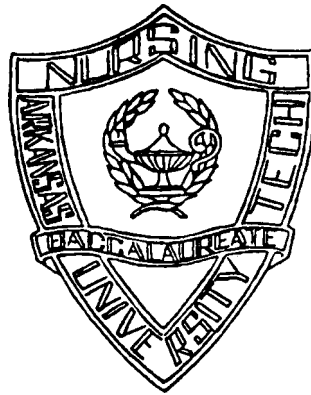


**ARKANSAS TECH UNIVERSITY**

**DEPARTMENT OF NURSING**



**HEALTH ASSESSMENT**

**NUR 3303 M01, M02**

**Fall 2020**

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# ARKANSAS TECH UNIVERSITY

## DEPARTMENT OF NURSING

**COURSE:** NUR 3303

**TITLE:** HEALTH ASSESSMENT

**CREDIT HOURS:** THREE (3) HOURS

**CONTACT HOURS:** THEORY AND PRACTICE HOURS

**PLACEMENT:** FALL or SPRING SEMESTER SOPHOMORE YEAR

### **INSTRUCTORS:**

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### **COURSE/CATALOG DESCRIPTION:**

The student uses the nursing process to assess the client by the utilization of observation, palpation, percussion, and auscultation skills. The language of Health Assessment is taught and methods of proper documentation are emphasized. The course provides guidance in specific assessment techniques and enables the student to recognize normal findings throughout the life cycle. The student collaborates with members of the health care team in the sharing of health findings in order to make a specific nursing diagnosis. Activities are provided which include the community as an aggregate client.

### **Discrimination Statement:**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation,

gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: <http://www.atu.edu/titleix/index.php>.

### **Disability/Special Accommodations:**

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at [disabilities@atu.edu](mailto:disabilities@atu.edu), or visit their website at <https://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

### **Required textbook:**

ISBN 9780323510806 (Jarvis, 2020). *Physical Examination and Health Assessment*  
*8<sup>th</sup> ed., Elsevier*

### **Justification/Rationale for the Course**

By the completion of this course the student will progress toward student learning outcomes 1, 2, 3, 4 & 5.

This upper division professional nursing course provides opportunities for the student to apply knowledge and skills from the general education component and from nursing courses to the care of individuals.

### **Course Objectives:**

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

1. Apply techniques to perform a complete history and physical examination.
2. Analyze relevant normal and abnormal findings for a health history and a physical examination.
3. Define the role of Electronic Health Records in Health Assessment.
4. Apply the techniques of inspection, palpation, percussion and auscultation to assess the client.
5. Consistently utilize the language of assessment in describing health findings when documenting or describing the client's health status.

6. Relate developmental care for a health history and physical examination of a child, older adult or pregnant woman.
7. Demonstrate and interpret a head to toe physical assessment on an adult.

Evaluation:

1. Grading Scale

- A = 90 - 100
- B = 80 - 89
- C = 75 - 79
- D = 68 - 74
- F = 67 and below

1. A grade of "C" or above must be achieved in every nursing course in order to progress in the Nursing Program. Any grade below 75% will not be rounded up. If the student does not pass the course competency in other courses may be required.
  2. A grade of "I" may be recorded for a student whose work is incomplete due to circumstances beyond the student's control. The student must remove the "Incomplete" from his or her record before progressing to the next nursing course.
2. Examinations will be taken at designated times. If a student cannot take the examination at the scheduled time, he or she is responsible for contacting the instructor as soon as possible to make up the examination. Make-up examinations will be given at the convenience of the instructor of the course and scheduled at a specific time. The make-up examination may be a different exam from scheduled exam.

Course Grade:

Exams:

- Unit Tests (5).....85%
- Assignments/Quizzes, Write Up. ....5%
- \*75 % cumulative grade required in the course to proceed to the Physical Exam

Physical Exam

- Performance ..... 10%
  - \*75% grade required on Physical Exam to pass the course
- 100%

Lab

Student must attend and participate in 80% of labs to pass course P/F

## **CONDUCT OF THE COURSE**

### **Class Attendance:**

1. Regular class and lab attendance is considered essential if the student is to receive maximum benefit from the course. The student is responsible to meet all classes as scheduled and on time. Control of class attendance is vested in the teacher. Please refer to the section on class absences in the Arkansas Tech University Department of Nursing Student Handbook for further information.

