



**Course Syllabus: NURS 4713: Comprehensive Health Assessment-  
NURS 4711: Comprehensive Health Assessment Clinical  
College of Robert D. & Carol Gunn College of Health Sciences & Human Services  
Summer 2025 Semester**

**Contact Information**

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**Course Description**

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1. This course focuses on the concepts, principles, and underlying assessment of the health status of individuals. Emphasis will be on interviewing skills, health histories, and the physical and psychosocial findings. Communication and assessment skills are developed with an in-depth coverage of a comprehensive assessment. Health promotion is introduced with application within nursing practice.
2. AACN Essentials: For further information regarding the AACN Essentials identified for each course objective, refer to: [The Essentials of Baccalaureate Education for Professional Nursing Practice](#)

**Course Objectives**

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

1. Demonstrate the nurse's role in health promotion, disease prevention, and managing the special needs for diverse population groups, inclusive of various age groups (infants, toddlers, school-age children, adolescents, adults and older adults).
2. Describe nursing management for a selected group of health promotion exemplars as it relates to primary, secondary and tertiary prevention.
3. Explain the health promotion and needs in special populations (i.e. Geriatric, high-risk pregnancy).
4. Integrate health assessment into the nursing process and practice.
5. Explain how health assessment varies across the lifespan.

### Clinical Objectives

1. Demonstrate the nurse's role in health promotion, disease prevention, and managing the special needs for diverse population groups, inclusive of various age groups (infants, toddlers, school-age children, adolescents, adults and older adults) (AACN V, VII, IX).
2. Describe nursing management for a select groups of health promotion topics as it relates to primary, secondary, and tertiary prevention (AACN I VIII).
3. Discriminate between normal or abnormal findings in assessment data (AACN I).

### Textbook & Instructional Materials

#### Required textbook

American Psychological Association (2020). Publication Manual of the American Psychological Association (7<sup>th</sup> ed.). Washington D.C.

Jarvis, C. (2020). *Physical examination and health assessment* (8<sup>th</sup> ed.). St. Louis, MO: Elsevier ISBN: 978-0-323-51080-6.

Jarvis, C. (2015). *Health assessment online for physical examination and health assessment*. (7<sup>th</sup> ed.) Version 4, (Access Code posted in Course).

#### Student Handbook

Refer to: Student Handbook 2024-25 on the MSU website

### 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:

The use of artificial intelligence (AI) tools (e.g., ChatGPT, Grammarly, QuillBot) is not permitted for any assignment, discussion post, or clinical documentation in

this course unless explicitly approved by the instructor. All work must reflect your original thought and meet academic integrity standards as defined in the MSU Student Conduct Code. Violations may result in academic penalties.

### Grading

Table 1: Points allocated to each assignment –

| <b>Assignments</b>   | <b>Points</b> |
|--|---------------|
| Discussion Boards (4)  | 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: Total points for final grade. There will be no rounding of final course grades.

| 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 10:59 pm Central Time on due date. A course average of at least 74% is required to pass this course. No rounding of final grades per the WSON handbook. 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 D2L as a means to make a specific request or to ask for content clarification. I forward your D2L emails to my MSU email. If you are unable to access D2L, you may contact faculty via campus email. Virtual and phone appointments are available upon request.

### **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. Your responses need to reflect critical thought and demonstrate an understanding of the relevant concepts. All factual knowledge must be supported with appropriate APA citation of source. Response to the discussion board questions must be posted by 10:59 PM Central Standard Time on or before the due date on the Discussion Board section in the appropriate Discussion Question thread as stated in the course outline. **Discussion responses (initial) posted more than 2 days late and or in the wrong thread will not be accepted. Peer response post will not be accepted late.**

Late 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 Central Standard Time on or prior to the due date. Participation in the classroom discussion is required. In addition to posting your responses to the discussion questions you must post a substantive comment to at least two of your classmate's posts. This 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. Each peer response must have at least one accompanying APA citation. **Peer Posts made after the due date and time 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 are 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:" July 23, 2025

Refer to: [Drops, Withdrawals & Void](#)

### **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 long semester they will be placed on inactive status. If a student were to withdraw for a second time from the same and/or any nursing course and/or received a second D or F in the same and/or any nursing course, even if the student has repeated a course and received a grade of C or above the student will be dismissed from the program. **All submissions earning a Turn-it In Similarity score above 20% will receive a 30-point deduction. Students may submit assignments as many times as needed before the due/date and time to review and revise as needed to earn a Turn-it In Similarity score at or less than 20%. Only the last submission before the due date and time will be graded.**

### **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 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)

exists 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 (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center 168.

