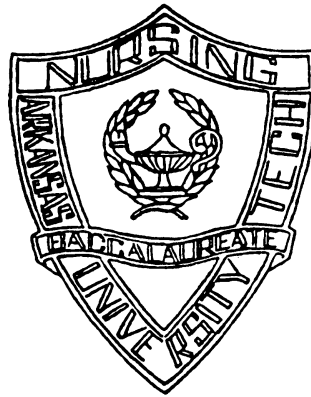


**ARKANSAS TECH UNIVERSITY**

**DEPARTMENT OF NURSING**



**HEALTH ASSESSMENT (RN-BSN)**

**NUR 3303 AT1 & AT2**

**Spring 2017**

# ARKANSAS TECH UNIVERSITY

## DEPARTMENT OF NURSING

**COURSE:** NUR 3303 AT1 and AT2

**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 224 H

Office Hours: Posted on Blackboard

Phone: 968-0649

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

Jennifer Coleman

Office: Dean Hall 224 C

Office Hours: Posted on Blackboard

Phone: 498-6086

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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 STATEMENT:**

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit <http://www.atu.edu/disabilities/index.php>.

## **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](http://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:**

ISBN 9780323394758 Jarvis (2016). *Health Assessment Online for Physical Examination and Health Assessment (Access Code and Textbook Package)*, 7<sup>th</sup> ed., Elsevier)

Student may purchase eBook or hardback but must have online access code.

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

The learner progresses toward student learning outcomes 1, 2, 3, 4, 5, & 6 by the completion of this course. 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

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. 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%
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**Student Role:** Learner, Communicator, Assessor, Advocator, Researcher, Teacher, and Documenter.

**Teaching-Learning Strategies:**

Lecture and discussion, role play, demonstrating return demonstration, simulation, anatomical models, charts, diagrams, family pedigree, and audiovisual materials.

**Teacher Role:** Demonstrator, Evaluator, Facilitator, Resource Person, Role Model, Supporter, and Communicator.

**CONDUCT OF THE COURSE:****Demonstration of a Physical Examination and Documentation:**

1. Students will secure a non-pregnant adult subject (18 years of age or older) for the scheduled dates and times. Grade may be reduced for taped assessments arriving after the due date.
2. **Thirty minutes is allotted for the return demonstration**
3. Genital examination will not be a part of the physical examination.
4. A copy of the physical exam evaluation may be used during the physical exam demonstration. Excessive note use during the physical exam may result in up to a 10 point deduction.
5. Students will be responsible for room set-up prior to performing physical exam demonstrations.
6. The physical examination must be submitted in DVD or emailed in described format. The due date will be indicated on the calendar. Volunteers should wear shorts and sports bra or tank tops to provide privacy. Please do not send videos on alternative media.
7. All students will be expected to practice physical examination skills on their own time with an adult volunteer.

<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. Observe appearance and patient position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Observe LOC, oriented x4 and observe speech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Head and Face</i>			
1. Inspect/palpate consistency, distribution, color of hair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Observe 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, conjunctive, 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. Rebound tenderness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. CVA (Costovertebral Angle Tenderness) tenderness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Lungs</i>			
1. Observe AP:T and accessory muscle use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Evaluate chest expansion at T9 or T10 (noting symmetry) and assess skin turgor	<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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assess capillary refill, contour and color of fingernails.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Test biceps, triceps or brachioradialis DTR's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Test active, full ROM and strength.	<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 and edema	<input type="checkbox"/>	<input type="checkbox"/>
2. Check edema in lower tibia and feet.	<input type="checkbox"/>	<input type="checkbox"/>
3. Palpate dorsalis pedis and posterior tibialis pulses bilat.	<input type="checkbox"/>	<input type="checkbox"/>
4. Capillary refill bilat, contour and color of toenails.	<input type="checkbox"/>	<input type="checkbox"/>
5. Test patellar (quadriceps) or achilles DTR's bilat	<input type="checkbox"/>	<input type="checkbox"/>
6. Test ROM and strength.	<input type="checkbox"/>	<input type="checkbox"/>
7. Test sensations – light touch to feet ( top and bottom)	<input type="checkbox"/>	<input type="checkbox"/>
8. Observe gait or Perform heel-to-shin test	<input type="checkbox"/>	<input type="checkbox"/>
Total		/100