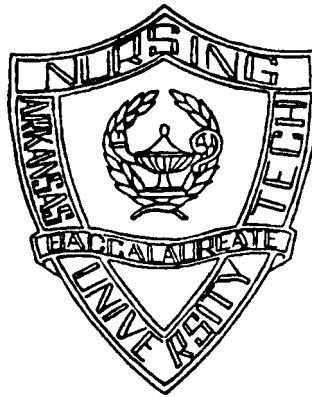


**ARKANSAS TECH UNIVERSITY**

**DEPARTMENT OF NURSING**



**HEALTH ASSESSMENT**

**(RN- BSN) NUR 3303 AT1/2**

**Fall 2020**

# ARKANSAS TECH UNIVERSITY

## DEPARTMENT OF NURSING

**COURSE:** NUR 3303 AT1

**TITLE:** HEALTH ASSESSMENT

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

**CONTACT HOURS:** THEORY AND PRACTICE 3 HOURS

**PLACEMENT:** SPRING, SUMMER AND FALL SEMESTER

### **INSTRUCTORS:**

Shelly Daily

Office: Dean Hall 126 I

Office Hours: Posted on Blackboard

Phone: 964-0583 x4654

e-mail: [sdaily@atu.edu](mailto:sdaily@atu.edu)

### **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.

## **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.

## **Instructional Resources:**

### **Required textbooks:**

- 1) Required Textbook with student resource access  
ISBN 97803236510806 Jarvis (2020) Physical Examination and Health Assessment, 8th edition, Elsevier.

**Justification/Rationale for the Course**

The learner progresses toward student learning outcomes 1, 2, 3, 4 & 5 by the completion of this course. This 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 and 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

2. A grade of "C" or above must be achieved in this nursing course in order to progress in the Nursing Program. Any grade below 75% will not be rounded up.

3. 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.

4. Examinations will be taken at designated times. Exams may require Respondus Lockdown Browser/monitor. 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 the scheduled exam.

Course Grade:

Exams:

Unit Test (4) 20% x 4.....80%

Multiple Choice Review Questions .....5%

Physical Exam

Performance ..... 15%

## **CONDUCT OF THE COURSE:**

### **Video of a Physical Examination:**

1. Students will secure a non-pregnant adult subject (18 years of age or older). Grade may be reduced for assessments submitted after the due date.
2. Videos should not exceed 30 minutes.
3. Genital examination will not be a part of the physical examination.
4. A copy of the physical exam rubric, found in syllabus, may be used during the physical exam demonstration. Excessive use of the rubric during the recording of your physical exam may result in up to a 10 point deduction.
5. The physical examination must be submitted on Blackboard. The due date will be indicated on Blackboard. Volunteers should wear shorts and sports bra or tank tops to provide privacy.
6. Students may utilize a home or clinical setting to record the video. If you do not have an otoscope/ophthalmoscope you may use a prop.

<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 tibialis 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	