### **College Policies**

Campus Carry Rules/Policies

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

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

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**

Individual course grades are not allowed to be appealed. Students who wish to appeal a Final overall course 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

| Week  | Activities/Assignments/Exams   | Due Date   |
|---|--|--|
| <b>Week 1</b><br><br>Course Orientation, Introductions on Discussion Board, Introduction to the health assessment And Interviewing and Health History | <p>Introduction to Health Assessment Practice:</p> <ol style="list-style-type: none"><li>1. Explain the relationship of critical thinking, nursing process and health assessment</li><li>2. Explain the legal requirements related to nursing assessment based on Texas Board of Nursing standards, rules, and regulations</li><li>3. Differentiate between subjective and objective data</li><li>4. Relate developmental tasks to health assessment.</li><li>5. Identify topics for health promotion</li></ol> <p>Interviewing and Health History<br/>The Interview and Complete Health History Practice:</p> <ol style="list-style-type: none"><li>1. Explain the process and techniques of skilled interviewing</li><li>2. Describe the process and components of a complete health history</li><li>3. Describe family assessment and genogram</li></ol> <p><b>Readings</b><br/>Jarvis Chapter 1<br/>Jarvis Chapter 3 and 4</p> | <p><b>Introduction and Week 1 Discussion post part A and B</b> due by Friday 10:59PM</p> <p><b>The 2 peer response posts</b> are due by Sunday 10:59PM</p> |

| <b>Week</b>  | <b>Activities/Assignments/Exams</b>   | <b>Due Date</b>   |
|--|---|---|
| <b>Week 2</b><br><br>General Survey, Measurements, Vital Signs, and Nutritional Assessment | Assessment Techniques and Safety in the Clinical Setting: General Survey, Measurements, Vital Signs<br>Pain Assessment: The fifth vital Sign<br>Nutritional Assessment<br>Practice: <ol style="list-style-type: none"> <li>1. Describe the components and process of a general survey</li> <li>2. Identify factors affecting accurate body measurements and vital signs</li> <li>3. Describe components and process of nutritional assessment</li> <li>4. Identify factors affecting nutritional status</li> </ol><br><b>Readings</b><br>Jarvis Chapter 8,9, 10,11, and 12<br><br>Gordon, D. (2015). <i>Acute pain assessment tools: Let us move beyond simple pain ratings. Pain Medicine. 28(5), 565-569.</i><br>DOI: 10.1097/aco.0000000000000225. | <b>Week 2 Assignment 1: Accident Prevention and Safety Promotion for Infants</b><br>due by Sunday 10:59PM |
| <b>Week</b>  | <b>Activities/Assignments/Exams</b>   | <b>Due Date</b>   |

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|---|---|---|
| <b>Week 3</b><br><br>Skin, Hair & Nails Assessment, Head, Face, Neck & Regional Lymphatics Assessment | Skin, Hair, Nails, Head, Face, and Neck, including Reginal Lymphatics<br>Practice:<br>1. Inspect skin, hair, eyes, oral cavity, nails and musculoskeletal and neurologic systems for clinical signs and symptoms of nutritional deficiencies.<br>Practice<br>Domestic and family violence assessment.<br>1. Describe the types of domestic violence and the affect on health.<br><br><b>Readings:</b><br>Jarvis Chapter 7, 12, and 13 | <b>Week 3 discussion post</b> due by Friday 10:59 PM<br><b>2 peer response</b> due by Sunday 10:59 PM |
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| Week                               | Activities/Assignments/Exams   | Due Date   |
|------------------------------------|--|--|
| <b>Week 4</b><br><br>Eyes and Ears | Eyes/Ears<br>Practice:<br>1. Record the history and physical examination findings accurately, reach an assessment of the health state.<br>2. Screening for Glaucoma,<br>3. Use of Earbuds and the Increasing Prevalence of Hearing Loss in Adolescents<br>a. Use of Hearing Aids<br><br><b>Readings</b><br>Jarvis Chapters 14 and 15 | <b>Week 4 Assignment 2: Child Functional Health Assessment Worksheet</b><br>Due by Sunday 10:59 PM |

