



Course Syllabus: Comprehensive Health Assessment
College of Robert D. & Carol Guinn Health Sciences & Human Services
NURS 4711_4713

Fall 2026

Contact Information

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Course Description

An in-depth coverage of a comprehensive health assessment with an introduction to the concept of health promotion and how this concept is applied within nursing practice. Health promotion is viewed broadly in scope as behaviors that promote optimal health across the lifespan within an individual, family, community, population and environment (Giddens, 2013, p. 407). This course lends itself to a concept-based approach.

Co-Requisite(s): NURS 4711

Credit Hours

Three (3) credit hours

AACN Essentials

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\(2021\)](#)

DEC Competencies:

In the DEC Competencies below, the following designations apply: II, IV, V, VI: VIII, IX For further information regarding the competencies identified for each course objective, refer to

https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential

[%20Competencies%202021.pdf](#)

Course Objectives	AACN Essentials	DEC Competencies
Upon completion of this course students 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).	III, V, VII, IX	I: A II: A, B
2. Describe nursing management for health promotion exemplars via primary, secondary, and tertiary prevention.	II,III, VIII	II: B, C, III: A
3. Explain health promotion and needs in specialized groups like geriatric or high-risk patients.	II, III, VIII	II: A, B IV: A
4. Integrate comprehensive health assessment skills directly into the clinical nursing process.	I, II	II: A,B
5. Explain how health assessment varies across lifespan.	I, II	II: A, B
6. Discriminate between normal or abnormal findings in assessment data	I, II	II: A, B

Course Content

See Calendar of events for the specific topics of the class discussion, their related concepts, and required readings for this course.

Student Learning Outcomes

1. Graduates will demonstrate (Assessment method: 90% of the students will score at least 74% average on)
2. Graduates will demonstrate understanding of the concepts for ethical theories and laws. (Assessment method: 90% of the students will score at least 74% on an Ethical Dilemma assignment.)???Fill in assessment.

Textbook & Instructional Materials

Required textbook

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

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

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

Student Handbook

Refer to: [MSU Texas 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:

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:

Assignments	Points
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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 November 23, 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 6th 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

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

Week	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Self-determined competence)	Assignment Due Date (Graded submissions)
Week 1 Course Orientation, Introductions on Discussion Board, Introduction to the health assessment	Introduction to Health Assessment Practice: • Explain the relationship of critical thinking, nursing process and health assessment • Explain the legal requirements related to nursing assessment based on Texas Board of Nursing standards, rules, and regulations • Differentiate between subjective and objective data	Introduction and Week 1 Discussion post due by Friday, 8/28/26 10:59PM CST. The 2 peer response posts are due by Sunday, 8/30/26 10:59PM CST.

	• Relate developmental tasks to health assessment. • Identify topics for health promotion • Readings Jarvis Chapter 1	
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Week 2 Interviewing and Health History	Interviewing and Health History The Interview and Complete Health History Practice: • Explain the process and techniques of skilled interviewing • Describe the process and components of a complete health history • Describe family assessment and genogram Readings Jarvis Chapter 3 and 4	Week 2 Discussion post due by Friday, 9/4/26 10:59PM CST. The 2 peer response posts are due by Sunday, 9/6/25 10:59PM CST.
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Week	Weekly Objectives	Due Date
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Week 3 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: • Describe the components and process of a general survey • Identify factors affecting accurate body measurements and vital signs • Describe components and process of nutritional assessment • Identify factors affecting nutritional status Readings Jarvis Chapter 8,9, 10 and 11 Gordon, D. (2015). <i>Acute pain assessment tools: Let us move beyond simple pain ratings. Pain Medicine. 28(5), 565-569.</i> DOI: 10.1097/aco.0000000000000225.	Week 3 Assignment 1: Accident Prevention and Safety Promotion for Infants due by Sunday, 9/13/26 10:59 PM CST.
Week	Weekly Objectives	Due Date

Week 4 Skin, Hair & Nails Assessment, Head, Face, Neck & Regional Lymphatics Assessment	Skin, Hair, Nails, Head, Face, and Neck, including Reginal Lymphatics Practice: 1. Inspect skin, hair, eyes, oral cavity, nails and musculoskeletal and neurologic systems for clinical signs and symptoms of nutritional deficiencies. Practice Readings:	Week 4 discussion post due by Friday,9/18/26 10:59 PM CST. 2 peer response due by Sunday, 9/20/26 10:59 PM CST
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	Jarvis Chapter 12, and 13		
Week	Weekly Objectives	Due Date	
Week 5 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 Heating Loss in Adolescents • Use of Hearing Aids Readings Jarvis Chapters 14 and 15	Week 5 Assignment 2: Child Functional Health Assessment Worksheet Due by Sunday, 9/27/26 10:59 PM CST	