If a consistent pattern of absences from class or lab develops (more than 3 absences), the situation will be dealt with by the faculty and the student may be dropped from the course.

2. Only registered students and officially invited guests are to attend nursing classes.
3. Planned learning experiences outside the classroom are an integral part of the nursing course. All students are expected to participate.

### **Dress and Behavior:**

1. The nursing student is expected to dress appropriately for class.
2. Drinking and eating are allowed in the classroom but not in the skills lab. Tobacco use is not allowed in any part of the building.
3. All students will be expected to practice physical examination skills on each other.
4. In order to facilitate the rapid acquisition of these skills, practice will be continued in the skills laboratory, clinical practicum or in other areas outside of the regular class time.

### **Demonstration of a Physical Examination and Documentation:**

1. Students will check off using a fellow classmate. If a subject fails to participate for any reason the student's grade will be reduced by 5%. If a student does not appear at the appropriate scheduled time for return demonstration without prior notification to the assigned instructor or course coordinator, a grade of "0 pts" will be given for the Health Assessment check-off performance and recording.
2. Because of the difficulties of fitting this observed examination into the regular class schedule, it may be planned at another time.

3. **Thirty minutes is allotted for the return demonstration. The demonstration must start at the designated time and be completed at the end of the scheduled time period.**
4. Genital examination will not be a part of the physical examination.
5. Students will be responsible for room set-up prior to performing physical exam demonstrations.

### **Academic Honesty**

Students are expected to be honest and truthful in both classroom and practicum experiences. They are expected to adhere to the Code of Ethics and uphold current standards of care. Students are referred to the Arkansas Tech University Student Handbook for more specific regulations regarding academic honesty.

Students are expected to:

- a. Perform their assigned tasks in the practicum experiences. Students should have the permission of the clinical instructor before using assistance from the staff.
- b. Notify the instructor immediately of any clinical error made so that steps can be taken to prevent harm to the patient.
- c. Present written work that is theirs alone.
- d. Correctly document any materials from a textbook, pamphlet, journal, etc., that is used for an assignment.
- e. Be honest and truthful when writing clinical logs and giving verbal or written reports regarding patient care or the student's clinical experiences or assignments.
- f. Only use authorized devices or materials for an examination and not copy from other students' papers.
- g. Document material correctly. Plagiarism is defined as stealing and presenting as one's own ideas or words of another, or not documenting material correctly. Student papers may be evaluated by [turnitin.com](https://www.turnitin.com) which can detect plagiarism. For the first occurrence of academic dishonesty, the student will receive an F. If there is a second occurrence, the student will be dismissed from the program. Students are referred to the ATU catalog and handbook for policies regarding plagiarism.

## **Cellular Phones**

The use of cellular phones are permitted during class time provided they are in the vibrate or silent mode and are not distracting to faculty or other students. The use of cell phones in clinical areas is prohibited.

There is a NO cell phone policy for all upper division testing/test review. This includes paper/pencil testing, test review, cooperative testing, and computer testing. If you are discovered having a cell phone on your person, this will be considered a violation of the Academic Honesty Policy. If we discover that you have your cell phone with you during a unit exam/cooperative testing or unit exam review you will receive a 0 for the test grade.

## **Tardy Policy**

Regular and timely attendance in theory classes and practicum is considered essential if students are to receive maximum benefit from the nursing courses. The Nursing Department has implemented a policy, which we believe will discourage unnecessary tardiness and absences, but will not punish those conscientious students who must be absent from time to time for unavoidable reasons.

At the discretion of the instructor, a student who is tardy or absent may be allowed to complete a quiz or receive a handout if the student has been courteous enough to call the nursing department or call/e-mail the instructor before class to inform of the possibility of tardiness or absentness. This is solely at the discretion of the instructor.

Students are responsible for obtaining any missed information after class. Disrupting the learning of other students to ask questions or copy notes of the missed class time while class is in progress is inconsiderate.

The student is responsible for verbally notifying the instructor and agency if the student will be late for a clinical experience. Excessive tardiness will be reflected on the student's clinical evaluation.



**NUR 3303 HEALTH ASSESSMENT**  
**FOCUS: Introduction to Physical Assessment**

**OBJECTIVES**

The student will:

1. Explain the 4 basic techniques used in performing a physical assessment.
2. Identify equipment that is essential for performing a complete physical assessment.
3. Discuss methods of relieving anxiety and ways of expressing caring during a physical assessment.
4. Describe the elements of general survey (general impression)
5. Discuss safety measures for performing a physical assessment.
6. Discuss professionalism, confidentiality and HIPAA in relation to nursing and health assessment.

