



Course Syllabus: NURS 4713: Comprehensive Health  
Assessment-NURS 4711: Comprehensive Health Assessment  
Clinical

College of **Robert D. & Carol Guinn Health Sciences & Human Services**  
**Spring 2026**

Contact Information

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**Course Description**

**Textbook & Instructional Materials**

**Textbook: Not required**

<i>Physical examination and health assessment. (9<sup>th</sup> edition).</i>	Jarvis, C. (2020). St. Louis, MO: Elsevier	978-0-323-81170-5
<i>Publication manual of the American Psychological Association. (7<sup>th</sup> edition). Washington, D.C.</i>	American Psychological Association (APA)(2019).	978-1-433-83216-1

**Student Handbook**

Refer to: Student Handbook 2025-2026

**Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

## **Use of AI Tools:**

### **Acceptable and Unacceptable Use of AI**

The use of generative AI tools (e.g., ChatGPT) is permitted in this course for the following activities:

- Brainstorming and refining your ideas
- Fine-tuning your research questions
- Checking grammar and style

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board
- prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned you unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws or contain misinformation or unethical content). Your use of AI tools must be appropriately documented and cited to stay compliant with university policies on academic honesty. Any assignment that is found to have used generative AI tools in unauthorized ways will be given a grade of zero. When in doubt about permitted usage, please ask for clarification. Any Turnitin AI detectable score over 20% will result in a 0 for that assignment.

## **Grading**

Table 1:

<b>Assignments</b>	<b>Points</b>
Discussion Boards	10 %

Assignment 1: Accident Prevention and Safety Promotion for Infants	15 %
Assignment 2: Child Functional Health Assessment Worksheet	15 %
Assignment 3: Health History and Screening of Young Adult	15 %
Assignment 4: Adult Health Assessment Assignment	15 %
Assignment 5: Health Promotion Presentation	15 %
Assignment 6: Putting it all together Assignment	15 %
Total Points	100%

Table 2:

Grade	Points
A	90 to 100
B	80 to 89
C	79 to 74
D	65 to 73
F	64 and below

### Projects Required

Assignments vary in each module and each assignment has its own rubric for completion and grading. Written work is to be completed and submitted electronically in the appropriate assignment (drop box) on D2L and submitted by assigned due date and time. An overall average of at least 74% is required to pass this course. Faculty reserves the right to make changes at any time to this syllabus. Students are to be accountable for all communications sent by faculty on Desire 2 Learn; therefore, you **must** check the site for announcements, assignments, and messages. Faculty prefers students use email as a means to make a specific request or to ask for content clarification. Virtual and phone appointments are available upon request. All assignments are run through Turn-it-In for a similarity plagiarism score. Scores above 20% similarity will receive a 30-point deduction. Students may revise and resubmit as many times as needed before the due date and time. Only the last submission will be graded.

### Discussion Board

You must post a substantive response to each of the required questions. A substantive response is constructive and adds value to the weekly discussions. Substantive responses should be at least 150 words in length. Rarely should each require more than 250 words. Your responses need to reflect critical thought and demonstrate an understanding of the

relevant concepts. All factual knowledge must be supported with appropriate citation of source. Response to the discussion board questions must be posted by 10:59 PM CST of the due date on the Discussion Board section in the appropriate Discussion Question thread as stated in the course outline. Initial discussion responses posted more than 2 days late and or in the wrong thread will not be accepted. Initial postings will receive a 10 point deduction for each day late and will not be accepted if posted more than 2 days late. It is the responsibility of the student to post the assignment on the correct thread by 10:59 PM CST on or prior to the due date. Participation in the classroom discussion is required. In addition to posting your Initial response to the discussion questions you must post a substantive comment to at least two of your classmate's posts. Peer post may be made anytime during the week but must be made prior to the close of the week before the due date and time. Peer Posts made after the due date and close of the week will not be accepted for credit.

### **Late Work**

Assignments more than two days late will not be accepted. Assignments submitted late which is within two days of the due date will receive a ten point deduction for each day they are late.

### **Important Dates**

Last Day to drop with a grade of "W:" is April 29, 2026

### **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

### **Online Computer Requirements**

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available

on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations; however, they are able to help you get connected to our online services. For help, log into [D2L](#).

