



**Spring 2020**

**RNBS 3312-060**

**Health Assessment for the Registered Nurse**

**Faculty:**

Linda Raymond MSN, RN

Office: BRB 2060

Telephone: (903) 566-7394

Email: [lraymond@uttyler.edu](mailto:lraymond@uttyler.edu)\*

Office Hours: Virtually by appointment

*\*preferred method of contact*

**Course Description**

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

**Prerequisites**

Registered Nurse. Admission to the RN-BSN Program

**Course Learning Objectives**

Upon successful completion of this course, the student will be able to:

1. Integrate principles from the physical and behavioral sciences in the development of health history and physical assessment skills for persons of different cultures.
2. Apply evidence-based practice and research findings related to health care and assessments of adult patients.
3. Demonstrate the use of technology and information systems to facilitate patient assessment and the quality and safety of patient care.
4. Demonstrate knowledge of regulatory requirements related to patient assessment.
5. Discuss importance of inter/intra-professional collaboration as related to patient assessment.
6. Analyzes theories of health promotion, health behavior change strategies, and disease prevention in educating patients.
7. Demonstrates professional values and the concept of caring in developing nurse/patient relationship.
8. Synthesizes the skills, knowledge, and attitudes required of the nurse to perform a holistic patient assessment.

## Grading Policy and Criteria

Specific guidelines and grading criteria for all assignments are in the Modules. Final grades for the course will be determined based upon the following point assignments:

- A - 90-100
- B - 80-89
- C - 75-79
- D - 60-74
- F - Below 60

Final course grades less than 75 are not rounded up.

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

Late policy: 5% will be deducted each day an assignment is past due unless prior arrangements have been made with your course faculty. Extenuating circumstances may apply.

Completion of RNBS 3312.060 is based on satisfactory attainment of all course criteria. Any student failing to meet the course objectives and expectations must repeat the course and may not progress to the next level and/or meet graduation requirements.

**\*Please note, all major assignments (Health History, Annotated Bibliographies, and Head to Toe Assessment) AND all four Exams must be completed to pass the course.**

Criteria for Evaluation:	Percentage of Grade:
Syllabus quiz	5%
QSEN Constructive Feedback	10%
Experiences in Pain Discussion Board	5%
Health History Assignment	15%
Head-to-Toe Assessment Documentation	5%
Annotated Bibliography of Health Promotion	10%
Exams X 4	40%
Interactive Learning Activities	10%
<b>Total</b>	<b>100%</b>

## Important Course Dates:

Note: The complete course schedule is available in the Course Canvas.

Spring 2020 First 7-Week Session classes begin: Mon., 1/13/20

Census Date: Fri., 1/17/20

Martin Luther King, Jr. Holiday: Mon., 1/20/20

Last Day to Withdraw: Fri., 2/14/20

Spring 2020 First 7-Week Session classes end: Sat., 2/29/20

Spring Break: March 9-14, 2020

## Attendance and Make-up Policy

Attendance / participation is expected. Make-up for exams, quizzes, assignments, clinical time missed is at the discretion of the instructor.

## Required Textbooks/Materials

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

Recommended: American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC. ISBN: 1-4338-056108  
Baccalaureate Student Guide, which can be found at:  
[https://www.utt Tyler.edu/nursing/college/documents/son\\_student\\_guide.pdf](https://www.utt Tyler.edu/nursing/college/documents/son_student_guide.pdf)

## **School of Nursing Policies and Additional Information**

[https://www.utt Tyler.edu/nursing/college/documents/son\\_student\\_guide.pdf](https://www.utt Tyler.edu/nursing/college/documents/son_student_guide.pdf)

## **University Policies and Additional Information (updated 1/2018)**

The following course policies may be found at the website listed below: absence for religious observance, absence for university-supported trips, services to students with disabilities, grade replacement, state-mandated course drop policy, and Social Security and privacy.

<http://www.utt Tyler.edu/academicaffairs/files/syllabuspolicy.pdf>

## **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

## **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.utt Tyler.edu/wellness/rightsresponsibilities.php>

## **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.utt Tyler.edu/about/campus-carry/index.php>

## **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit

[www.utt Tyler.edu/tobacco-free](http://www.utt Tyler.edu/tobacco-free).

## **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated.

Grade Replacement Contracts are available in the Enrollment Services Center or at

<http://www.utt Tyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date).
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment.
- Completing the process for tuition exemptions or waivers through Financial Aid.