Week 6 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 4. Record the history and physical examination findings accurately, reach an assessment of the health state, and develop a plan of care. Readings Jarvis Chapter 16	Week 6 discussion post due by Friday, 10/2/26 10:59PM CST. 2 peer posts are due by Sunday, 10/6/26 10:59PM CST.
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Week 7 Breasts & Regional Lymphatic Assessment	Breasts & Regional Lymphatic Assessment Practice 1. Demonstrate the knowledge of the symptoms related to the breasts and axillae by obtaining a health history 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. 3. Assessing Breast Cancer Risks 4. Males and Breast Cancer Risk Readings Jarvis Chapter 17	Week 7 Assignment 3: Health History and Screening of Young Adult due by Sunday, 10/11/26 10:59PM CST.
Week 8 Thorax and Lung Assessment	Thorax and Lung Assessment Practice 1. Demonstrate knowledge of the symptoms related to the respiratory system by obtaining a regional health history for a peer or patient. 2. Correctly locate anatomic landmarks on the thorax of a peer. 3. Demonstrate correct techniques for inspection, palpation, percussion, and auscultation of the respiratory systems. 4. Record the history and physical examination findings accurately, reach an assessment	Week 8 discussion post due by Friday, 10/16/25 10:59PM CST. 2 peer post is due by Sunday, 10/18/26 10:59PM CST.

	of the health state, and develop a plan of care. Readings Jarvis Chapter 18	
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Week	Weekly Objectives	Due Date
Week 9 Heart & Neck Vessels Assessment, Peripheral Vascular Assessment	Heart & Neck Vessels Assessment Peripheral Vascular Assessment Practice • Demonstrate the knowledge of the symptoms related to the cardiovascular system by obtaining a regional health history from a peer or patient. • Correctly locate anatomic landmarks on the chest wall of a peer. • Demonstrate correct technique for inspection and palpation of the neck vessels. • Demonstrate correct techniques for inspection, palpation, and auscultation of the precordium. • Demonstrate palpation of peripheral arterial pulses (brachial,	Week 9 discussion post due by Friday, 10/23/26 10:59PM CST. 2 peer post is due by Sunday, 10/25/26 10:59PM CST.

	radial, femoral, popliteal, posterior tibial,	
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	dorsalis pedis) by assessing amplitude and symmetry, noting any signs of arterial insufficiency. • Record the history and physical examination accurately, reach an assessment of the health state and develop a plan of care: • Women and Heart Disease • Prevention of Elevated Cholesterol Levels • Prevention of High Blood Pressure Obesity and Heart Disease • Prevention of Stroke Readings Jarvis Chapter 19 and 20	
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Week	Weekly Objectives	Due Date
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Week 10 Mental Status Assessment	Mental Status Assessment and Neurological Assessment Practice - Record the history and physical examination findings accurately, reach an assessment about the health history state, and develop a plan of care to identify: - Assessing for Post-Traumatic Stress Disorder (PTSD) - Assessing for Alzheimer's Disease - Prevention of Traumatic Brain Injury • Assessing for Substance Abuse Readings: Jarvis Chapter 5 and 23	Week 10 discussion post due by Friday, 10/30/26 10:59PM CST. 2 peer post is due by Sunday, 11/01/26 10:59PM CST.
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Week	Weekly Objectives	Due Date
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Week 11 Male & Female Genitourinary Assessment	Male & Female Genitourinary Assessment Practice • Demonstrate knowledge of the symptoms related to the male and female genitourinary system by obtaining a regional health history from a peer or patient. • Demonstrate knowledge of the process of inspection and palpation of the male and female genitourinary systems to include content regarding testicular self examination. • Demonstrate knowledge of how to record the history and physical examination finding accurately for Sexually Transmitted Diseases and Risk for Colorectal Cancer Readings: Jarvis Chapter 24, 25, and 26	Week 11 Assignment 4: Adult Health Assessment Assignment due by Sunday, 11/8/26 10:59PM CST.
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Week	Weekly Objectives	Due Date
Week 12 Musculoskeletal Assessment	Musculoskeletal Assessment Practice • Demonstrate knowledge of the symptoms related to the musculoskeletal system by obtaining a regional health history from a peer or patient.	Week 12 Discussion post due by Friday, 11/13/26 10:59PM CST. 2 peer posts

	• 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. • Assess the person's ability to carry out functional activities of daily living. • 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 Readings: Jarvis Chapter 22	due by Sunday, 11/15/26 10:59PM CST.
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Week or Module	Weekly Objectives	Due Date
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Week 13 Neurologic al Assessmen t	Functional Assessment of Older Client Practice • Demonstrate knowledge of the symptoms related to the neurologic by obtaining a regional health history from a peer or patient. • Demonstrate examination of the neurologic assessment by assessing the cranial nerves; cerebellar function, sensory system, motor system, and deep tendon reflexes.	Week 13 Assignment 5: Health Promotion Presentation due by Sunday, 11/22/26 10:59PM CST.
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	• Demonstrate knowledge of abnormal findings related to decline in mental health and functional ability. Readings: Jarvis Chapter 5, 21, and 23	
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Week or Module	Weekly Objectives	Due Date
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Week 14 Putting It All Together: The Complete Health Assessment	Putting It All Together: The Complete Health Assessment Practice • Demonstrate knowledge of the sequence of components of the complete health assessment for an adult, child, and elderly client. Readings: Jarvis Chapter 27, 28, and 31	Week 14 Assignment 6: Putting it All Together Assignment due Sunday, 11/29/26 10:59 PM CST
Week 15 Self reflection: The Complete Health Assessment	No late submissions accepted for this week's Assignment or discussion post.	Week 15: Self-Reflection discussion Post due by Friday, 12/4/26 10:59PM CST.
Week 16	Grades will be posted by end of course week.	