### **Instructor Class Policies**

**Instructor Drop.** An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude or for lack of engagement in the online learning environment. For example, failure to participate in online discussions as scheduled and on time is considered being absent. Prior to dropping a student from the class, the instructor must give the student a verbal or written warning. An instructor's drop of a student takes precedence over the student-initiated course drop at a later date. The instructor will assign a grade of WF or F the 6<sup>th</sup> week of a 10-week summer term. After this time, the grade will be an F. The date the Office of the Registrar receives the instructor drop form is the official drop date. If a student does not maintain enrollment for one semester, they will be placed on inactive status.

### **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first twelve class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the ***Schedule of Classes*** each semester.

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining

the amount of the refund. (Examples of each refund calculation will be made available upon request).

### **Disability Support Services**

Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disability. This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity." The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at:

Disability Support Services  
Student Wellness Center  
Phone: 940-397-4140  
Email: [disabilityservices@msutexas.edu](mailto:disabilityservices@msutexas.edu)  
Website: [DSS Webpage](#)

### **College Policies**

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

### **Alcohol and Drug Policy**

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### **Grade Appeal Process**

Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

## Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### Course Schedule

<b>Week</b>	<b>Weekly Objectives</b> (To be completed as independent study, building upon prior knowledge. Self-determined competence)	<b>Assignment Due Date</b> (Graded submissions)
<b>Week 1</b>  Course Orientation, Introductions on Discussion Board, Introduction to the health assessment	Introduction to Health Assessment Practice: <ul style="list-style-type: none"><li>• Explain the relationship of critical thinking, nursing process and health assessment</li><li>• Explain the legal requirements related to nursing assessment based on Texas Board of Nursing standards, rules, and regulations</li><li>• Differentiate between subjective and objective data</li><li>• Relate developmental tasks to health assessment.</li><li>• Identify topics for health promotion</li></ul>	<b>Introduction and Week 1 Discussion post</b> due by Friday, 1/23/26 10:59PM CST.  <b>The 2 peer response posts</b> are due by Sunday, 1/25/26 10:59PM CST.
<b>Week 2</b>  Interviewing and Health History	Interviewing and Health History The Interview and Complete Health History Practice: <ul style="list-style-type: none"><li>• Explain the process and techniques of skilled interviewing</li><li>• Describe the process and components of a complete health history</li></ul>	<b>Week 2 Discussion post</b> due by Friday, 1/30/26 10:59PM CST.  <b>The 2 peer response posts</b> are due by Sunday, 2/1/26 10:59PM CST.

	<ul style="list-style-type: none"> <li>Describe family assessment and genogram</li> </ul>	
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Week	Weekly Objectives	Due Date
<b>Week 3</b>  General Survey, Measurements, Vital Signs, and Nutritional Assessment	Assessment Techniques and Safety in the Clinical Setting: General Survey, Measurements, Vital Signs Pain Assessment: The fifth vital Sign Nutritional Assessment Practice: <ul style="list-style-type: none"> <li>Describe the components and process of a general survey</li> <li>Identify factors affecting accurate body measurements and vital signs</li> <li>Describe components and process of nutritional assessment</li> <li>Identify factors affecting nutritional status</li> </ul>	<b>Week 3 Assignment 1: Accident Prevention and Safety Promotion for Infants</b> due by Sunday, 2/8/26 10:59 PM CST.
Week	Weekly Objectives	Due Date
<b>Week 4</b>  Skin, Hair & Nails Assessment, Head,	Skin, Hair, Nails, Head, Face, and Neck, including Reginal Lymphatics Practice:	<b>Week 4 discussion post</b> due by