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The **Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first

week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

### **UT Tyler Resources for Students**

- [UT Tyler Writing Center](http://writingcenter@uttyler.edu) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](http://tutoring@uttyler.edu) (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- [The Mathematics Learning Center](#), RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](http://903.566.7254) (903.566.7254)
- [UT Tyler Muntz Library](http://903.566.7343) (903 566-7343), Library Liaison for Nursing, Suzanne Abbey (903.566.7165) email: [sabbey@uttyler.edu](mailto:sabbey@uttyler.edu)

## STUDENT LEARNING OUTCOMES

### Module 1

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

##### **OBJECTIVES:**

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

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

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

##### **Chapter 1: Evidence-Based Assessment**

1. Discuss the role of assessment as the starting point of all models of clinical reasoning.
2. Describe the use of diagnostic reasoning in clinical judgment.
3. Discuss the use of the nursing process in clinical judgment.
4. Differentiate between novice, proficient, and expert practitioner.
5. Describe the use of critical thinking in diagnostic reasoning and clinical judgment.
6. Differentiate first-level, second-level, and third-level priority problems.
7. Use a conceptual framework to guide nursing practice.
8. Contrast medical diagnosis with nursing diagnosis.
9. Discuss the expanded concept of health and relate it to the process of data collection.
10. Relate the patient situation to the amount of data collected.
11. Relate the patient age and health status to the frequency of health assessment.
12. Consider life cycle and cross-cultural factors when performing a health assessment.
13. Discuss the importance of high-level assessment skills.

##### **Chapter 2: Cultural Competence: Cultural Care**

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

##### **ASSIGNMENT:**

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

##### **EVALUATION:** Exam #1

## Module 2

### Interview, Health History, Functional Assessment of Older Adult

#### **OBJECTIVES:**

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

#### **Chapter 3: The Interview**

1. Demonstrate the ability to establish the parameters for a health interview.
2. State the factors that affect communication.
3. Describe the phases of an interview.
4. Use the outlined communication techniques appropriately to gather data.
5. State the 10 traps of interviewing.
6. Discuss the meaning of common nonverbal modes of communication.
7. Modify communication techniques as indicated by each patient's developmental stage, special needs, or cultural practices.
8. Discuss working with and without an interpreter to overcome communication barriers.

#### **Chapter 4: The Complete Health History**

1. Distinguish between subjective and objective data.
2. State the purpose of the complete health history.
3. Describe the data or information that must be gathered for each category of a health history.
4. List the categories of information contained in a health history.
5. Describe the eight critical characteristics included in the summary of each patient symptom.
6. Relate developmental care during a health history for a child.
7. Collect data in a systematic and ongoing process (From Scope and Standards of Nursing Practice, Standard 1, Assessment)
  - a. Document relevant data in a retrievable format
  - b. Apply principles of infection control
  - c. Apply principles of patient confidentiality
  - d. Ensure accurate identification of the patient

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

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

#### **ASSIGNMENT:**

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

#### **EVALUATION:** Exam #1

## Module 3

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

#### **OBJECTIVES:**

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

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

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

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

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

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

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

#### **ASSIGNMENT:**

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

#### **EVALUATION:** Exam #1



## Module 4

### Mental Status, Substance Use, Domestic and Family Violence Assessment

#### **OBJECTIVES:**

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

#### **Chapter 5: Mental Status Assessment**

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

#### **Chapter 6: Substance Use Assessment**

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

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

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

#### **ASSIGNMENT:**

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

#### **EVALUATION:** Exam #2

## Module 5

### Pain Assessment & Nutrition

#### **OBJECTIVES:**

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

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

1. Differentiate the different types of pain and accompanying behaviors
2. Compare acute and chronic pain.
3. Describe developmental care as well as cross-cultural and gender considerations regarding pain.
4. Describe the initial pain assessment.
5. Compare available pain assessment tools.
6. Compare acute and chronic pain behaviors (nonverbal behaviors of pain).
7. Describe the physical changes that may occur because of poorly controlled pain.

#### **Chapter 11: Nutritional Assessment**

1. Define nutritional status.
2. Describe the unique nutritional needs for various developmental periods throughout the life cycle.
3. Describe the role cultural heritage and values may play in an individual's nutritional intake.
4. State the purposes of a nutritional assessment.
5. Describe the subjective and objective components of a nutritional assessment.
6. Discuss the strengths and limitations of the methods used for collecting current dietary intake.
7. Discuss anthropometric measures and laboratory data to assess the nutritional status of patients.
8. Use nutritional assessment in the provision of health care and for health promotion.
9. Discuss common nutritional variations.