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| <p><b>Week 5</b></p> <p>Nose, Mouth, Throat</p>                         | <p>Nose, Mouth, and Throat Practice:</p> <ol style="list-style-type: none"> <li>1. Inspect the external nose</li> <li>2. Demonstrate use of the otoscope and nasal attachments to inspect the structures of the nasal cavity</li> <li>3. Demonstrate knowledge of infection control practices during inspection and palpation of structure of the mouth and pharynx</li> <li>4. Record the history and physical examination findings accurately, reach an assessment of the health state, and develop a plan of care.</li> </ol> <p><b>Readings</b><br/>Jarvis Chapter 16</p> | <p><b>Week 5</b><br/><b>Assignment 3: Health History and Screening of Young Adult</b><br/>due by Sunday 10:59PM</p> |
| <p><b>Week 6</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><br/>Jarvis Chapter 17</p>  | <p><b>Week 6</b><br/>discussion post due by Friday 10:59PM<br/><b>2 peer post</b> is due by Sunday 10:59PM</p>      |

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| <p><b>Week 7</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> <li>2. Correctly locate anatomic landmarks on the thorax of a peer.</li> <li>3. Demonstrate correct techniques for inspection, palpation, percussion, and auscultation of the respiratory systems.</li> <li>4. Record the history and physical examination findings accurately, reach an assessment of the health state, and develop a plan of care.</li> </ol> <p><b>Readings</b><br/>Jarvis Chapter 18</p> | <p><b>Week 7 discussion post</b> due by Friday, 10:59PM.</p> <p><b>2 peer post</b> is due by Sunday 10:59PM.</p> |
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| Week | Activities/Assignments/Exams | Due Date |
|------|------------------------------|----------|
|------|------------------------------|----------|

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|--|---|--|
| <p><b>Week 8</b><br/>Heart &amp; Neck Vessels Assessment, Peripheral Vascular Assessment</p> | <p>Heart &amp; Neck Vessels Assessment<br/>Peripheral Vascular Assessment<br/>Practice</p> <ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of the symptoms related to the cardiovascular system by obtaining a regional health history from a peer or patient.</li> <li>2. Correctly locate anatomic landmarks on the chest wall of a peer.</li> <li>3. Demonstrate correct technique for inspection and palpation of the neck vessels.</li> <li>4. Demonstrate correct techniques for inspection, palpation, and auscultation of the precordium.</li> <li>5. 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>6. Record the history and physical examination accurately, reach an assessment of the health state and develop a plan of care: <ol style="list-style-type: none"> <li>a. Women and Heart Disease</li> <li>b. Prevention of Elevated Cholesterol Levels</li> <li>c. Prevention of High Blood Pressure Obesity and Heart Disease</li> <li>d. Prevention of Stroke</li> </ol> </li> </ol> <p><b>Readings</b><br/>Jarvis Chapter 19 and 20</p> | <p><b>Week 8 Assignment 4: Adult Health Assessment Assignment</b><br/>due by Sunday 10:59PM.</p> |
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| Week   | Activities/Assignments/Exams  | Due Date  |
|--|---|---|
| <p><b>Week 9</b></p> <p>Male &amp; Female Genitourinary Assessment</p> | <p>Male &amp; Female Genitourinary Assessment Practice</p> <ol style="list-style-type: none"> <li>1. 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>2. 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>3. Demonstrate knowledge of how to record the history and physical examination finding accurately for Sexually Transmitted Diseases and Risk for Colorectal Cancer</li> </ol> <p>Functional Assessment of Older Client Practice</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of the symptoms related to the neurologic by obtaining a regional health history from a peer or patient.</li> <li>2. Demonstrate examination of the neurologic assessment by assessing the cranial nerves; cerebellar function, sensory system, motor system, and deep tendon reflexes.</li> <li>3. Demonstrate knowledge of abnormal findings related to decline in mental health and functional ability.<br/>Assessing for Alzheimer's Disease</li> <li>4. Prevention of Traumatic Brain Injury</li> </ol> <p><b>Readings:</b><br/>Jarvis Chapter 5, 21, 24, 25, 26 and 27</p> | <p><b>Week 9: Assignment 5: Health Promotion Presentation</b><br/>due by Sunday 10:59PM</p> |

| Week   | Activities/Assignments/Exams  | Due Date  |
|--|---|---|
| <p><b>Week 10</b></p> <p>Putting It All Together: The Complete Health Assessment</p> | <p>Putting It All Together: The Complete Health Assessment Practice</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of the sequence of components of the complete health assessment for an adult, child, and elderly client.</li> </ol> <p><b>Readings:</b><br/>Jarvis Chapter 27, 28, and 31</p> | <p><b>Week 10: Assignment 6: Putting it All Together Assignment</b> due Thursday <b>8/7/2025</b> 10:59 PM</p> <p><b>*No Late Submissions Accepted – courses Closes at midnight **</b></p> |