**LEARNING ACTIVITIES**

**Read before class:**

Jarvis, Chapters 8 & 9

Review Chapters 10, 11 & 12

**NUR 3303 HEALTH ASSESSMENT**  
**FOCUS: The Nurse Examines the Ear**

**OBJECTIVES**

On completion of this focus, the student should be able to:

1. Review anatomy and physiology of the ear.
2. Designate the appearance of the normal ear on inspection of its external parts; helix, antihelix, tragus, entrance to the ear canal, the lobule, and the mastoid process.
3. Designate pathways of hearing.
4. Assess the auditory acuity of a client.
5. Describe the component parts of the eardrum which provide landmarks for ear examination.
6. Discuss the function of control of balance effected by the inner ear.
7. Skillfully use the otoscope.
8. Practices inner ear examination by utilizing the examination techniques involved in examining a child or an adult.
9. Recognize the appearance of a normal eardrum in order to differentiate it from abnormal findings.

**LEARNING ACTIVITIES**

**Read before class:**

Jarvis,  
Chapter 16.

Lab

**NUR 3303 HEALTH ASSESSMENT**  
**FOCUS: The Nurse Examines the Eye**

**OBJECTIVES**

Upon completion of this unit, the student should be able to:

1. Describe the anatomy and physiology of the eye.
2. Describe physiologic changes in the eye that occur through the life span.
3. Perform inspection of the structures of the eye.
4. Demonstrate the technique for assessing visual acuity.
5. Demonstrate the use of the ophthalmoscope
6. Conduct the ophthalmoscopic examination.
7. Describe common abnormalities found on ophthalmoscopic exam.

**LEARNING ACTIVITIES**

**Read before class:**

Jarvis,  
Chapter 15.

Lab

## NUR 3303 HEALTH ASSESSMENT

### FOCUS: The Nurse Examines the Nose, Mouth, and Pharynx

#### OBJECTIVES

Upon completion of this unit, the student should be able to:

1. Review anatomy and physiology of the nose, mouth, and pharynx.
2. Identify the techniques used in examining the nose and sinuses.
3. Skillfully perform and record examination of the nose.
4. Identify techniques used in examining the mouth and pharynx.
5. Skillfully perform and record an examination of the mouth and pharynx.

#### LEARNING ACTIVITIES

**Read before class:**

Jarvis,  
Chapter 17

Lab

## NUR 3303 HEALTH ASSESSMENT

### FOCUS: The Nurse Examines the Lungs and Thorax

#### OBJECTIVES

Upon completion of this unit, the student should be able to:

1. Review anatomy and physiology of the lungs and thorax.
2. Explain how the chest is divided by imaginary lines.
3. Locate anatomical landmarks in the chest wall by learning how to count ribs and rib interspaces.
4. Observe the shape of the client's chest, the way it moves and the anterior/posterior diameter.
5. Note any deformities of the thorax.
6. Observe the width of the client's costal angle.
7. Define the terms that describe respiratory patterns.
8. Discuss the differences between thorax characteristics in the life cycle changes between infancy and adulthood.
9. Demonstrate the use of the assessment technique of palpation, inspection, percussion and auscultation.
10. Become familiar with the accepted pathway of percussion across, and down the thorax.
11. Identify and describe normal and abnormal percussion notes.
13. Differentiate between vesicular, bronchial, and bronchovesicular breath sounds.
14. Explore assessment findings for selected respiratory pathophysiology.

#### LEARNING ACTIVITIES

**Read before class:**

Jarvis,  
Chapter 19.

Lab

## NUR 3303 HEALTH ASSESSMENT

### FOCUS: The Nurse Examines the Head, Neck and Lymph

#### OBJECTIVES

Upon completion of this unit, the student should be able to:

1. Review anatomy and physiology of the head, face, and neck.
2. Review the anatomy and physiology of the lymphatic system.
3. Perform inspection and palpation of the head, scalp and neck.
4. Perform inspection of client's face.
5. Describe the lymph nodes of the head and neck by area of anatomical placement and direction of lymph flow, normal and abnormal.
6. Describe the location of specific nodes in acceptable physical assessment language and perform appropriate technique for lymph node assessment.
7. Describe the characteristics of the lymph nodes throughout the life cycle.
8. Locate the thyroid, palpate it.

