory	X	X	
a. Sternomastoid muscle			
b. Trapezius muscle			
11. CN XII: Hypoglossal	X	X	
a. Inspect symmetry			

b. Inspect movement			
c. Taste: posterior 1/3 of tongue			
TOTAL POINTS			187 PTS. POSSIBLE

BEHAVIOR	YES (2)	NO (0)	COMMENTS
EXAMINER CHARACTERISTICS	X	X	
I. SYNTHESIS OF KNOWLEDGE	X	X	
A. Competence			Procedure/technique
B. Body Functions			Normal values/function
C. Common Variances			Gender/ethnic
D. Common Abnormal Findings			
II. INTERACTION WITH CLIENT			Use of therapeutic communication.
III. ORGANIZED/SEQUENTIAL			Exhibit confidence
TOTAL POINTS`			12 PTS. POSSIBLE

PART II; WRITTEN HEALTH ASSESSMENT EVALUATION

FINDINGS	POSSIBLE POINTS	POINTS EARNED	COMMENTS
I. DATE/TIME	2		
II. CLIENT PROFILE	4		
III. CHIEF COMPLAINT/DURATION	2		
IV. HPI	26		
V. WRITTEN PHYSICAL EXAMINATION	X		
a. General Overview/Vs	4		
b. HEENT	8		
c. Respiratory (Thorax and Lungs)	4		
d. Abdominal	4		
e. Cardiovascular	4		
f. Breasts	4		
g. Musculoskeletal	4		
h. Neurological	4		
i. Skin	4		
2. Written Evaluation	X	X	
a. Sequential and Organized	10		
b. Appropriate Use of Terms	20		
c. Clarity	10		
d. Nursing Diagnosis	10		
TOTAL POINTS			124 PTS. POSS.

FINAL GRADE TALLY

PART A: INTERVIEW SKILLS, APPROACH TO PE: _____

PART B: PHYSICAL EXAMINATION _____

PART C: WRITTEN FINDINGS _____

TOTAL POINTS (pos) _____

FINAL GRADE (TP/) _____

NURSING 320
FAYETTEVILLE STATE UNIVERSITY
EQUIPMENT AND SUPPLIES

I have read and fully understand the equipment and supplies policy for the GENERIC or RN-BSN program. I assume all responsibility for any equipment checked out solely or jointly in my name. I understand that final course grades will be withheld until all equipment/supplies are returned to the nursing course coordinator in the same condition as when it was checked out. I will assume the financial responsibility or replacing any lost or damaged equipment/supplies signed out in my name while enrolled in the nursing program.

EQUIPMENT: Otoscope
 Ophthalmoscope
 BP Cuff
 Tape Measure
 Reflex Hammer
 Hand held Reading Card
 Tuning Fork
 Rulers
 Supplies

Checked out by: _____ **Date:** _____

Returned date: _____

Nursing Skills Laboratory Coordinator: _____

TEACHING STRATEGIES

THIS IS A WEB-BASED COURSE through Blackboard
Lecture, discussion, questioning techniques.
Guided and independent laboratory practice sessions.
Role playing activities
Audio-visual aids
Computer assisted instruction

- IV. **PAST HISTORY (PH)** gives an overview of the client's health status since birth. **Usually listed** with each of the subcomponents identified. Items are listed in reverse chronology. Allergies include environmental, medications, and foods. Immunizations cover childhood immunizations (which you should list since they are different for different age groups) as well as adult/repeat immunizations (Hepatitis B, Tetanus, Rubella, PneumoVax, Influenza, etc.). Immunizations should include the date of the last immunization.

An example of a presentation of medical or surgical history is as follows:

1994	TAH	Duke Hospital, Durham, NC	No complications
(Date)	Procedure)	(Location)	(Outcome/complications)

Medications are listed as Name, amount taken (dose), route, and frequency.

Ex. Tylenol 650 mg. Po. q4h.

Content of this are includes:

- | | | |
|---|--------------------------|------------------------|
| A. Medical | E. Allergies | H. Transfusions |
| B. Surgical | F. Injuries, Accidents | I. Childhood Illnesses |
| C. Medication—Prescription
Over-the Counter/GQ | G. Disability/Handicaps | J. Immunizations |
| | H. Communicable Diseases | |

- V. **FAMILY HISTORY (FH)** includes major health and genetic disorders. The family history should include information on parents, grandparents, aunts, uncles, siblings, spouse, and children. It may be presented in a narrative or genogram (pedigree) format (**although genogram is preferred**). A complete family history presentation includes negative disease history, the genogram and a legend.

The following disorders are usually included: diabetes, heart disease, hypercholesterolemia, high blood pressure (HTN), stroke (CVA), kidney disease, tuberculosis (TB), cancer (CA), arthritis, anemia, allergies, asthma, headaches (HA), epilepsy, mental illness, alcoholism (EtOH), drug addition, psychiatric difficulties, and symptoms like those of the client.

GENOGRAMS: A tool used to show relationships, ages, and health of the family members. Common standard symbols are as follows:

- VI. **SOCIAL HISTORY (SH):** Provides a picture of the clients relationships, daily activities, work, important life experiences, etc. that could potentially affect the health status of the client. The information is usually **listed with each subheading identified**. For such components as alcohol intake, you need to be specific about the frequency and the amount consumed. The presentation usually includes a 24 hour recall of a typical day for the client.