#### **ASSIGNMENT:**

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

#### **EVALUATION:** Exam #2

## Module 6

### Thorax & Lungs

#### **OBJECTIVES:**

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

#### **Chapter 18: Lungs and Respiratory System**

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

#### **ASSIGNMENT:**

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

**EVALUATION:** Exam #2

## Module 7

### Heart, Neck Vessels, Peripheral Vascular & Lymphatic Systems

#### **OBJECTIVES:**

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

#### **Chapter 19: Heart and Neck Vessels**

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

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

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

#### **ASSIGNMENT:**

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

#### **EVALUATION:** Exam #3

## Module 8

### Abdomen & Musculoskeletal System

#### **OBJECTIVES:**

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

#### **Chapter 21: Abdomen**

1. Recall the organs in the 4 quadrants of the abdomen.
2. Identify pertinent topics that must be reviewed during the abdominal portion of the interview.
3. Relate measures that will enhance abdominal wall relaxation.
4. Interpret findings obtained during inspection, palpation, auscultation, and percussion.
5. Incorporate health promotion concepts when performing an assessment of the abdomen.
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the abdomen.
7. Identify common causes of abdominal distention.

#### **Chapter 22: Musculoskeletal System**

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

#### **ASSIGNMENT:**

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

#### **EVALUATION:** Exam #3

## Module 9

### Eyes, Ears, Nose, Mouth & Throat

#### **OBJECTIVES:**

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

#### **Chapter 14: Eyes**

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

#### **Chapter 15: Ears**

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

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

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

#### **ASSIGNMENT:**

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

#### **EVALUATION:** Exam #3

## Module 10

### Neurologic System

#### **OBJECTIVES:**

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

#### **Chapter 23: Neurologic System**

1. Recall anatomy and physiology of the neurologic system.
2. Identify pertinent topics that must be reviewed during the interview of the neurologic system.
3. Discuss health promotion practices that are pertinent to the neurologic system.
4. Identify equipment appropriate to the examination of the neurologic system.
5. Interpret findings obtained during inspection, palpation, percussion, and positioning techniques in the examination of the neurologic system.
6. Describe expected findings, minor variations, variations related to age, race, gender that may be found on examination of the neurologic system.
7. Identify expected and unexpected findings associated with the cranial nerves.
8. Describe exams that assess cerebellar function and sensory function.
9. Describe the different deep tendon reflexes including normal and abnormal responses
10. Discuss abnormalities of the neurologic system
11. Compare normal and abnormal findings related to the Glasgow Coma Scale
12. Compare neurological disease assessment findings.

#### **ASSIGNMENT:**

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

#### **EVALUATION:** Exam #3

## Module 11

### Skin, Hair and Nails, Head, Face, Neck & Regional Lymphatics

#### **OBJECTIVES:**

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

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

1. Describe significant differences between assessments of skin during the developmental stages.
2. Describe the differences between basal cell carcinoma and melanoma.
3. Identify pertinent topics that must be reviewed in the interview for a skin, hair, and nail assessment.
4. Discuss health promotion practices that are pertinent to the skin.
5. Describe the techniques for inspection and palpation of the skin, hair, and nails.
6. Differentiate between common shapes and configurations of lesions.
7. Describe the differentiation between normal and abnormal skin color for various ethnic groups.
8. State the significance of skin tone changes.
9. Identify abnormal conditions of hair and nails.

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

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

#### **ASSIGNMENT:**

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

**EVALUATION:** Exam #4



## Module 12

### Male GU System, Anus, Rectum & Prostate

#### **OBJECTIVES:**

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

#### **Chapter 24: Male Genitourinary System**

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

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

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

#### **ASSIGNMENT:**

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

#### **EVALUATION:** Exam #4

## Module 13

### Breasts and Regional Lymphatics, Female GU System & Pregnancy

#### **OBJECTIVES:**

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

#### **Chapter 17: Breasts and Regional Lymphatics**

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

#### **Chapter 26: Female Genitourinary System**

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

#### **Chapter 30: The Pregnant Woman**

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

#### **ASSIGNMENT:**

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

#### **EVALUATION:** Exam #4