#### LEARNING ACTIVITIES

**Read before class:**

Jarvis,  
Chapter 14.

Lab

## NUR 3303 HEALTH ASSESSMENT

### FOCUS: The Nurse Examines the Skin, Hair & Nails

#### OBJECTIVES

Upon completion of this unit, the student should be able to:

1. Review the anatomy and physiology of the skin.
2. Describe the functions of each layer of skin.
3. Differentiate between sebaceous, endocrine, and exocrine glands.
4. Utilize correct terminology to describe anatomical lesions.
5. Describe the grouping configurations in skin assessment.
6. Define and give examples of different kinds of lesions: primary, secondary, and vascular.
7. Discuss the variations in skin color.
8. Demonstrate the techniques of examination of the skin.
9. Discuss the normal appearance of the hair and abnormal findings.
10. Describe normal and abnormal variations in the nails.
11. Discuss life cycle changes of the skin and hair that occur.
12. Compare and contrast the 3 main types of skin malignancies and identify risk factors.
13. Perform and record an assessment of the integument.

#### LEARNING ACTIVITIES

**Read before class:**

Jarvis,  
Chapter 13.

Lab

**NUR 3303 HEALTH ASSESSMENT**  
**FOCUS: The Nurse Examines the Breast**

**OBJECTIVES**

Upon completion of this unit, the student should be able to:

1. Describe the anatomy and physiology of the breast.
2. Discuss changes in the breast through the life cycle.
3. Identify the lymphatic system associated with the breasts and discuss lymphatic drainage patterns.
4. Identify client positions for examination of the breasts.
5. Describe the following common deviations from normal breast tissue:
6. Discuss the assessment criteria used to describe masses.
7. Demonstrate instructional techniques in teaching self-examination of the breast.
8. Demonstrate assessment of the male and female breast and axillae on model.
9. Explore current evidence-based recommendations.

**LEARNING ACTIVITIES**

**Read before class:**

Jarvis,  
Chapter 18



**NUR 3303 HEALTH ASSESSMENT**  
**FOCUS: The Nurse Examines the Clients Abdomen**

**OBJECTIVES**

Upon completion of this unit, the student should be able to:

1. Review the anatomy and physiology of the abdomen.
2. Describe the method of partitioning off the abdomen in order to designate certain areas.
3. Locate the costovertebral junction as a landmark.
4. Describe the general techniques in abdominal examination.
5. Discuss the order and assessment techniques used in assessment of the abdomen (inspection, auscultation, percussion, palpation).
6. Describe common deviations and abnormals found during abdominal assessment.
7. Perform an organized and thorough assessment of the abdomen.
8. Record the results of the abdominal assessment.

**LEARNING ACTIVITIES**

**Read before class:**

Jarvis,  
Chapter 22

Lab

## NUR 3303 HEALTH ASSESSMENT

### FOCUS: The Nurse Examines the Heart and Pulses

#### OBJECTIVES

Upon completion of this unit, the student should be able to:

1. Review the anatomy and physiology of the heart and pulses.
2. Describe, in detail, the course of circulation of blood through the heart.
3. Review the stethoscope and the nature of the sound frequency that the bell or diaphragm transmits.
4. Demonstrate the techniques of examination in cardiovascular assessment.
5. Locate the point of apical impulse.
6. Describe one method of distinguishing S1 and S2 heart sounds.
7. Isolate each part of the cardiac cycle in order to explain how the heart beats in response to the electrical stimulus and the pathway that it follows.
8. Explain the difference between systolic and diastolic heart murmurs and the related causes of each.
9. Describe the criteria used to document the loudness or severity of a murmur.
10. Identify terms associated with extra heart sounds.
11. Explain the techniques of accurately assessing pulses.
12. Delineate characteristics which affect blood pressure readings.
13. Record the results of the heart and pulses assessment.

#### LEARNING ACTIVITIES

**Read before class:**

Jarvis,  
Chapters 20 and 21.