Face, Neck & Regional Lymphatics Assessment	1. Inspect skin, hair, eyes, oral cavity, nails and musculoskeletal and neurologic systems for clinical signs and symptoms of nutritional deficiencies. Practice	Friday, 2/13/26 10:59 PM CST. <b>2 peer response</b> due by Sunday, 2/15/26 10:59 PM CST
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Week	Weekly Objectives	Due Date
<b>Week 5</b>  Eyes and Ears	Eyes/Ears Practice: 1. Record the history and physical examination findings accurately, reach an assessment of the health state. 2. Screening for Glaucoma, 3. Use of Earbuds and the Increasing Prevalence of Hearing Loss in Adolescents <ul style="list-style-type: none"> <li>• Use of Hearing Aids</li> </ul>	<b>Week 5</b>  <b>Assignment 2: Child Functional Health Assessment Worksheet</b> Due by Sunday, 2/22/26 10:59 PM CST
<b>Week 6</b>  Nose, Mouth, Throat	Nose, Mouth, and Throat Practice: 1. Inspect the external nose  2. Demonstrate use of the otoscope and nasal attachments to inspect the structures of the nasal cavity  3. Demonstrate knowledge of infection control practices during inspection and palpation of structure of the mouth and pharynx	<b>Week 6 discussion post</b> due by Friday, 2/27/26 10:59 PM CST.  <b>2 peer posts</b> are due by Sunday, 3/1/26 10:59 PM CST.

	<p>4. Record the history and physical examination findings accurately, reach an assessment of the health state, and develop a plan of care.</p>	
<p><b>Week 7</b></p> <p>Breasts &amp; Regional Lymphatic Assessment</p>	<p>Breasts &amp; Regional Lymphatic Assessment Practice</p> <ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of the symptoms related to the breasts and axillae by obtaining a health history</li> <li>2. Review how to teach the breast self-examination to women or list the points to include in teaching breast self-examination to your clients as appropriate.</li> <li>3. Assessing Breast Cancer Risks</li> <li>4. Males and Breast Cancer Risk</li> </ol> <p><b>Readings</b> Jarvis Chapter 17</p>	<p><b>Week 7</b></p> <p><b>Assignment 3: Health History and Screening of Young Adult</b> due by Sunday, 3/8/26 10:59PM CST.</p>
<p><b>Week 8</b></p> <p>Thorax and Lung Assessment</p>	<p>Thorax and Lung Assessment Practice</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of the symptoms related to the respiratory system by obtaining a regional health history for a peer or patient.</li> </ol>	<p><b>Week 8 discussion post</b> due by Friday, 3/20/26 10:59PM CST.</p> <p><b>2 peer post</b> is due by Sunday, 3/22/26 10:59PM CST.</p>

	<p>2. Correctly locate anatomic landmarks on the thorax of a peer.</p> <p>3. Demonstrate correct techniques for inspection, palpation, percussion, and auscultation of the respiratory systems.</p> <p>4. Record the history and physical examination findings accurately, reach an assessment of the health state, and develop a plan of care.</p>	
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Week	Weekly Objectives	Due Date
<b>Week 9</b>  Heart & Neck Vessels Assessment, Peripheral Vascular Assessment	Heart & Neck Vessels Assessment Peripheral Vascular Assessment Practice <ul style="list-style-type: none"> <li>Demonstrate the knowledge of the symptoms related to the cardiovascular system by obtaining a regional health history from a peer or patient.</li> </ul>	<b>Week 9 discussion post</b> due by Friday, 3/27/26 10:59PM CST.  <b>2 peer post</b> is due by Sunday, 3/29/26 10:59PM CST.

	<ul style="list-style-type: none"> <li>• Correctly locate anatomic landmarks on the chest wall of a peer.</li> <li>• Demonstrate correct technique for inspection and palpation of the neck vessels.</li> <li>• Demonstrate correct techniques for inspection, palpation, and auscultation of the precordium.</li> <li>• Demonstrate palpation of peripheral arterial pulses (brachial, radial, femoral, popliteal, posterior tibial, dorsalis pedis) by assessing amplitude and symmetry, noting any signs of arterial insufficiency.</li> <li>• Record the history and physical examination accurately, reach an assessment of the health state and develop a plan of care: <ul style="list-style-type: none"> <li>• Women and Heart Disease</li> <li>• Prevention of Elevated Cholesterol Levels</li> <li>• Prevention of High Blood Pressure Obesity and Heart Disease</li> <li>• Prevention of Stroke</li> </ul> </li> </ul>	
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Week	Weekly Objectives	Due Date
<b>Week 10</b>  Mental Status Assessment	Mental Status Assessment and Neurological Assessment Practice <ul style="list-style-type: none"> <li>• Record the history and physical examination findings accurately,</li> </ul>	<b>Week 10 discussion post</b> due by Friday, 4/3/26 10:59PM CST.