- | | | |
|---------------------|-------------------------------|---|
| A. Alcohol Intake | F. Work Environment | K. Education |
| B. Tobacco Use | G. Home Environment | L. Economic Status |
| C. Drug Use | H. Physical/Psychosocial | M. Military Service |
| D. Sexual Practices | I. Hobbies/Leisure Activities | N. Religion |
| E. Travel History | J. Stress | O. Ethnic Background |
| | P. Roles and Relationships | Q. Characteristic Pattern of Daily Living |

VII. HEALTH MAINTENANCE ACTIVITIES: some books call this current health status. This content is usually presented in a **list format**. The section reviews activities that are incorporated in the person's lifestyle that promote healthy living. Sleep should be described to include the number of hours, interruptions, and things that help. Diet includes a 24-hour recall. Health checkups includes medical, dental, vision, and any special checkups relevant to the person. Include recent screening tests and results. It also includes SBE (self breast exam), STE (self testicular exam), Skin examination.

- | | |
|-------------|--------------------------|
| A. Sleep | D. Stress management |
| B. Diet | E. Use of safety devices |
| C. Exercise | F. Health checkups |

VII. REVIEW OF SYSTEMS: a head to toe look at the client from the client's perspective. Starts with a statement about the client's perceptions of any general changes in appearance and general response to "how I feel". This is subjective data. The data is usually present with each subhead identified and then a descriptive statement of findings. You report what the client states, or you say that the "client denies . . ."

- | | | |
|---------------------|---------------------|------------------------------|
| A. General | H. Mouth | O. Musculoskeletal |
| B. Neurological | I. Throat/Neck | P. Reproductive |
| C. Psychological | J. Respiratory | Q. Nutrition |
| D. Skin | K. Cardiovascular | R. Endocrine |
| E. Eyes | L. Breasts | S. Hematological/Lymph Nodes |
| F. Ears | M. Gastrointestinal | T. Psychiatric |
| G. Nose and Sinuses | N. Urinary | |

COURSE OUTLINE AND ASSIGNMENT SCHEDULE

DATE	TOPIC	ASSIGNED READINGS
Wk 1	C/L: Course Overview/Health Assessment and the Nursing Process, Critical Thinking-Decision Making Cultural Impacts; History Taking Discussion Board Assignment QUIZ	Jarvis, Chap. 1, 2, 3
Wk 2	C/L: History Taking; Interview Skills, C: Techniques of PE; General Survey, Assessment of Skin, Hair and Nails Documentation Skills Complete Case Study: Chapter 12 -Jason, Age 26 Complete Case Study: Chapter 10 - Molly and Maggie, Ages 2 months and 11 yrs QUIZ	Jarvis, Chap. 4 & 5 Jarvis, Chap. 9,10,11,12
Wk 3 16	C: Assessment of the Head, Neck, Eye and Ear L: Techniques and Procedures H, N, E, E Complete Case Study: Chapter 14-Ms. Emerson, Age 68 QUIZ	Jarvis, Chap. 14, 15, Audio & CD ROM: Head and Neck
Wk 4	Abbreviated Health History Due UNIT EXAM (History, Interview, PE Skills, General Survey, Skin, Hair, Nails) C: Thorax, Lungs, Abdomen L: Techniques/Procedures for T, L, A Complete Case Study: Chapter 18-Joe, Age 30 Complete Case Study: Chapter 21-Nikki, Age 16 QUIZ	Jarvis, Chap. 18, 21 Audio & CD ROM: Lungs and Abdomen
Wk 5	UNIT EXAM (H, N, E, E, T/L, A) C: Cardiac, Peripheral Vascular L: Techniques /Procedures C, PV Complete Case Study: Chapter 19-Esperanza, Age 39 Complete Case Study: Chapter 20-Mr. Madison, Age 49	Jarvis, Chap. 19, 20 Audio & CD ROM: Heart, Murmurs
Wk 6	C: Musculoskeletal L: Techniques/Procedures for MS Complete Case Study: Chapter 22-Ms. Emerson, Age 68 QUI	Jarvis, Chap. 22 Audio & CD ROM: Musculoskeletal

COURSE OUTLINE AND ASSIGNMENT SCHEDULE CONTINUED

DATE	TOPIC	ASSIGNED READINGS
Wk 6	C: Neurological L: Techniques/Procedures for CN Complete Case Study: Chapter 23-Kurt, Age 48 QUIZ	Jarvis, Chap. 23 Audio & CD ROM: Neuro
Wk 7	UNIT EXAM (C, PV, M, Neuro) C: Male/Female Reproductive (including Breasts) L: Techniques and Procedures for Neuro SN Techniques and Procedures for the Breast Exam C: M/F Reproductive; Anus; and Rectum Techniques and Procedures Anus and Rectum; Complete Case Study: Chapter 24-Jason, Age 26 Complete Case Study: Chapter 25-Rosie, Age 25 C: Putting It All Together QUIZ	Jarvis, Chap. 17, 24, Audio & CD ROM: Male/Female Genitalia Jarvis, Chap. 25L: Audio & CD ROM: Male/Female Anus and Rectum Jarvis, Chap. 27, 28 Audio & CD ROM: Putting It All Together
Wk 8	COMPREHENSIVE HEALTH HISTORY DUE HEALTH ASSESSMENT EVALUATIONS (TBA) FINAL WRITTEN EXAMINATION	