Lab

## NUR 3303 HEALTH ASSESSMENT

### FOCUS: The Nurse Examines the Neurological System and Mental Status Assessment

#### OBJECTIVES

Upon completion of this unit, the student should be able to:

1. Define the behaviors that are considered in an assessment of a person's mental status.
2. State the purpose of a mental status examination.
3. List the four components of mental status assessment.
4. Complete a Mini-Mental State Examination.
5. Name the two parts of the nervous system.
6. Describe the various functions of the central nervous system.
7. Describe the function of the peripheral nervous system.
8. Relate the name and function of each of the 12 cranial nerves.
9. Describe the term *reflex arc*.
10. Differentiate among the three types of neurologic examinations.
11. Incorporate health promotion concepts and developmental considerations when performing an assessment of the neurologic and mental status examinations.
12. Analyze assessment findings for selected neurological and mental health pathophysiology.

#### LEARNING ACTIVITIES

**Read before class:**

Jarvis,  
Chapters 5 and 24

Lab

## NUR 3303 HEALTH ASSESSMENT

### FOCUS: The Nurse Examines the Client's Musculoskeletal System

#### OBJECTIVES

Upon completion of this unit, the student should be able to:

1. List the functions of the musculoskeletal system.
2. List the three types of muscles, ROM and muscle strength grading.
3. Differentiate between synovial and nonsynovial joints.
4. Describe the location and function of the various joints in the body.
5. Discuss the developmental care regarding the musculoskeletal system.
6. Incorporate health promotion concepts when performing an assessment of the musculoskeletal system.
7. Describe signs and symptoms of abnormal finding related to musculoskeletal pathophysiology.

#### LEARNING ACTIVITIES

##### **Read before class:**

Jarvis,  
Chapter 23

**NUR 3303 HEALTH ASSESSMENT**  
**FOCUS: Culture in Health Assessment**

**OBJECTIVES**

Upon completion of this unit, the student should be able to:

1. Describe the concept of culture
2. Identify characteristics and universal attributes of culture
3. Identify problems unique to ethnic minorities in the provision and use of health care services.
4. Relate the incidence of specific diseases to certain ethnic or cultural groups.
5. Identify specific social characteristics and values of selected cultural groups that may influence nursing assessment and intervention.
6. Relate health-related beliefs and practices to economic status
7. Contrast values of the health care culture and selected minority ethnic cultures.
8. Develop personal pedigree.

**LEARNING ACTIVITIES**

**Read before class:**

Jarvis  
Chapter 2  
Pedigree Assignment – Chapter 4 (pp. 48-50)

## NUR 3303 HEALTH ASSESSMENT

### FOCUS: The Nurse Examines the Male and Female Genitalia/Anus, Prostate and Rectum

#### OBJECTIVES

Upon completion of this unit, the student should be able to:

1. Describe the structures of the male genitals.
2. Describe the function of the cremaster muscle.
3. Relate the significance of the inguinal and femoral canal including hernias.
4. Discuss the importance of teaching testicular self-examination as health promotion during assessment.
5. Describe the external internal structures of the female genitalia.
6. Outline the changes observed during puberty.
7. Cite changes found during pregnancy.
8. Incorporate health promotion concepts when performing an assessment of the female genitourinary system.
9. Summarize the anatomy of the anus, prostate and rectum.
10. Describe developmental care for examination of anal, rectal, and prostate structures.
11. Incorporate health promotion concepts when performing an assessment of the anus, rectum, and prostate.

#### LEARNING ACTIVITIES

**Read before class:**

Jarvis,  
Chapter 25, 26 and 27.

## NUR 3303 HEALTH ASSESSMENT

### FOCUS: Overview: Initial Assessment and Reassessment of the Hospitalized Adult

#### OBJECTIVES

Upon completion of this unit, the student should be able to:

1. Perform physical examination on client on all areas except genitalia, anus, and rectum.
2. Identify priority assessments during a medical emergency and with a hospitalized client.
3. Review skills of inspection, percussion, palpation, and auscultation.
4. Use appropriate terminology and correctly pronounce medical terminology with clinical instructor and with client.
5. Choreograph the complete examination in a systematic manner, including integration of certain regional assessments throughout the examination (e.g., skin, musculoskeletal).
6. Coordinate procedures to limit position changes for examiner and patient.
7. Describe accurately the findings of the examination, including normal and abnormal findings.
8. Demonstrate appropriate infection control measures.
9. Recognize and maintain the privacy and dignity of the patient.
10. Complete all procedures with attention to specifics of technique, which allows clear and consistent replication of the procedures by others assessing the same patient.