	<p>reach an assessment about the health history state, and develop a plan of care to identify:</p> <ul style="list-style-type: none"> <li>• Assessing for Post-Traumatic Stress Disorder (PTSD)</li> <li>• Assessing for Alzheimer's Disease</li> <li>• Prevention of Traumatic Brain Injury</li> <li>• Assessing for Substance Abuse</li> </ul>	<p><b>2 peer post</b> is due by Sunday, 4/5/26 10:59PM CST.</p>
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Week	Weekly Objectives	Due Date
<p><b>Week 11</b></p> <p>Male &amp; Female Genitourinary Assessment</p>	<p>Male &amp; Female Genitourinary Assessment Practice</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the symptoms related to the male and female genitourinary system by obtaining a regional health history from a peer or patient.</li> <li>• Demonstrate knowledge of the process of inspection and palpation of the male and female genitourinary systems to include content regarding testicular self-examination.</li> <li>• Demonstrate knowledge of how to record the history and physical examination finding accurately for Sexually Transmitted Diseases and Risk for Colorectal Cancer</li> </ul>	<p><b>Week 11 Assignment 4: Adult Health Assessment Assignment</b> due by Sunday, 4/12/26 10:59PM CST.</p>

<b>Week</b>	<b>Weekly Objectives</b>	<b>Due Date</b>
<b>Week 12</b>  Musculoskeletal Assessment	Musculoskeletal Assessment Practice <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the symptoms related to the musculoskeletal system by obtaining a regional health history from a peer or patient.</li> <li>• Demonstrate inspection and palpation of the musculoskeletal system by assessing the muscles, bones, and joints for size, symmetry, swelling, nodules, deformities, atrophy, and active range of motion.</li> <li>• Assess the person's ability to carry out functional activities of daily living.</li> <li>• Record the history and physical examination findings accurately, reach an assessment about the health history state, and identify: Prevention Osteoporosis, Cerebral Palsy, Multiple Sclerosis, and Guillain-Barre Syndrome</li> </ul>	<b>Week 12 Discussion</b> post due by Friday, 4/17/26 10:59PM CST. <b>2 peer posts</b> due by Sunday, 4/19/26 10:59PM CST.

<b>Week or Module</b>	<b>Weekly Objectives</b>	<b>Due Date</b>
<b>Week 13</b>  Neurological Assessment	Functional Assessment of Older Client Practice <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the symptoms related to the neurologic by obtaining a</li> </ul>	<b>Week 13</b>  <b>Assignment 5: Health Promotion Presentation</b>

	<p>regional health history from a peer or patient.</p> <ul style="list-style-type: none"> <li>• Demonstrate examination of the neurologic assessment by assessing the cranial nerves; cerebellar function, sensory system, motor system, and deep tendon reflexes.</li> <li>• Demonstrate knowledge of abnormal findings related to decline in mental health and functional ability.</li> </ul>	<p>due by Sunday, 4/26/26 10:59PM CST.</p>
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<b>Week or Module</b>	<b>Weekly Objectives</b>	<b>Due Date</b>
<p><b>Week 14</b></p> <p>Putting It All Together: The Complete Health Assessment</p>	<p>Putting It All Together: The Complete Health Assessment Practice</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the sequence of components of the complete health assessment for an adult, child, and elderly client.</li> </ul>	<p><b>Week 14</b></p> <p><b>Assignment 6: Putting it All Together Assignment</b> due Sunday, 5/3/26 10:59 PM CST</p>
<p><b>Week 15</b></p> <p>Self-reflection: The Complete Health Assessment</p>	<p>No late submissions accepted for this week's Assignment or discussion post.</p>	<p><b>Week 15:</b></p> <p><b>Self-Reflection discussion Post</b> due by Friday, 5/8/26 10:59PM CST.</p>
<b>Week 16</b>	<b>Grades will be posted by end of course week.</b>	