#### LEARNING ACTIVITIES

**Read before class:**

Jarvis,  
Chapter 1, 28, 30

Lab

## NUR 3303 HEALTH ASSESSMENT

### FOCUS: Interviewing and History/Substance Abuse and Domestic Violence

#### OBJECTIVES

The student will:

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.
9. State the purpose of the complete health history.
10. List the categories and describe data of information contained in a health history.
11. Relate developmental care during a health history for a child or older adult.
12. Incorporate the use of alcohol and drug abuse tools into the assessment of patients in the health care environment.
13. Recognize health care professionals' role as mandatory reporters of abuse.
14. Explain the aspects of assessment and history taking for suspected abuse.
15. Describe and discuss the components of physical examination procedures (including written and photographic documentation) of IPV and elder abuse.

#### LEARNING ACTIVITIES

**Read before class:**

Jarvis,  
Chapters 3 & 4  
Review Chapters 6 & 7



<b>Physical Assessment Checklist</b>			
	2 pts	1 pts	0 pts
General Survey and Mental Status	-	-	-
1. Introduce yourself to patient and verify patient with arm band.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assess LOC and orientation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assess appropriate verbal responses and clear speech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Head and Face</i>			
1. Inspect/palpate scalp and hair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assess face for symmetry (smile, frown, blow out cheeks, and raise eyebrows. (CN VII).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Test sensations of forehead, cheeks and chin. (CN V)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Eyes</i>			
1. EOM (CNIII,IV,VI) (Diagnostic Positions Test)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Inspect external eye (lids, lashes, conjunctiva, sclera, cornea, iris).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. PERRLA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Use ophthalmoscope to inspect for red reflex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Ears</i>			
1. Inspect & palpate auricle, tragus and mastoid process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Use otoscope to inspect auditory canal and tympanic membrane.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Test hearing. (whisper test) CNVIII	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Nose and Sinuses</i>			
1. Inspect external nose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Check patency of airflow through nostrils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use light source to inspect turbinates, septum and mucosa.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Palpate frontal and maxillary sinuses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Mouth and Throat (Use a light as appropriate)</i>			
1. Inspect lips, teeth, gums, mucosa and tongue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Observe uvula and soft palate rise on phonation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Inspect tonsils and assess for gag reflex (CN IX)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Neck</i>			
1. Inspect appearance of neck for symmetry and Test ROM of neck.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Correctly palpate preauricular, postauricular, occipital, tonsillar, submandibular, submental, superficial cervical, deep cervical, posterior cervical and supraclavicular nodes. (Verbalize)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Palpate carotid arteries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Auscultate carotid arteries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Heart</i>			
1. Inspect and palpate for apical impulse (note PMI location), auscultate apical heart rate. (Verbalize)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Auscultate over aortic area, pulmonic area, Erb's point, tricuspid area and mitral. (diaphragm)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Auscultate over aortic area, pulmonic area, Erb's point, tricuspid area and mitral. (bell)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Auscultate apex of heart as client lays on left side.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Abdomen</i>			
1. Inspect abdomen. (contour, umbilicus, peristalsis, and pulsations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Auscultate abdomen x 4 quads.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Palpate abdomen (light and deep)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assess for rebound tenderness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assess for CVA (Costovertebral Angle Tenderness) tenderness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Lungs</i>			
1. Observe AP:T, accessory muscle use, and assess skin turgor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Evaluate chest expansion at T9 or T10 (noting symmetry)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Auscultate anterior/lateral chest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Auscultate posterior/lateral chest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Upper Extremities</i>			
1. Check skin for color, temperature, texture, moisture, & lesions bilat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Palpate brachial and radial pulses bilat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assess capillary refill, contour and color of fingernails bilat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Test biceps, triceps or brachioradialis DTR's bilat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Test active, full ROM and strength in two joints bilat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Lower Extremities</i>			
1. Check skin for color, temperature, texture, moisture, & lesions bilateral and hair distribution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Check edema in lower tibia and feet bilat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Palpate dorsalis pedis and posterior tibial pulses bilat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Capillary refill bilat, contour and color of toenails bilat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Test patellar (quadriceps) or achilles DTR's bilat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Test active full ROM and strength in two joints bilat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Test sensations – light touch to feet ( top and bottom)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Observe gait or Perform heel-to-shin test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total		/100	